

School Improvement Plan Alton Elementary School St. Tammany Parish School System

Alton Elementary
PreK through 5th Grade
38276 N. 5th Avenue
Slidell, LA 70460
Principal: Mrs. Schanette Hebert
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DATA COMPREHENSIVE NEEDS ASSESSMENT & DATA TRIANGULATION: SUMMARY REPORT

Data Triangulation – Strengths & Contributing Factors to Strengths

Part I: Strengths should be derived from the strengths in the Accountability Data (Cognitive, Student Performance Data: CRT data (LEAP, iLEAP, GEE, LAA), DRA, Dibels, classroom and unit assessment, benchmark assessment, IEP Data Progress Reports, etc.); see “Tools for Success,” SIP Rubric, Pages 74-76.

STRENGTHS	RANK ORDER	DATA SOURCE (250 Characters)
ELA	1	Whole School SPS: CRT Index (iLEAP/LEAP) Trend Data, Whole School SPS: NRT Index Trend Data, Subgroup % Proficient Trend Data (Whole School, CRT School Performance Report Analysis, Classroom Observations
Black Subgroup in Math	2	Subgroup % Proficient Trend Data Analysis, Classroom Assessments, Benchmark Assessments
School-wide Positive Behavior Support	3	STI Monthly Discipline Reports/Graphs, Office Referrals, Minor Incident Monthly Report
Attendance	4	Daily Asentee Rport, STI Atendence Rcord, Perfect Attendance Records
Kindergarten Dibels Scores	5	Dibels Rports, Earobics Reports, Classroom Assessments, Classroom Observations

List the contributing factors from the *archival, attitudinal/perceptual, behavioral, and cognitive data* of the previously identified strengths; see “Tools for Success,” SIP Rubric, Pages 74-76.

Contributing Factor 1	ELA		
Domain/Subdomain (Choose One Only)	--- 510 CIA: Instructional Strategies		
Findings (500 Characters)	Instrument (200 Characters)	Data Type	
1. The school CRT ELA Index has been the highest index from 2004-2005 to 2009-2010.	Whole School SPS: CRT Index Trend Data	Archival	
2. Third grade Language had a 2 year improvement going from 80.3 (07/08) to 86.2 (08/09) to 91.6 (09/10).	Whole School SPS: NRT Index Trend Data	Archival	
3. Fifth Grade Language had a one year improvement going from 54.7	Whole School SPS: NRT Index Trend	Archival	

(08/09) to 65.6 (09/10).	Data	
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Contributing Factor 2		Black Subgroup in Math	
Domain/Subdomain (Choose One Only)		--- 510 CIA: Instructional Strategies	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	Math Highest percent proficient for 2009-2010 is the Black subgroup at 79.1%	Subgroup % Proficient Trend Data Analysis	Archival
2.	Grade 4 Math Black subgroup has increased going from 47.4 in 2006-2007 to 47.6 in 2007-2008 to 65.0 in 2008-2009 and 79.1 in 2009-2010.	Subgroup % Proficient Trend Data Analysis	Archival
3.	The scores have improved in Math Checkpoints over the past few years.	Benchmark/Math Checkpoints	Archival

Contributing Factor 3		School-wide Positive Behavior Support	
Domain/Subdomain (Choose One Only)		120 Climate: Discipline/Positive Behavior ---	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	Total suspension rate has decreased over past 4 years going from 7.6% in 2006-2007 to 1.3% in 2009-2010.	STI Behavior Reports	Archival
2.	The number of office referrals has decreased over the past year.	Office Referrals	Archival
3.	The number of students assigned to In-School-Suspension has decreased.	In-School-Suspension Records	Archival

*Must list **at least three findings** to justify Strengths
Refer to Louisiana Needs Analysis (LANA) page 56 *Table 52* Domain and Sub domain codes

Data Triangulation – Contributing Factors to Weaknesses

Part II: Weaknesses should be derived from the strengths in the Accountability Data (Cognitive, Student Performance Data: CRT data (LEAP, iLEAP, GEE, LAA), DRA, Dibels, classroom and unit assessment, benchmark assessment, IEP Data Progress Reports, etc.); see “Tools for Success,” SIP Rubric, Pages 74-76.

WEAKNESSES	RANK ORDER	DATA SOURCE (250 Characters)
Reading Comprehension	1	NRT Index Trend Data, Leap Content Strand Analysis, Reading Checkpoints, Classroom Observations, Classroom Assessments
Math	2	NRT Index Trend Data, CRT School Performance Report Analysis iLEAP-Grade 3 and 5, Proficient-Subgroup Trend Data Analysis, % Proficient Trend Data
Students with Disabilities Subgroup	4	NRT Index Trend, Subgroup Percent Proficient Data, IEP goal achievement
Grade 5	5	NRT Trend Data Analysis, CRT Trend Data Analysis, SPS Grade Level Index Weakness
Social Studies	3	CRT Index, Subject Level Index Weakness, CRT Index Trend Data CRT School Performance Report Analysis Grade 4,

List the contributing factors from the *archival, attitudinal/perceptual, behavioral, and cognitive data* of the previously identified weaknesses; see “Tools for Success,” SIP Rubric, Pages 74-76.

Contributing Factor 1	Reading Comprehension		
Domain/Subdomain (Choose One Only)	--- 510 CIA: Instructional Strategies		
Findings (500 Characters)	Instrument (200 Characters)	Data Type	
1. ELA Grade 4 Reading Content Strand 5: Read, Analyze, and Respond to Literatures had the lowest percent correct at 40%.	Grade 4 ELA LEAP Content Strand Analysis	Archival	
2. ELA Grade 5 Content Standard 1: Read, Comprehend, and Respond had the lowest percent correct at 46%.	Grade 5 iLEAP School Performance Report	Archival	
3. Grade 5 NRT Index Reading Trend has declined for the last 2 years going from 33.0 in 2007-2008 to 11.6 in 2008-2009 to 6.0 in 2009-2010	Whole School SPS: NRT Index Trend Data	Archival	

Contributing Factor 2		Math	
Domain/Subdomain (Choose One Only)		--- 510 CIA: Instructional Strategies	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	For Grade 5 iLEAP Number and Number Relations was the subtest with the lowest percent correct at 44% and Grade3 iLEAP Number and Number Relations was the subtest with the second lowest percent correct at 54%.	CRT School Performance Report Anaylsis iLEAP- Grade 3 and 5	Archival
2.	Whole School Students with Disabilities Math has declined for the past 2 years going from 54.6 in 2007-2008 to 36.0 in 2008-2009 to 25.0 in 2009-2010.	% Proficient-Subgroup Trend Data Analysis	Archival
3.	The Whole School Math % Proficient has been lower than the ELA % Proficient from 2004-2005 to 2009-2010.	% Proficient Trend Data	Archival

Contributing Factor 3		Social Studies	
Domain/Subdomain (Choose One Only)		--- 520 CIA: Curriculum Content	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	Fifth Grade Social Studies has shown a 2year decline from 61.9 in 2007-2008 to 57.5 in 2008-2009 to 42.6 in 2009-2010.	CRT Trend Data	Archival
2.	Social Studies is the identified subject area with a concentration of lower scores	Subject Level Index Weakness	Archival
3.	Students scored only 50% on constructed response items in Socail Studies which was lower than Math constructed response.	CRT School Performance Report Analysis Grade 4	Archival

*Must list **at least three findings** to justify a weakness
Refer to Louisiana Needs Analysis (LANA) page 56 Table 52 Domain and Sub domain codes

The identified weaknesses will lead to the goals. The contributing factors will lead to the strategies.

ACTION PLAN

GOALS AND OBJECTIVES

GOAL 1		By 2013-2014, all students will reach high standards, attaining proficiency or better, in reading/language arts.
Research-Based Strategy 1:		<input type="checkbox"/> RTI <input checked="" type="checkbox"/> JEPD <input type="checkbox"/> DDD <input type="checkbox"/> MEL <input type="checkbox"/> CA <input type="checkbox"/> SIM <input type="checkbox"/> UDL
Indicators of Implementation (250 Characters):		Procedures for Evaluating Indicators of Implementation (250 Characters):
1.1	Aligns collaborative work with school improvement goals.	All highly qualified teachers will attend weekly TAP meetings. Meeting records are documented through logs and Individual Growth Plans (IGPs) that track student and teacher achievement and progress towards goals. The administration, master teacher, and mentor teacher check IGPs weekly in order to provide feedback, follow up, and support to teachers. Information from TAP meetings and IGPs guide development of instructional strategies, professional development courses, and future needs.
1.2	School staff participates in a variety of professional development designs aligned with expected improvement outcomes and professional learning that mirrors expected instructional methods.	Weekly professional development is provided to highly qualified teachers by the TAP Leadership Team. Professional development will be planned by analysis of test data, classroom observation findings, and teacher IGPs. The TAP leadership Team provides follow up and support after each weekly meeting. Formal observations and evaluations of instruction are conducted four times a year. Post conferencing will be held after each observation to develop an action plan and a refinement goal. Student work is examined at each weekly meeting and the results are used to direct instruction.
1.3	New classroom practices are implemented as a result of follow up support.	The TAP Leadership Team will monitor implementation and follow up of instructional strategies learned through TAP weekly meetings. The instructional strategies will be implemented into weekly lessons via the lesson plan. TAP leadership Team provides follow up and support after each weekly meeting. Formal observations and evaluations of instruction are conducted four times a year. Post conferencing will be held after each observation to develop an action plan and a refinement goal. Student work is examined at each weekly meeting and the results are used to direct instruction.
OBJECTIVES: (up to six; 150 characters)		DESIRED OUTCOMES: (150 characters)
1.1	To increase school ELA CRT Index Scores in all grades from 75.0 to 90.0 by 2012.	Improvement in the area of Read, Comprehend, and Respond to Literature in Grades K-5.
1.2	To increase Students With Disabilities Subgroup ELA percent proficient from 33.3 to 46.0 by 2012.	Improvement in the area of Read, Comprehend, and Respond to Literature in Grades K-5.

ACTIVITIES (no more than 20)

ACTIVITY 1 (Activities indicated should address all subgroups; 500 Characters)

First grade students identified as "at-risk" for reading difficulties will receive intervention in small groups (4-5 students) with a tutor (highly qualified teacher) in the Voyager Passport Program. Any additional resources and materials will be provided.

ACTIVITY 2 (Activities indicated should address all subgroups; 500 Characters)

Highly Qualified Teachers will engage students in literacy activities and strategies including but not limited to Thinking Maps, Daily Oral Reading, DIBELS Intervention Activities, Project Read, Strategies that Work, Voyager, Write From The Beginning, Earobics, Accelerated Reader, My Read Coach, and Weekly Reader. The GC and DI activities will be used in workstations, small group instruction, assessments, and through tutoring programs to increase student achievement.

ACTIVITY 3 (Activities indicated should address all subgroups; 500 Characters)

Smart Academy Afterschool Tutoring will be provided by Highly Qualified Teachers and Paraeducators for students in Pre-K through grade 5. Tutors will use Destination Learning to design lessons and activities to reteach, reinforce, and extend grade level GLEs. Any additional resources and materials will be provided.

ACTIVITY 4 (Activities indicated should address all subgroups; 500 Characters)

Professional Development will be job-embedded taking place at weekly TAP meetings facilitated by the TAP Master Teacher. Highly Qualified Teachers will examine student data and make improvements to literacy activities. Follow-up and support will be provided by the TAP Master Teacher to teachers in the classroom through demonstration lessons and modeling of literacy strategies learned during professional development activities. Any additional resources and materials will be provided.

ACTIVITY 5 (Activities indicated should address all subgroups; 500 Characters)

Students will read stories weekly from the reading text, Weekly Reader, and supplementary activities provided by the classroom teacher. Students will utilize HOTS, use inductive and deductive reasoning to apply strategies before, during, and after reading in order to comprehend what they have read. These strategies will enhance the student's ability to make real-life connections to oral, written, and verbal text. Any additional resources and materials will be provided.

ACTIVITY 6 (Activities indicated should address all subgroups; 500 Characters)

The use of various programs such as DIBELS, Earobics, Voyager, My Reading Coach, Fast ForWord, LEAP Tutoring, United Streaming, Brain Pop, Promethean Board, Teacher Based Web sites, and the Book It program will be used to enhance the curriculum activities. Any additional resources and materials will be provided.

ACTIVITY 7 (Activities indicated should address all subgroups; 500 Characters)

Test Prep booklets such as Buckle Down and Ladders To Success will be utilized.

Student Agendas, Home-School Connection, and Take Home Folders will be used as organizational tools to record assignments and assessment results. Any additional resources and materials will be provided.

ACTIVITY 8 (Activities indicated should address all subgroups; 500 Characters)

In order to give students a real world connection to these measurable and observable activities, these field trips are scheduled: Audobon Zoo , Global Wildlife, Honey Island Swamp, Lynn Meadows Discovery Center, D Day Museum, The Otis House, various local universities, local high school plays, and African American Cultural Dancers. Any additional resources and materials will be provided.

ACTIVITY 9 (Activities indicated should address all subgroups; 500 Characters)

Students and their families and community stakeholders participate in annual Family Literacy Night on Thursday, September 16, 2010 and Family Technology Night on Tuesday, November 16, 2010. Family Back to School Night in August. Any additional resources and materials will be provided. A Parent Breakfast Workshop will be each semester to provide information to parents on discipline, study skills, and strategies to improve reading skills, writing skills, and math.

ACTIVITY 10 (Activities indicated should address all subgroups; 500 Characters)

Alton Elementary is a member of the National Network of Partnership Schools. An Action Team for Partnership will focus on improving school/community relations. Community Liaison, Shirrelle Jefferson, will work collaboratively with the administration, staff, parents, and community to enhance parent/family/community/involvement. Any additional resources and materials will be provided.

ACTIVITY 11 (Activities indicated should address all subgroups; 500 Characters)

Highly Qualified Teachers will be trained in using CHAMPS and Kagan Cooperative Learning System. Highly qualified Teachers will create a CHAMPS system within the classroom by promoting a sense of community and positive interdependence among students. This positive interdependence will be made evident through the use of Kagan Cooperative Learning structures. Any additional resources and materials will be provided.

ACTIVITY 12 (Activities indicated should address all subgroups; 500 Characters)

The PBS committee will meet monthly to discuss the monthly progress of PBS initiatives school-wide. The Principal and staff will attend ongoing training to facilitate the implementation of the Kagan Cooperative Learning System. The Principal and PBS committee will monitor STI and SWIS data reports on a weekly and monthly basis as needed. RTI for Behavior will be implemented. Any additional resources and materials will be provided.

ACTIVITY 13 (Activities indicated should address all subgroups; 500 Characters)

Students in grades K to 5 will use Accelerated Reader online to strengthen and improve reading comprehension and vocabulary skills.

Students in grades K to 2 will be tested using Star Early Literacy online to identify strengths and weaknesses in reading.

Students in grades 2 to 5 will be tested using Star Reading to identify individual reading levels. Any additional resources and materials will be provided.

ACTIVITY 14 (Activities indicated should address all subgroups; 500 Characters)

Students needing strengthening in phonological awareness, phonemic awareness, fluency, vocabulary, comprehension, decoding, working memory, syntax, grammar, and other skills necessary to learn how to read will have the opportunity to use Fast ForWord. Any additional resources and materials will be provided.

ACTIVITY 15 (Activities indicated should address all subgroups; 500 Characters)

Students who are at risk for failure in ELA will be given reinforcement by Highly Qualified Teachers of basic literacy skills through the Earobics program in grades K-3. Students in grades K-5 will also use the My Reading Coach computer program which reinforces phonics, comprehension, and grammar skills. Grades 3-5 students will also have the opportunity to use the LEAP and iLEAP website for skill reinforcement. Any additional resources and materials will be provided.

ACTIVITY 16 (Activities indicated should address all subgroups; 500 Characters)

Each month the Principal, Schanette Hebert, will attend a meeting with the Superintendent and other Central Office Staff to discuss various topics surrounding school improvement and community involvement. These meetings will be held the first Wednesday of every month. The Principal will also participate in Principal's Blackboard Forum. Relevant information will be shared with SIP Team members and faculty and staff at the school. Any additional resources and materials will be provided.

ACTIVITY 17 (Activities indicated should address all subgroups; 500 Characters)

Members of the school Design Team, the Principal, Assistant Principal and RHT will attend district meetings and collaborate with other district Design Teams. They will then present learned strategies to the teachers. Any additional resources and materials will be provided.

ACTIVITY 18 (Activities indicated should address all subgroups; 500 Characters)

To specifically address the issue of bullying, the Steps to Respect program is also being implemented. This includes teacher training, survey completion by both teachers and students in order to identify and address specific problems, and specific lessons for students. Students referred for bullying will be assigned the appropriate Ripples computer program module. Any additional resources and materials will be provided.

ACTIVITY 19 (Activities indicated should address all subgroups; 500 Characters)

To prepare students for the transition to the next grade 5th grade students will visit the feeder schools. The students in Pre-K through 4th grade will visit grade they will be in the following year to meet the teacher and hear the expectations for that grade. A Meet the Teacher Night will be held before the opening of school to allow the students the opportunity to visit their new classroom and meet their teacher.

GOAL 2	By 2013-2014, all students will reach high standards, attaining proficiency or better, in mathematics.	
Research-Based Strategy 2:		<input type="checkbox"/> RTI <input checked="" type="checkbox"/> JEPD <input type="checkbox"/> DDD <input checked="" type="checkbox"/> MEL <input type="checkbox"/> CA <input type="checkbox"/> SIM <input type="checkbox"/> UDL
Indicators of Implementation (250 Characters):		Procedures for Evaluating Indicators of Implementation (250 Characters):
1.1	Aligns collaborative work with school improvement goals.	All highly qualified teachers will attend weekly TAP meetings. Meeting records are documented through logs and Individual Growth Plans (IGPs) that track student and teacher achievement and progress towards goals. The administration, master teacher, and mentor teacher check IGPs weekly in order to provide feedback, follow up, and support to teachers. Information from TAP meetings and IGPs guide development of instructional strategies, professional development courses, and future needs.
1.2	School staff participates in a variety of professional development designs aligned with expected improvement outcomes and professional learning that mirrors expected instructional methods.	Weekly professional development is provided to highly qualified teachers by the TAP Leadership Team. Professional development will be planned by analysis of test data, classroom observation findings, and teacher IGPs. The TAP leadership Team provides follow up and support after each weekly meeting. Formal observations and evaluations of instruction are conducted four times a year. Post conferencing will be held after each observation to develop an action plan and a refinement goal. Student work is examined at each weekly meeting and the results are used to direct instruction.
1.3	New classroom practices are implemented as a result of follow up support.	The TAP Leadership Team will monitor implementation and follow up of instructional strategies learned through TAP weekly meetings. The instructional strategies will be implemented into weekly lessons via the lesson plan. TAP leadership Team provides follow up and support after each weekly meeting. Formal observations and evaluations of instruction are conducted four times a year. Post conferencing will be held after each observation to develop an action plan and a refinement goal. Student work is examined at each weekly meeting and the results are used to direct instruction.
OBJECTIVES: (up to six; 150 characters)		DESIRED OUTCOMES: (150 characters)
1.1	To increase the school Math CRT Index Scores in all grades from 74.4 to 89.6 by 2012.	Improvement in the area of Number and Number Relations in grades K - 5.
1.2	To increase the Students with Disabilities subgroup Math percent proficiency from 25.0 to 39.3 by 2012.	Improvement in the area of Number and Number Relations in grades K - 5.

ACTIVITIES (no more than 20)

ACTIVITY 1 (Activities indicated should address all subgroups; 500 Characters)
K-5 Highly Qualified Teachers will present activity-based lessons from Every Day Counts & Investigations. Content: The lessons will explicitly detail those content standards being addressed, with emphasis on applicable benchmarks and constructed response questions. Emphasis will be on using number concepts in constructed response questions related to data analysis and patterns, relations and functions. Any additional resources and materials will be provided.
ACTIVITY 2 (Activities indicated should address all subgroups; 500 Characters)
Lessons will be developmentally appropriate and focused on activity-based learning which is experiential and hands-on and which requires students to apply knowledge of number and number relationships in real life situations. Attention will be given to strategies for constructed response problems. Any additional resources and materials will be provided.
ACTIVITY 3 (Activities indicated should address all subgroups; 500 Characters)
Smart Academy Afterschool Tutoring will be provided by Highly Qualified Teachers and Paraeducators for students in Pre-K through grade 5. Tutors will use Destination Learning to design lessons and activities to reteach, reinforce, and extend grade level GLEs. Any additional resources and materials will be provided.
ACTIVITY 4 (Activities indicated should address all subgroups; 500 Characters)
Highly qualified Teachers will daily engage students in a variety of activities and strategies including but not limited to Daily Math, Minute Math, Thinking Maps, Every Day Math Counts (EDC), Strategies that Work such as RICE/MICE and Investigations. Tiered interventions will be used in the classroom. Any additional resources and materials will be provided. Any additional resources and materials will be provided.
ACTIVITY 5 (Activities indicated should address all subgroups; 500 Characters)
Motivation will be maximized through task variety (including, but not limited to, Daily Math, Minute Math, Thinking Maps, Every Day Math Counts (EDC), Strategies that Work such as RICE/MICE, Investigations, and differentiated instruction to meet individual learning needs. Tiered interventions will be used in the classroom to assist students having difficulty mastering skills and concepts. Any additional resources and materials will be provided.
ACTIVITY 6 (Activities indicated should address all subgroups; 500 Characters)
Test Prep booklets such as Buckle Down and Ladders To Success will be utilized. Any additional resources and materials will be provided.

ACTIVITY 7 (Activities indicated should address all subgroups; 500 Characters)

Highly Qualified Teachers will participate in TAP weekly meetings to examine student data and make improvements to writing in math and constructed response answers. The TAP Master Teacher will facilitate all meetings. Any additional resources and materials will be provided.

ACTIVITY 8 (Activities indicated should address all subgroups; 500 Characters)

Teachers will be trained in using CHAMPS and Kagan Cooperative Learning System. Teachers will create a CHAMPS system within the classroom by promoting a sense of community and positive interdependence among students. Any additional resources and materials will be provided.

ACTIVITY 9 (Activities indicated should address all subgroups; 500 Characters)

Highly Qualified Teachers will develop: (a) develop content rich lesson plans infusing technology and focusing on the standards, benchmarks, GLEs and the Guaranteed Curriculum, (b) deliver instruction at the developmentally appropriate levels that focus on stimulating HOTS, and (c) assessing students through the use of constructed responses and multiple choice test items. Tiered Interventions will be used in the classroom. Any additional resources and materials will be provided.

ACTIVITY 10 (Activities indicated should address all subgroups; 500 Characters)

Professional Development will be job-embedded taking place at weekly TAP meetings facilitated by the TAP Master Teacher. Follow-up and support will be provided by the TAP Master Teacher to teachers in the classroom through demonstration lessons and modeling of strategies to improve writing skills in the math content area during professional development activities. Any additional resources and materials will be provided.

ACTIVITY 11 (Activities indicated should address all subgroups; 500 Characters)

Students and their families and community stakeholders participate in annual Family Math Night on Thursday, October 14, 2010 and Technology Night on Tuesday, November 16, 2010. Any additional resources and materials will be provided.

ACTIVITY 12 (Activities indicated should address all subgroups; 500 Characters)

Highly Qualified Teachers will integrate technology into math lessons to focus on activity-based learning. Students in grades PreK-5th will use the following selected software: Millie's Math House, Alpha Smarts and appropriate internet sites. Teachers use the S Video TV/Elmo connection for daily lessons including Graph Club, PowerPoint, Trading Cards, Venn diagrams and Timeliner. Any additional resources and materials will be provided.

ACTIVITY 13 (Activities indicated should address all subgroups; 500 Characters)

Classroom lessons will be interactive through use of document cameras, digital projectors, and Promethean Boards. Students will have access to classroom computers, a computer lab, and a mobile laptop lab which will allow teachers to deliver instruction related to math strategies in a variety of individual, small group, & large group formats. Various internet resources, including the ability to receive United Streaming videos and Brain POP will augment instruction by providing content for lessons

ACTIVITY 14 (Activities indicated should address all subgroups; 500 Characters)

All students in grades K to 5 will be tested each nine weeks using Star Math online. Assessment results will be used to differentiate instruction and improve student achievement across all grade levels.
All students in K - 2nd grade will use Symphony Math 20 minutes a day, 5 times a week in the computer lab. Student in 3rd - 5th grade will use Ascend Math 30 minutes a day, 5 times a week in the classrooms. Any additional resources and materials will be provided.

ACTIVITY 15 (Activities indicated should address all subgroups; 500 Characters)

The PBS committee will meet monthly to discuss the monthly progress of PBS initiatives school-wide. the Principal and staff will attend ongoing training to facilitate the implementation of the Kagan Cooperative Learning System. The Principal and PBS committee will monitor STI and SWIS data reports on a weekly and monthly basis as needed. Any additional resources and materials will be provided.

ACTIVITY 16 (Activities indicated should address all subgroups; 500 Characters)

Highly Qualified Teachers will meet monthly during Faculty Meetings to:

- a) Monitor Data,
- b) Examine Student Data
- c) Plan ongoing Positive Behavioral Support initiatives,
- d) Collaboration will concentrate on the creation of behaviorally appropriate lessons as well as assessing student performance and engagement.

ACTIVITY 17 (Activities indicated should address all subgroups; 500 Characters)

Members of the school Design Team, the Principal, Assistant Principal and RHT will attend district meetings and collaborate with other district Design Teams. They will then present learned strategies to the teachers. Any additional resources and materials will be provided.

ACTIVITY 18 (Activities indicated should address all subgroups; 500 Characters)

To specifically address the issue of bullying, the Steps to Respect program is also being implemented. This includes teacher training, survey completion by both teachers and students in order to identify and address specific problems, and specific lessons for students. Tiered Interventions will be used in the classroom. Students referred for discipline problems will be assigned to Behavior Lab where they will use the Ripples Effect computer program.

ACTIVITY 19 (Activities indicated should address all subgroups; 500 Characters)

In order to give students a real world connection to math students will go to Chef's Academy.

ACTIVITY 20 (Activities indicated should address all subgroups; 500 Characters)

Alton Elementary is a member of the National Network of Partnership Schools. An Action Team for Partnership will focus on improving school/community relations. Community Liaison, Shirrelle Jefferson, will work collaboratively with the administration, staff, parents, and community to enhance parent/family/community/involvement. Any additional resources and materials will be provided.