

# **School Improvement Plan Mandeville Elementary School St. Tammany Parish School System**

**Mandeville Elementary School  
PK-3<sup>rd</sup> grade  
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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)
Family & Parental Involvement	1	Family Learning Night; parent logs; PTA Volunteer logs; school website;
Attendance	2	MES website; LA Dept. of Ed website; Principal Report Card 2008-09
Academic Achievement	3	DIBELS scores; iLEAP spring 2010 scores; Starting Points data;
CRT Reading Increased	4	iLEAP spring 2010 scores; N.O. School Leadership score analysis;
Math subject area strength-index scores highest 4 years	5	iLEAP spring 2010 scores; N.O. School Leadership score analysis

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.

<b>Contributing Factor 1</b>	Family Parental Involvement		
<b>Domain/Subdomain</b> (Choose One Only)	310 Fam/Comm Relationships: Support for Education ---		
<b>Findings</b> (500 Characters)		<b>Instrument</b> (200 Characters)	<b>Data Type</b>
1.	Attendance increased at Family Literacy Night, Math/Science Night; and Gallery Night from 2008-09 to 2009-10.	Parent sign in logs for Family Nights	Attitudinal
2.	In 2009-10, the average # of parent volunteer hours per day at our school was 29.	PTA Volunteer Logs	Archival
3.	Number of hits on our MES school website hits from Oct. 31, 2009 to September 20, 2010 was 51,958- an increase from the previous year.	school website counter	Behavioral

<b>Contributing Factor 2</b>		Attendance	
<b>Domain/Subdomain</b> (Choose One Only)		340 Fam/Comm Relationships: Other ---	
<b>Findings</b> (500 Characters)		<b>Instrument</b> (200 Characters)	<b>Data Type</b>
1.	Mandeville Elementary website receives an average of 168 hits per 7 day week averaged out from Oct. 30, 2009 to Sept. 20, 2010.	MES website counter	Attitudnal
2.	The 08-09 attendance index increased 1.7 points from 118.3 in 07-08 to 120.0 in 08-09.	LA Dept of Ed. website	Behavioral
3.	Our school 's average daily absences decreased from 19.8 in 07-08 to 18.7 in 08-09.	Principal's Report Card	Cognitive

<b>Contributing Factor 3</b>		Academic Achievement	
<b>Domain/Subdomain</b> (Choose One Only)		--- 530 CIA: Assessment Content Structure	
<b>Findings</b> (500 Characters)		<b>Instrument</b> (200 Characters)	<b>Data Type</b>
1.	58% of K-3 students at benchmark in spring of 2010.	DIBELS scores spring 2010	Cognitive
2.	CRT ELA and science increased from 08-09 to 09-10 2.2 points. NRT Reading increased from 08-09 to 09-10 a total of 8.8 points.	iLEAP scores sprin g2010	Archival
3.	On fall 2010 starting points for 3 <sup>rd</sup> grade, MES students scored higher than the district on 8/20 or 40 % of GLE's.	FALL 2010 Math starting points	Cognitive

\*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)
Writing Competently	1	iLEAP scores spring 2010; WFSG logs; N.O.Leadership Center scores spring 2010; classroom observation; learning walks
Analytical Reading	2	iLEAP scores spring 2010; WFSG logs; 2010 spring DIBELS scores
SWD performance-3 year trend lowest performing subgroup	4	iLEAP scores spring 2010; N.O.Leadership Center scores spring 2010; Principal's Report Card
Planning for Individual Differences	3	Learning Walks; iLEAP scores spring 2010; principal's report cards; Math and Reading checkpoints 09-10
White subgroup ELA performance-5 year declining trend	5	iLEAP scores spring 2010; Principal's Report Card; N.O. Leadership Center scores spring 2010

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.

<b>Contributing Factor 1</b>	Lack of differentiated instruction based on students' individual needs through ongoing assessment; broad application of WFB program; lack of foundational skills in place before moving on to higher order;		
<b>Domain/Subdomain</b> (Choose One Only)	--- 510 CIA: Instructional Strategies		
<b>Findings</b> (500 Characters)	<b>Instrument</b> (200 Characters)	<b>Data Type</b>	
1. Students spring iLEAP scores lowest on writing competently-65%.	iLEAP spring 2010 scores	Archival	
2. By analyzing student writing samples utilizing grade level rubrics. in WFS, teachers reported writing skills declining.	WFSG logs 09-10	Attitudinal	
3. Students declined 1%, from 66% to 65% on Strand 2 (writing competently) despite a 3 year PD focus.	N.O. School Leadership Center scores analysis reort spring 2010	Archival	

<b>Contributing Factor 2</b>		Analytical Reading	
<b>Domain/Subdomain</b> (Choose One Only)		--- 510 CIA: Instructional Strategies	
<b>Findings</b> (500 Characters)		<b>Instrument</b> (200 Characters)	<b>Data Type</b>
1.	NRT Language Index scores declined from 120.0 in 08-09 to 115.0 in 09-10.	iLEAP spring 2010 scores	Archival
2.	The % of students at benchmark declined from spring of 09 to spring of 10 in the following grades: Kg: 68% to 60 and second grade 57% to 56%.	Spring 09 and Spring 2010 DIBELS scores	Cognitive
3.	InWFS, teachers reported students ability to locate select and analyze cues of info from reading fiction and non-fiction text has declined over past 3 years.	WFS logs	Behavioral
4.	3 of 4 subgroups (whole school, white, and ED) ELA % proficient trend data declined fom spring of 09 to spring of 10 on iLEAP	iLEAP scores spring 10	Archival

<b>Contributing Factor 3</b>		SWD Performance	
<b>Domain/Subdomain</b> (Choose One Only)		--- 530 CIA: Assessment Content Structure	
<b>Findings</b> (500 Characters)		<b>Instrument</b> (200 Characters)	<b>Data Type</b>
1.	SWD lowest performing subgroup in ELA and Math -3 year trend	iLEAP spring 2010 scores	Archival
2.	% of SWD scoring Unsat. &/or AB on iLEAP-ELA 38.1%, math-23.8%, Science-33.3%	2008-09 Principal's Report Card	Archival
3.	19 % of SWD scored unsat. in both ELA and Math ; 19% SWD scored unsat in ELA; 22% SWD scored unsat in Math	N.O. School Leadership Score Analysis	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

<b>GOAL 1</b>		<b>By 2013-2014, all students will reach high standards, attaining proficiency or better in reading/language arts.</b>
<b>Research-Based Strategy 1:</b>		<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
<b>Indicators of Implementation (250 Characters):</b>		<b>Procedures for Evaluating Indicators of Implementation (250 Characters):</b>
<b>1.1</b>	Aligns collaborative work with school improvement goals.	Through monthly Whole Faculty Study Group (WFSG) and Design Team meetings, Highly Qualified teachers will meet to collaborate on SIP goals by sharing/discussing engaging student work. Principal attends all meetings to lead and give feedback to teachers. Teachers utilize info gathered at meetings to implement new ideas/refine SIP activities and assessment to more effectively meet individual student needs based on ongoing assessment. Discussions are documented in WFSG logs.
<b>1.2</b>	School Staff participates in a variety of professional development designs aligned with expected improvement outcomes and professional learning that mirrors expected instructional methods.	Based on results of our Data Analysis indicating largest need in the ELA to be writing competently, Highly Qualified teachers, staff and administration meet monthly for PD on effective writing instruction presented by Dr. Vicki Benson Castagna. Feedback from writing instruction in the form of teacher surveys are used to adjust PD and plan future instruction. Follow up is provided in WFSG meetings attended by teachers and led by principal on a monthly basis. Weekly feedback is given by the principal to HQ teachers via Blackboard from lesson plan submission and analysis of SIP activities. Monthly WFSG meetings provide time for examination of student work samples and collaboration among HQ teachers, led by principal. Feedback from writing instruction in the form of teacher surveys are used to adjust PD and plan future instruction.
<b>1.3</b>	New classroom practices are implemented as a result of follow-up support.	HQ teachers and administration will participate in monthly cross grade level learning walks to observe implementation of instructional practices learned through PD. Observations documented in writing and then discussed in follow up discussion group immediately following learning walk. HQ teachers utilize observations/discussion to adjust instruction and plan appropriate interventions which will be documented in lesson plans. Principal will provide feedback on a weekly basis as well through Blackboard from lesson plan review. Observation and feedback from learning walks is used to plan future PD.

<b>OBJECTIVES:</b> (up to six; 150 characters)		<b>DESIRED OUTCOMES:</b> (150 characters)
<b>1.1</b>	To increase School ELA CRT index Scores in 3 <sup>rd</sup> grade from 117.2 to 118.1 by 2012.	Improvement in the area of writing competently and locating, selecting, and synthesizing information in grade 3.
<b>1.2</b>	To increase SWD ELA percent proficiency from 62.9 to 69.9 by 2012.	Improvement in the area of writing competently and locating, selecting, and synthesizing information in 3 <sup>rd</sup> grade SWD.

**ACTIVITIES** (no more than 20)

<b>ACTIVITY 1</b> (Activities indicated should address all subgroups; 500 Characters)
Students will determine structure, purpose, and audience utilizing strategies presented by Dr. Vicki Benson Castagna in our monthly PD "Proficient Writing of Non-Fiction Text".

<b>ACTIVITY 2</b> (Activities indicated should address all subgroups; 500 Characters)
K-3 <sup>rd</sup> grade students will increase writing proficiency by utilizing "Thinking Maps" graphic organizers which consists of eight maps that correspond with thinking processes: Circle Map For defining in context; Bubble Map, describing with adjectives; Flow Map, sequencing and ordering; Brace Map, identifying part/whole relationships; Tree Map, classifying/grouping; Double Bubble Map, comparing and contrasting; Multi-Flow Map, analyzing causes and effects; and the Bridge Map, seeing analogies.

<b>ACTIVITY 3</b> (Activities indicated should address all subgroups; 500 Characters)
K-3 <sup>rd</sup> grade students' will utilize fiction and non-fiction writing strategies presented in the "Write From the Beginning" (WFTB) program to increase writing proficiency. In WFTB, teachers build upon and extend the instruction of previous grades by using Modeled Instruction, Improvement Rubrics, and Focused Mini-Lessons. Student writing is shared and analyzed within grade level in WFSG professional development and instruction adjusted from the feedback.

<b>ACTIVITY 4</b> (Activities indicated should address all subgroups; 500 Characters)
Tutoring Programs support at-risk students in areas of reading, writing and oral language/comprehension through the Voyager Passport Program for 1 <sup>st</sup> graders, the Limited English Proficiency (LEP) program and the Kids in Transition (KIT) program. The principal will supervise the program.

<b>ACTIVITY 5</b> (Activities indicated should address all subgroups; 500 Characters)
Small (3-5 students) flexible Guided Reading groups will be utilized by HQ teachers to present reading instruction at students' instructional level to build proficient and strategic readers.

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

Design Team consisting of one PK-3<sup>rd</sup> grade HQ teacher, RHT, and administration will meet monthly to address curriculum, professional development, and lesson design with the goal of increasing student engagement and therefore, student achievement in the classroom. Curriculum needs will be determined by data driven decision making.

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

Modeled Writing, a research based early writing strategy where the written text is structured and composed by both students and teacher together with the purpose of teaching children proper writing conventions, beyond their own approximations. Using the modeled writing will help students advance in their own writing through the teacher demonstration, serving as the guide. Modeled writing can be used to write across the curriculum in any content area or strand.

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

Earobics multisensory web based reading intervention; as a Tier 2 intervention, Earobics is a scientifically-based supplemental intervention solution that includes resources for small groups as well as individuals. For students at Tier 3, Earobics facilitates more intensive intervention and individualized instruction. Instruction can be targeted to the individual needs of each student based on assessment instruments such as DIBELS and can be completed in the classroom or at home.

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

Differentiated Instruction will be utilized by HQ teach to provide students with different avenues to acquiring content; to processing, constructing, or making sense of ideas; and to developing teaching materials so that all students within a classroom can learn effectively, regardless of differences in ability. Ongoing curriculum based assessment will be used to plan appropriate differentiated instruction appropriate for each student.

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

Teacher Assistance Teams (TAT)/Student Assistance Team (SAT) will be utilized to support teachers, students and families with any student concerns and provide intervention ideas; additional assistance; referrals; screenings as needed to support the students and teacher's needs.

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

Literacy Stations will be used to meet the various learning needs of students within each classroom as well as provide the structure needed for the teacher to have small group instruction. Literacy Stations are differentiated for varying levels within a class and use a variety of materials to reinforce and extend learning.

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

Highly Qualified teachers will meet monthly for job-embedded professional development at Whole Faculty Study Group to collaborate on SIP goals by sharing/discussing engaging student work. Principal attends all meetings to lead and give feedback to teachers. Teachers utilize info gathered at meetings to implement new ideas/refine SIP activities and assessment to more effectively meet individual student needs based on ongoing assessment. Discussions are documented in WFSG logs.

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

Learning Walks- HQ teachers and administration will participate in monthly cross grade level learning walks/prof. development to observe implementation of instructional practices learned through PD. Observations documented then discussed in follow up discussion group immediately following learning walk. HQ teachers utilize observations/discussion to adjust instruction and plan appropriate interventions which will be documented in lesson plans. Principal will provide feedback on a weekly basis.

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

Cross School Articulation/Collaboration between grade levels will be provided to ensure smooth and enriching transitions for incoming and outgoing preschool and 3<sup>rd</sup> grade students. Pre-school students tour kindergarten and 3<sup>rd</sup> grade students tour middle schools in May. Tours also held for Kindergarten, 1st & 2<sup>nd</sup> grade to see the next grade in May. In August, a "Meet and Greet" will be held for PK-3<sup>rd</sup> students/faculty/& families before school begins.

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

SWIM Team (Success with Intervention and Mentoring) is an intervention for identified students opportunities to learn correct behaviors via daily monitoring and increased school/home connection. Patterns of inappropriate behavior will be identified and tracked through SWIM team.

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

"Teacher Web" Websites and School Website will provide increased home school communication by including classroom information such as weekly memos, schedules, and other important information related to PTA, etc.

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

Family Learning Night will be held to support development of reading and writing strategies by offering family focused learning activities to support and increase home school connection.

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

LEAP Compact Meetings will be held at the beginning of the school year for 3<sup>rd</sup> grade students deemed at risk by teachers based on Curriculum based assessment. Parents, teachers, and administration attend all meetings and students' present instructional levels are communicated as well as end of year expectations. Plans are designed at the meetings where all parties have a role in supporting these at risk learners.

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

Technology Integration will be focused on in lesson design to increase student engagement and achievement among our 21<sup>st</sup> century digital learners. The web based "Blackboard" will be used among teachers/staff/and administration to increase communication/dissemination of information and increase time for PD at faculty meetings. Prof. Development provided each semester for technology integration.

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

Daily Morning Meeting will be held in the gym each morning to celebrate students implementing the "The FISH Philoshy," our PBS schoolwide behavior set of expectations to promote a safe learning environment and a positive culture where professional development leading to increased student achievement is the focus. All students and staff attend Morning Meetings and parents are always invited on an open door policy.

<b>GOAL 2</b>		<b>By 2013-2014, all students will reach high standards, attaining proficiency or better in Math.</b>	
<b>Research-Based Strategy 2:</b>		<input type="checkbox"/> RTI <input type="checkbox"/> JEPD <input type="checkbox"/> DDD <input type="checkbox"/> MEL <input checked="" type="checkbox"/> CA <input type="checkbox"/> SIM <input type="checkbox"/> UDL	
<b>Indicators of Implementation (250 Characters):</b>		<b>Procedures for Evaluating Indicators of Implementation (250 Characters):</b>	
<b>1.1</b>	Instructional strategies/designed learning activities are aligned with state standards and address essential understanding, knowledge, and skills.	Instructional strategies/GLE's are documented in lesson plans to be monitored by the principal weekly with feedback given back to teachers. Monthly Learning walks/classroom observations are conducted by teachers in each grade level with administration and follow up meeting held to discuss observations for level of fidelity of curriculum implementation. Quarterly math checkpoints in grades 2 and 3 will assess student understanding; principal meets with individual teachers of grades 2 and 3 to discuss class scores/discuss instructional changes to be made based on those scores as well as classroom interventions in areas of need. Teachers and administration also meet monthly in WFSG to discuss students work and instructional strategies /learning walks outcomes and adjust instruction.	
<b>1.2</b>	Accurate knowledge is presented through meaningful contexts and connected disciplines, and students are assigned projects and tasks that require the integration and application of learning in meaningful contexts and to reflect on what they have learned.	Instructional strategies/GLE's are documented in lesson plans to be monitored by the principal weekly with feedback given back to teachers. Monthly Learning walks/classroom observations are conducted by teachers in each grade level with administration and follow up meeting held to discuss observations for level of fidelity of curriculum implementation. Quarterly math checkpoint assessments in grades 2 and 3 and monthly math curriculum based assessments in grades K-3 <sup>rd</sup> will assess student understanding; principal meets with individual teachers of grades 2 and 3 to discuss class scores/discuss instructional changes to be made based on those scores as well as classroom interventions in areas of need. Teachers and administration also meet monthly in WFSG to discuss students work and instructional strategies /learning walks outcomes and adjust instruction.	
<b>1.3</b>	Use a variety of classroom-based assessment methods and tools before during and after units of study to monitor student progress. Assessments require students to use knowledge, comprehension, application and reasoning skills.	Student performance will be assessed by teachers and administration by reviewing quarterly Math Checkpoints. Wkly and monthly classroom based assessment results will be reviewed and used by teachers to plan for future instruction. Teachers will also utilize results from assessments to implement appropriate interventions needed and refine interventions as necessary, guided by data.	

<b>OBJECTIVES:</b> (up to six; 150 characters)		<b>DESIRED OUTCOMES:</b> (150 characters)
<b>1.1</b>	To increase School Math CRT Index in 3 <sup>rd</sup> grade from 124.6 to 126.8 by 2012.	Improvement in the area of geometry and algebra in grade 3.
<b>1.2</b>	To increase SWD Math CRT Index in 3 <sup>rd</sup> grade from 62.9 to 66.9 by 2012.	Improvement in the area of geometry and algebra in SWD, grade 3.

**ACTIVITIES** (no more than 20)

<b>ACTIVITY 1</b> (Activities indicated should address all subgroups; 500 Characters)
Every Day Counts is a research-based program aligned with the National Council of Teachers of Mathematics (NCTM) standards. It provides daily exposure to place value, mental math, measurement, time, money, geometry, estimation, patterns and algebraic thinking, graphing, and statistics using the daily calendar. The Ongoing Assessment Booklet provides monthly informal assessment questions to help teachers gain insight into children's developing mathematical thinking. 4 formal assessments are included.

<b>ACTIVITY 2</b> (Activities indicated should address all subgroups; 500 Characters)
"Investigations" math instructional program will be utilized daily in 1 <sup>st</sup> -3 <sup>rd</sup> grades and provides substantive work in rational numbers, geometry, measurement, data, and early algebra, and emphasizes reasoning about mathematical ideas. Each curriculum unit focuses on an area of content providing 2 to 5 1/2 weeks for students to develop and practice ideas across a variety of activities and contexts in partner and small group interaction.

<b>ACTIVITY 3</b> (Activities indicated should address all subgroups; 500 Characters)
Small (3-5 students), flexible math groups will be utilized to differentiate instruction and reteach/enrich math lessons at students' instructional level to build proficient and strategic thinkers with emphasis on geometry and algebraic thinking.

<b>ACTIVITY 4</b> (Activities indicated should address all subgroups; 500 Characters)
Math Journals allow children to examine, express, and keep track of their mathematical reasoning, especially when ideas are too complex to keep in their heads. By reading their journals, teachers evaluate students' progress and recognize strengths and areas of needs and plan for additional instruction. Constructed responses or multi step written responses to solving a problem are focused on in math journals.

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

Hands On Learning involving manipulatives allow students to actually touch, feel, do and see the concept. Mathematic concepts may remain frustratingly abstract unless they have manipulatives such as blocks to count, move or hold. Concepts are taught concretely and then once understanding is established, students move to the abstract-working on paper/pencil to build fluency. Homework often recommends and explains manipulative use for students at home.

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

Higher Order Thinking Skills (HOTS) are utilized by HQ teachers to develop into effective problem solvers. HOTS skills include: synthesizing, analyzing, reasoning, comprehending, application, evaluation. Rather than emphasize the drill and repetition activities, the focus is on problem solving and higher level/order thinking skills. Developing HOTS increases cognitive development and develops effective and organized problem solving.

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

Daily problem solving will occur in the K-3<sup>rd</sup> grade classroom. Research proven strategies, aligned to NCTM standards will be used to solve problems using critical thinking within a four step process.

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

Teacher Assistance Teams (TAT)/Student Assistance Team (SAT) will be utilized to support teachers with weekly meetings any student concerns and provide intervention ideas; additional assistance; referrals; screenings as needed to support the students and teacher's needs.

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

Highly Qualified teachers will meet monthly for professional development at Whole Faculty Study Group (WFSG) to collaborate on SIP goals by sharing/discussing engaging student work. Principal attends all meetings to lead and give feedback to teachers. Teachers utilize info gathered at meetings to implement new ideas/refine SIP activities and assessment to more effectively meet individual student needs based on ongoing assessment. Discussions are documented in WFSG logs.

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

Learning Walks-HQ teachers and administration will participate in monthly cross grade level learning walks for prof. development to observe implementation of instructional practices learned through PD. Observations documented then discussed in follow up discussion group immediately following learning walk. HQ teachers utilize observations/discussion to adjust instruction and plan appropriate interventions which will be documented in lesson plans. Principal will provide feedback on a weekly basis.

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

Monthly job embedded staff development in math fluency/numeracy and differentiation to be held during monthly, job-embedded grade level meetings. Teachers will implement instruction in classrooms and examine student work to change, plan for future instruction.

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

SWIM Team (Success with Intervention and Mentoring) is a intervention for identified students opportunities to learn correct behaviors via daily monitoring and increased school/home connection. Patterns of inappropriate behavior will be identified and tracked through SWIM team.

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

"Teacher Web" Websites and School Website will provide increased home school communication by including classroom information such as units of study, skills covered, weekly memos, schedules, suggested instructional websites and other important information related to PTA, etc.

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Family Learning Night will be held to support development of reading and writing strategies by offering family focused learning activities to support and increase home school connection.

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

LEAP Compact Meetings will be held at the beginning of the school year for identified 3rd grade students deemed at risk by teachers based on Curriculum based assessment. Meetings are held with parents, teachers, and administration present to discuss each identified student's present instructional levels and end of year expectations. Plans are designed at the meetings where all parties have a role in supporting these at risk learners.

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

Technology Integration will be focused on in lesson design to increase student engagement and achievement among our 21st century digital learners. The web based "Blackboard" will be used among teachers/staff/and administration to increase communication/dissemiation of information and increase time for PD at faculty meetings. Prof. Development provided each semester for technology integration.

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

Design Team consisting of one per PK-3<sup>rd</sup> grade HQ teacher, RHT, and administration will meet monthly to address curriculum, professional development, and lesson design with the goal of increasing student engagement and therefore, student achievement in the classroom. Curriculum needs will be determined by data driven decision making.

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

Cross School Articulation/Collaboration between administrations of MES/ feeder middle schools, 3rd grade teachers/4<sup>th</sup> grade teachers, and Headstart/preschool teachers provided to ensure smooth and enriching transitions for incoming and outgoing students, minimize disruption and maximize success. Information sent home on middle schools to parents of 3rd grade students and tours by PK of MES Kg and 3<sup>rd</sup> grade of feeder middle schools organized by MES in May for the 3rd grade students.

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

Differentiated Instruction will be utilized by HQ teach to provide students with different avenues to acquiring content; to processing, constructing, or making sense of ideas; and to developing teaching materials so that all students within a classroom can learn effectively, regardless of differences in ability. Ongoing curriculum based assessment will be used to plan appropriate differentiated instruction appropriate for each student.

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

Daily Morning Meeting will be held in the gym each morning to celebrate students implementing the "The FISH Philoshy," our PBS schoolwide behavior set of expectations to promote a safe learning enviornment and a positive culture where professional development leading to increased student achievement is the focus.All students and staff attend Morning Meetings and parents are always invited on an open door policy.