

School Improvement Plan Sixth Ward Elementary School St. Tammany Parish School System

Sixth Ward Elementary School
Pre-Kindergarten - Fifth 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)
Kindergarten has a consistent increase in % of students on Benchmark.	1	DIBELS, Teacher observations, Teacher checklists, Parent Surveys, WFSG
Attendance has held steady for the last three years.	2	Attendance records in STI, Principal Report Card, PBS activity, Student Report Cards
Discipline referral are down over the last three years.	3	District discipline reports, PBS documentation, Contextual observations, ISS reports.
Third grade is stronger in all areas compared to fourth and fifth grade	4	iLEAP, LEAP, Checkpoints, Teacher tests, Teacher observations
Math is a strength in third and fourth grade.	5	iLEAP, LEAP, Checkpoints, Teacher tests, Teacher 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	Kindergarten has a consistent increase in % of students on Benchmark in DIBELS.		
Domain/Subdomain (Choose One Only)	--- 510 CIA: Instructional Strategies		
Findings (500 Characters)	Instrument (200 Characters)	Data Type	
1. Kindergarten had a consistent increase in the percentage of students who scored Benchmark from Fall 2006 to Spring 2010 when comparing Fall to Spring Benchmark scores.	DIBELS	Cognitive	
2. Teachers participated in Learning Walks to observe other teachers use of successful strategies to teach ELA and incorporate these strategies into their daily lessons.	Learning Walks	Behavioral	

3.	Teachers participated in WFSG meetings and analyzed data from DIBELS results and student work. The results are used to plan effective lessons to enhance ELA skills.	WFSG Logs	Archival
4.	Parent surveys were analyzed to address parents' perception of programs and perceived students' needs.	Title I Spring Parent Survey, School-based Parent Surveys	Attitudinal

Contributing Factor 2		Attendance has held steady for the last three years.	
Domain/Subdomain (Choose One Only)		140 Climate: Student Attendance/Dropout ---	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	Students and parents are adhering to district attendance policy.	STI Attendance report	Attitudinal
2.	Students are in attendance due to the decline of out of school discipline consequences.	PBS	Behavioral
3.	Students consistent attendance increased the time they are exposed to academic concepts and strategies.	Student Report Cards	Cognitive
4.	Students' attitude toward the importance of education has shown to be more positive due to an increase in participation of during and after school programs.	Student Report Cards	Behavioral

Contributing Factor 3		Discipline referrals are down over the last three years.	
Domain/Subdomain (Choose One Only)		120 Climate: Discipline/Positive Behavior ---	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	ISS and out of school referrals have decreased	Discipline Records	Behavioral
2.	Students are in attendance due to the decline of out of school discipline consequences. Therefore, they are exposed to more academic concepts and strategies.	Student Report Cards	Cognitive
3.	Implementation of PBS, Anti-Bullying policies, and MHP services has increased the students' feeling of having a safe, secure learning environment.	PBS	Attitudinal
4.	The school has an open-door policy which encourages parental observation and participation in committee meetings, conferences, parental workshops, and overall school climate.	PBS	Attitudinal

*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)
Fifth grade had declined in math, social studies, and reading over the last two years.	1	iLEAP, Teacher Observations, CBAs, Checklists
Subject level weakness is social studies across 3 rd , 4 th , and 5 th grades.	2	iLEAP, LEAP, Teacher Observations, Teacher made tests
Science is a weakness in fourth grade.	3	iLEAP, LEAP, Teacher Observations, Teacher made tests
Students with disabilities have a potential weakness in math.	4	iLEAP, LEAP, Teacher Observations, Checklists, CBAs, Teacher made tests
ELA is a weakness when compared to math in grades 3, 4, and 5.	5	iLEAP, LEAP, Teacher Observations, Checklists, CBAs, Teacher made tests

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	Fifth grade had declined in math, social studies, and reading over the last two years.		
Domain/Subdomain (Choose One Only)	--- 610 PD: Instructional Focus		
Findings (500 Characters)	Instrument (200 Characters)	Data Type	
1. Students' attitudes toward the iLEAP test are more relaxed than when they were tested in fourth grade (high stakes test).	Classroom observations	Attitudinal	
2. NRT scores have decreased when compared to their third grade score over the last four years.	NRT Scores	Cognitive	
3. CRT scores have decreased when compared to their third grade scores over the last four years.	CRT Scores	Cognitive	

Contributing Factor 2		Students with disabilities showed a weakness in math as per CRT and NRT data.	
Domain/Subdomain (Choose One Only)		--- 520 CIA: Curriculum Content	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	Students with disabilities scored lower in math and ELA.	Subgroup Trend Analysis	Cognitive
2.	Students with disabilities had the largest achievement gap when compared to all other subgroups.	Achievement Gap Analysis	Cognitive
3.	Students with disabilities are working below grade level as per parish assessment testing results.	IEPs	Cognitive

Contributing Factor 3		ELA is a weakness when compared to math.	
Domain/Subdomain (Choose One Only)		--- 510 CIA: Instructional Strategies	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	NRT results indicate that students consistently score lower in ELA.	NRT Scores	Cognitive
2.	CRT results indicate that students consistently score lower in ELA	CRT Scores	Cognitive
3.	Subgroup comparison of ELA and math show all subgroups have a decline in ELA scores over the last three years.	Subgroup Trend Analysis	Cognitive

*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	Align collaborative work with school improvement goals	WFSG meetings are held monthly for a period of 2.5 hours and attended by Highly Qualified teachers. Using WFSG logs, documentation of what is done during the meeting, what will be done before the next meeting, questions/concerns for the administration and data driven decisions will be recorded for teachers and administration to refer to at any time. The administrator attends the meetings for a short period of time (15 minutes) to offer guidance as well as to meet the professional development needs of the school. The administrator also reviews every group's WFSG log and offers feedback on the work done during the meetings. The WFSG logs are located in a general area for all teachers and administrators to access.
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.	Professional development activities planned include but are not limited to literacy strategies, differentiated instruction, math strategies, PBS, Thinking Maps, Write..From the Beginning, Higher Order Thinking Skills (HOTS), Project Read components, Working on the Work, Literacy Circles, Daily 5, and Accelerated Reader. Each PD session attendance is registered and recorded on GSMU for CLUs. Teachers, paras, administrators complete surveys indicating the usefulness of the sessions. PD sessions are held monthly or more. The PD will be planned with input from teachers, paras, and administrators as well as alignment to needs identified from the data analysis to ensure needs are being met. Follow-up of all PD will occur during WFSG meetings facilitated by the Literacy Teacher. Learning Walk checklists will be used as a tool to monitor implementation of PD strategies on a quarterly basis. Feedback will be given during WFSG meetings after each quarterly Learning Walk. Student work will be examined at each WFSG meeting. Based on this analysis, instruction will be adjusted. If additional PD is needed, it will be provided.

1.3	New classroom practices are implemented as a result of follow-up support.	The TRT and Literacy Coach will provide monitoring of the new practices being implemented as well as the use of WFSG time to assist in developing lesson plans, gathering materials/supplies, and coordinating with district wide GC. Learning walks will be scheduled quarterly to observed the practices being utilized in classrooms using a checklist. All practices will be documented in lesson plans. The administrator will give feedback at each WFSG meeting. Student work will be examined at each WFSG meeting. Based on this analysis, instruction will be adjusted and additional PD will be provided.
OBJECTIVES: (up to six; 150 characters)		DESIRED OUTCOMES: (150 characters)
1.1	To increase ELA CRT Index scores in third grade from 103.4 to 109.0 and in fifth grade from 79.4 to 92.6 by 2012.	Students in third and fifth grade will improve in the area of reading, analyzing, and responding as well as writing competently.
1.2	To increase the students with disabilities ELA percent proficiency from 48.0 to 57.9 by 2012.	Students with disabilities will improve in the areas of reading, vocabulary development and reading comprehension.
1.3	To increase overall performance in ELA in all grade levels to the proficiency goal for those grade levels by 2012	Students in all grades will improve in all areas of ELA.

ACTIVITIES (no more than 20)

ACTIVITY 1 (Activities indicated should address all subgroups; 500 Characters)
Teachers will develop strategies during WFSG meetings, grade level meetings, and professional development sessions in order to better implement the Response to Intervention framework. Those strategies will then be implemented in the classroom, evaluated in WFSG meetings, and re-tried in the classroom using knowledge gained from the evaluation process (looking at the student work). The strategies will be shared with parents during monthly parent meetings.

ACTIVITY 2 (Activities indicated should address all subgroups; 500 Characters)
Teachers will identify student needs and differentiate instruction to meet these needs in a variety of settings such as literacy workstations and small group instruction. Interventions include, but are not limited to Reading Coach, Voyager, Destinations, Buckle Down, Project Read, the Florida Center for Reading Research website, and Earobics licenses for tier two and three students. Strategies will be shared with parents at monthly parent meetings and during conferencing times.

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

After school tutoring of ELA and Math will be provided for identified students in grades one through five. Participation will be based on needs of the students. Tutoring curriculum will be aligned to the needs of individual students. Parents will provide transportation from the school tutoring home as well as receive information about the child's successes/challenges.

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

Teachers will engage students daily in a variety of meaningful literacy activities including, but not limited to, Thinking Maps, Write...From the Beginning, Project Read, Kagan, Working on the Works, Literature Circles, SRA, Accelerated Reader, Mountain Language, The Daily 5, Weekly Reader, and Scholastic News. The results of these activities will be reviewed during WFSG meetings. Parents will receive information on the activities at parent meetings and during conferencing.

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

A tutoring program will be implemented during the school day using highly qualified teachers to ensure identified students receive additional assistance in ELA strategies. Students are identified by teachers using a variety of data that identifies a need for additional assistance. Parents will be given information about the strategies being used to give the child additional assistance during conferencing with the classroom teacher.

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

DIBELS will be administered to each student in grades K through three by a trained administrator. The results will be shared with the teachers who will make decisions as to the need for additional assistance and what type of assistance is used. Parents will receive information and assistance in helping their child.

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

Whole Faculty Study Group meetings will be held monthly to further development and enhance teacher knowledge of improving student learning/engagement. During the meetings, data will be analyzed, plans will be made to address specific needs, student work will be analyzed, and decisions will be made by teachers to enable teachers to better meet the needs of all students. Discussion will also include topics for parent meetings.

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

Teachers will attend educational conferences and share the information/knowledge gained during WFSG meetings, faculty meetings and grade level meetings. Conferences will include but not limited to WOW, LaCUE, LRA and other district wide sponsored workshops as offered. Parents will also receive information gained from the conferences during parent meetings.

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

A parent and a school representative will attend district meetings to gain additional information on National Network of Partnership Schools three times during the school year. These representatives will be members of the Title I District PFCI Advisory Council.

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

The Schechtly Working on the Work Design Team will address Task 2 Standard 3 and 5 - Results for Customers. Open House will be planned for later in the year so conferences can be held, membership in NNPS will continue, and lessons will be designed to meet the needs of the students.

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

Family Involvement programs will provide families opportunities to participate in activities including, but not limited to, Open House/Book Fair, Weekly parent communication prepared by teachers, monthly Title I Reading Connections and Home School Connection, SWE/Teacher Websites, STI access for parents of 4th and 5th grade students, Meet and Greet, Family Academic Nights, Field Trips, Christmas Under the Oaks, Fall Festival, Field Day, Tools for Teaching DVD (parent edition), PTA communications

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

Fifth grade students and parents will attend an informational meeting at Creekside Junior High School to ease the transition from SWE. All other students will visit the next grade level to ease the transition from one grade to the next. Grade level expectations and other information for the next school year will be shared with parents

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

TRT, Para Tech and Literacy Teacher will assist HQ teachers to: improve classroom instruction; management procedures; collect, process, utilize materials, implement hardware and software; share technology resources; intergrate technology into reading lessons weekly using GC, SWE Blackboard, Websites, Discovery Education, Text book links, AR, STAR, LA Pass, Webquest, etc. Additional instructional resources and materials will be provided

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

Monthly PBIS committee meetings will be held to review/promote the PBIS program. The following activities will be implemented: classroom management plans, positive behavior rewards, mental health provider, behavior lesson plans, school wide rules & bullying guidelines posted, reward (Bee Store) for attendance, behavior implementation/tracking form, continuation of Second Steps program. Parents will serve on the PBIS committee. Information about PBIS will be shared at parent mtgs./conferences.

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

Teachers will utilize Blackboard to share best practices. Teacher and school websites will be used to share information with parents about best practices being utilized in the classrooms.

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

Highly qualified teachers will utilize a "Go To" list to obtain information regarding job responsibilities and support (administration, support staff, grade level chairs, committee chairs, etc.). Parents will have access to information in order to be able to obtain information/support when needed.

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

A scheduling committee will stay active to increase effectiveness of instructional time. The committee will be comprised of a representative from every grade level, special education, and pull-out programs (P.E., Library, Music, etc.). Parents will be able to obtain the classroom schedule via the teachers' websites. This information will be shared with potential teachers in order to attract highly qualified teachers who value effective scheduling.

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

The literacy teacher will attend monthly meetings with the curriculum specialists to collaborate on topics related to curriculum and instruction, behavior, parent/family involvement, etc.. The literacy teacher will also participate in Webinars on a variety of subject matter as well as research and read about topics that address the success of the whole child including the family for the child.

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

The para-tech will provide assistance and support with technology resources, supplies, and training as well as the daily upkeep of equipment.

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

Teachers will use WFSG meeting times to plan engaging lessons for students using WOW protocol.

GOAL 2		By 2012-2014, all students will reach high standards, attaining proficiency or better in Math	
Research-Based Strategy 2:		<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	Align collaborative work with school improvement goals	WFSG meetings are held monthly for a period of 2.5 hours and attended by Highly Qualified teachers. Using WFSG logs, documentation of what is done during the meeting, what will be done before the next meeting, questions/concerns for the administration and data driven decisions will be recorded for teachers and administration to refer to at any time. The administrator attends the meetings for a short period of time (15 minutes) to offer guidance as well as to meet the professional development needs of the school. The administrator also reviews every group's WFSG log and offers feedback on the work done during the meetings. The WFSG logs are located in a general area for all teachers and administrators to access.	
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	Professional development activities planned include, but are not limited to, differentiated instruction, math strategies, PBS, Thinking Maps, Write..From the Beginning, Higher Order Thinking Skills (HOTS), Everyday Math Counts components, Working on the Work, and Mountain Math. Each PD session attendance is registered and recorded on GSMU for CLUs. Teachers, paras, administrators complete surveys indicating the usefulness of the sessions. PD sessions are held monthly or more. The PD will be planned with input from teachers, paras, and administrators as well as alignment to needs identified from the data analysis to ensure needs are being met. Follow-up of all PD will occur during WFSG meetings facilitated by the Literacy Teacher. Learning Walk checklists will be used as a tool to monitor implementation of PD strategies on a quarterly basis. Feedback will be given during WFSG meetings after each quarterly Learning Walk. Student work will be examined at each WFSG meeting. Based on this analysis, instruction will be adjusted. If additional PD is needed, it will be provided.	

1.3	New classroom practices are implemented as a result of follow-up support.	The TRT and Literacy Coach will provide monitoring of the new practices being implemented as well as the use of WFSG time to assist in developing lesson plans, gathering materials/supplies, and coordinating with district wide GC. Learning walks will be scheduled quarterly to observed the practices being utilized in classrooms using a checklist. All practices will be documented in lesson plans. The administrator will give feedback at each WFSG meeting. Student work will be examined at each WFSG meeting. Based on this analysis, instruction will be adjusted and additional PD will be provided.
OBJECTIVES: (up to six; 150 characters)		DESIRED OUTCOMES: (150 characters)
1.1	To increase Math CRT index scores in third grade from 114.7 to 116.4 and in fifth grade from 95.1 to 103.4 by 2012	Students in third and fifth grade will improve in all areas of math including constructive responses.
1.2	To increase the percentage of proficiency of students with disabilities from 52.0% to 58.0% by 2012.	Students with disabilities will improve in all areas of math including constructive responses.
1.3	To increase overall performance in Math in all grade levels to the proficiency goal for thos grade levels by 2012.	Students in all grade levels will improve in all areas of math including constructive responses.

ACTIVITIES (no more than 20)

ACTIVITY 1 (Activities indicated should address all subgroups; 500 Characters)
Teachers will engage students daily in a variety of meaningful math literacy activites and higher order thinking skills included, but not limited to, Thinking Maps, Everyday Math Counts, Partner Games (from EDC), Investigations, use of manipulatives, Mountain Math, Promethean Board activities, Discovery Education videos and lessons, literacy/math workstations. HOTS and activities will be shared with parents at meetings and conferences.

ACTIVITY 2 (Activities indicated should address all subgroups; 500 Characters)
Teachers will provide differentiated instruction activites from the G.C. in a variety of settings such as workstations, small group instruction, assessments, and tutoring programs in grades Pre-K - to five. Activities will be shared with parents at meetings and conferences to enhance parent understanding of differentiated instruction.

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

After school tutoring will be implemented for grades one through five and presented by a highly qualified teacher. The classroom teacher and the after school teacher will collaborate in order to plan meaningful activities. The computer program, Destinations, will be implemented as well. During parent conferences, the tutoring program will be explained as well as offering parents strategies to use with the student at home.

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

Classroom teachers in the appropriate grade levels will administer the district Checkpoints assessment in order to plan for differentiated lessons. Results from Checkpoints will be shared with parents during conferencing times.

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

Students in grades 3, 4, and 5 will be provided with test preparation materials to extend learning and review for CRT and NRT. During parent meetings, the LDE's website will be shown to parents in order for them to access PASS from home for additional practice opportunities for the student on test taking skills.

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

Teachers will be provided opportunities to attend a variety of job-embedded professional development in-services. When appropriate, the information gathered will be shared with parents during parent meetings. Information about PD opportunities will be shared with potential teachers in order to attract highly qualified teachers.

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

Model lessons related to professional development topics will be presented by the TRT, Literacy teacher, Highly qualified teachers, and the District Math Specialist. Some of these lessons will be shared with parents at parent meetings in order to enhance parent understanding of the curriculum.

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

WFSG meeting will be conducted monthly to further develop and enhance teacher knowledge of improving quality of instruction. All teaching faculty will attend the meetings facilitated by the literacy teacher.

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

Teachers will attend educational conferences and bring information back to colleagues to share for Professional Development. Conferences will include (but not limited to): PBS, WOW. RTI, LaCUE, Kagan, LRA, LATM/LSTA and other district wide sponsored workshops offered. Opportunities to attend conferences will be shared with potential teachers.

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

Representatives from the schools' NNPS Action Team will attend the district NNPS Action Team meetings three times a year to gain additional information on NNPS as well as share what is being done at all Title I schools in the district.

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

The Schechtly Working on the Work Design Team will address Task 2 Standard 3 and 5 - Results for Customers. Open House will be planned for later in the year so conferences can be held, membership in NNPS will continue, and lessons will be designed to meet the needs of the students. Monthly meetings will be held in order to share information with parents and the community. Meet and Greet will be held prior to the opening of the school year.

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

Family Involvement programs will provide families with opportunities to participate in school activities. The following are planned for families: Open House/Book Fair, Parenting Center, Monthly PTA Newsletters/Meetings, Weekly communication by teachers, Title I Reading Connection and Home School Connections monthly, SWE website, Teacher web pages, Web Links, STI parent access for 4th and 5th grade students, Meet and Greet, Family Academic Nights, Field trips, Christmas Under the Oaks, etc.

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

Teachers will receive assistance in classroom instruction, integrating technology, and management procedures from the TRT, Para-Tech, Literacy Teacher, district specialists. The availability of extensive assistance will be shared with potential teachers during interviews.

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

The TRT and Para-Tech will provide assistance to the classroom teachers in the integration of technology in math lessons using technology links from the G.C., Discovery Education, Webquests, Promethean Planet, Digital Cameras, Flip Cameras, Websites etc.

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

Teachers will implement the school wide Positive Behavior Intervention Support program to ensure a positive learning environment throughout the school. The PBIS program guidelines/expectations will be shared with parents to ensure a better understanding of the acceptable behavior/consequences/rewards pertaining to behavior.

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

The administrative staff will attend the district's Annual Administrators' Conference as well as monthly meetings with Central Office staff to discuss various topics surrounding school improvement (academic, climate, etc.) and community involvement.

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

Teachers will utilize Blackboard to share best practices in Math. These best practices will be shared with parents during meetings and conferences.

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

Teachers will have a "Go To" list to assist them in obtaining support throughout the school year. Parents will receive information on access to persons for specific information to assure complete support of parent/family needs.

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

A scheduling committee will continue working to increase effectiveness of instructional time for the students in both ELA and Math that is protected from pull-outs, etc..

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

Grade level collaboration meetings will be held at least monthly and will focus on planning lessons that will improve student engagement. These lessons will be models for parents during parent meetings.