School Improvement Plan

Emma Murphy Elementary School

Lapeer Community Schools

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Introduction

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

 The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Murphy Elementary is a K-5 building with an enrollment of 429 students with 238 males and 191 females. Murphy is located in a rural town. It has experienced a number of changes over the past three years, including administration and teaching staff.

Following the closure of two elementary buildings in the district the attendance boundaries of Murphy were expanded, widening the range of students assigned to the building. Due to the formerly large number of school of choice students, overall enrollment remained steady, with many former school of choice students now being districted to Murphy. Our free and reduced population is 36%, and Murphy received Title I Targeted Assistance status in the 2012 - 2013 school year for the first time. Approximately 40 students are currently School of Choice students.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Vision Statement

Murphy Elementary will continue to educate today's learners with an eye toward tomorrow. Everyone is accountable for providing a quality learning environment that will create independent, confident learners for the future.

Mission Statement

The Murphy Elementary community is committed to independent learning in a safe environment where all students will become responsible, resourceful and knowledgeable problem solvers.

Beliefs Statement

We believe that all children deserve a safe and respectful school community in which to learn. We are committed to setting high standards for all students, believing that high standards encourage students to maximize their potential as learners. We believe in thoughtful, engaging, aligned curricular activities for our learners. The Murphy community will work as a team to educate all students to their highest potential.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Murphy Elementary is proud of the accomplishments of students, staff and families throughout the 2012-13 school year. Through teamwork and dedication our students made great gains academically and socially. The following are just a few notable achievements for the 2012-13 school year.

-All teaching staff collaborates weekly to provide quality whole class and supplementary instruction.

-Murphy staff review assessment data on an ongoing basis throughout the school year, targeting students' strengths and weaknesses in order to plan for adjusted instruction.

-All classrooms provide interventions based on proficiency scores. In addition, a building-wide response to intervention time was developed for 30-40 minutes every day where students receive cycles of support based on individual academic needs. Two teachers were trained in Reading Recovery to support our lowest performing first grade students with diagnostic support.

-The development of yearly target goals and student outcome objectives is a collaborative process. The process involves the following: Parent input is gathered through P.T.C., Parent Advisory Council, perception and program surveys, and parent involvement activities.

-Staff Professional Development activities focus on building goals in reading and writing workshop, math problem solving skills, and response to intervention. Staff regularly meets to analyze data, share strategies, and plan to implement the professional development learned and observed.

As we continue to operate as a Title I Targeted Assistance building, our components for identifying students not mastering the content in all areas will remain

the same, grade level teams will continue to meet bi-weekly to analyze student data and plan for adjusted instruction, staff and parents will also continue to work together to review academic and perception data, and Title I staff will support tiers of intervention. Changed components will include whole staff training to enhance teaching at the Tier 1 and 2 levels to include best practice strategy development focusing on improved discussion and questioning techniques and student engagement.

Title I and special education team will collaborate with first grade training to

include Reading Recovery and research-based reading instructional practices. Whole staff and parent workshops will be offered for the purpose and building procedures for the improvement of

informing parents about teaching and learning, communication to parents when a child has a problem, and our two-way communication between home and school. Title I support will be allocated based on the students not meeting

expectations to ensure all students receive additional guided support and all families are invited to attend Title I events. Title I parent involvement funds will be used to provide parent workshops that will help parents provide support while at home.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Students need more hands-on and discovery based learning to move students beyond the current performance level to higher-level thinking, problem solving and understanding of mathematical concepts. Students also need more opportunities to write to a purpose as it supports both informational and narrative writing aligned to the curriculum. Due to our economically disadvantaged population, additional focus and professional learning needs to target this group to be able to close the achievement gap.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Murphy Elementary utilizes three different avenues to involve all stakeholders in the decision-making process. These three bodies include the Effective Schools Committee (ESC), the Parent Advisory Council (PAC), and the School Improvement Committees (SIP Committees) which consist of grade level teacher teams.

One of the major decision making bodies for Murphy Elementary is the ESC (Effective Schools Committee). This collaborative group is comprised of the building administrator, lower and upper elementary representatives, Title I, special education and/or elective teachers. In addition, all staff are encouraged to attend ESC meetings and provide input into decisions being made.

In addition to the ESC, Murphy utilizes PAC (Parent Advisory Council) to seek parent input in regards to building decisions. While not an independent decision-making body, parent representatives are sought from each classroom to promote varied participation. The committee then meets regularly to discuss the school improvement plan and to review changes to the plan and/or implementation. In addition, each meeting is focused on providing information and then seeking input and ideas related to issues facing the building. The PAC also serves as a committee that regularly completes various collaborative projects with teacher representatives, including budget decisions, parent compact and policy development, bond budget expenditures, etc. Finally, data related to building performance is often shared, examined, and gathered as part of these meetings.

School Improvement Committees consist of grade level teacher teams that meet weekly during collaborative planning time. All teaching staff serve on one of the goal committees and meet bi-monthly with any other representatives for their committee (parents/support staff) to review data, discuss goals, and develop/communicate materials, assessments, and other elements of the goal to deliver to the rest of the staff. Throughout the year, the PAC also reviews the school improvement plan and discusses future needs based on data. Throughout the year, staff are also determining future needs to develop goals for the following school year. The ESC, PAC, staff, and parents study student achievement data from a variety of sources that include the MEAP (Michigan Educational Assessment Program) data, MLPP (Michigan Literacy Progress Profile) and DRA2 data, district level assessments, chapter tests, and classroom assessment and/or observational data. Upon reviewing the compiled data, goals and strategies are developed and resources are allocated to appropriately address the needs of our students, especially those students not yet meeting grade level expectations. Examples of decisions based on previously mentioned data include: professional development opportunities, grade level planning agendas, grade level and individual student interventions, budget development and resource allocation, support staff scheduling, curriculum implementation, positive behavior support planning, enrichment activities and support, and technology and software needs

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

Murphy Elementary staff continues to participate in our current planning for the data profile Title I model. During monthly Professional Development, SIP and ESC meetings, trimester reporting meetings, and weekly grade level team meetings, all certified staff analyze school data and work to identify goals, strategies and action steps for the following school year. During monthly parent group meetings (PAC and PTC) academic and perception data is analyzed and parents from these groups then work with the building principal to revise the parent involvement policy. Parental advisory meeting groups are given full opportunities to be involved in the on-going SIP process at the start of the school year and during monthly PTC and PAC meetings as well as

parent workshops throughout the school year.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The school improvement plan and Title I program for Murphy Elementary is reviewed throughout the school year and revised as evidence to do so becomes apparent, through analysis of achievement and perception data. The major decision making bodies for Murphy Elementary (Elementary Effective Schools Committee/ESC, Parent Advisory Council/PAC and School Improvement Committees that consist of grade level teams) review data yearly. These bodies, comprised of various stakeholders, including a parent representative from each classroom, all teaching staff, support staff liaisons and student liaisons, continue to study student achievement data from a variety of sources that include the MEAP (Michigan Educational Assessment Program) data, MLPP (Michigan Literacy Progress Profile) data, district level assessments using DRA2, common writing prompts and unit assessments in math, chapter tests, and classroom assessment and/or observational data. In addition, demographic information, perception data, and program/process data are examined.

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths, challenges, and directions for improvement based on an analysis of data and responses to a series of data related questions. This data collection and analysis process includes the identification of content area achievement gaps and reflections on causation. Please note that questions related to gaps and causes for a gap are marked with an asterisk (*). This diagnostic represents the various types of student data that should be continuously collected, reviewed, and analyzed in conjunction with other local school data. Completion of the SDA is required.

Student Enrollment Data

How do student enrollment trends affect staffing?

Overall, Lapeer Community School district has been in declining enrollment primarily due to low county birth rates and the economic conditions in Lapeer County Michigan. As a result, after the closing of two elementary buildings, with all five elementary that remain enrollment is between 475 and 500 students per building. Staff is determined based on the number of students that remain in the building and register for kindergarten.

How do student enrollment trends affect staff recruitment?

Due to declining enrollment and staff allocation guidelines based on number of students in grade level sections, staff recruitment is affected due to creating additional split classrooms and class sizes reaching 30 in lower elementary and 32 in upper elementary.

How do student enrollment trends affect budget?

Student enrollment effects the budget since the majority of school funding comes from state aide which is based on enrollment. Less dollars in general funds result in less funding for programs, staffing, and instructional materials.

How do student enrollment trends affect resource allocations?

Overall enrollment in Lapeer Community Schools has dropped significantly over the last several decades from a high of 8,766 in 1980-81 to a projected low of 5,869 in 2012-13, a decline of 33 percent. Due to a declining enrollment and decreasing allowance of state funding there is a loss of resources and funding to the school to maintain its current program. As a result LCS district has restructured its current elementary population and gone from having seven elementary buildings to five, including one focus year around school. We have Title I Coach and two trained special education/Reading Recovery
staff to assist with Reading Recovery and response to intervention/supplementary instruction. Currently, we have 36% students that are free and reduced. Teaching staff is currently at 15 general education teachers and 2 special education.

How do student enrollment trends affect facility planning and maintenance?

Each year, LCS has projected an approximate one million dollar loss of revenue based on projected drops in student enrollment. 80% of the total budget is allocated to staffing and the 20% remaining is used for facility planning and maintenance. Therefore, drop in student enrollment negatively impacts building improvements and maintaining facility needs. In extreme cases, it has led to the closing of facilities. In the past three years we have closed three elementary buildings.

How do student enrollment trends affect parent/guardian involvement?

Student enrollment trends have remained consistent within our building, and are not having an impact on parent/guardian involvement.

How do student enrollment trends affect professional learning and/or public relations?

Student enrollment trends do not impact professional learning and/or public relations.

What are the challenges you noticed based on the student enrollment data?

Murphy Elementary has a total of 429 students in grades kindergarten through fifth grade, 238 males and 191 females. We have approximately 40 school of choice students. 36% of our students qualify for free and reduced lunch program and are categorized as economically disadvantaged. As our overall enrollment has remained steady, even through consolidation of other buildings within the district, there have not been any specific challenges presented by student enrollment data.

What action(s) will be taken to address these challenges?

As student enrollment has remained consistent and challenges in this area have been few, no specific action is recommended in this area. However, as overall enrollment at the district level continues to decline, keeping pace with appropriately sized classrooms and utilizing split-grade classrooms at the most effective place will become a challenge.

What are the challenges you noticed based on student attendance?

Based on our 2012-13 student attendance data in grades kindergarten through fifth grade, we had a total of 3890 days absent. Based on the Lapeer Community School attendance policy, attendance letters are mailed
following the 8th and 13th absence or tardy within a school year. A referral to truancy may be made following the 16th absence in a school year. Murphy Elementary made one truancy referral in the 2012 - 13 school year.

What action(s) will be taken to address these challenges?

Students that are driven to school and get up late seem to be the leading cause for tardies. Illness is the leading cause for absences. By creating more volunteered staff time to create positive learning opportunities before school, where students have incentives outside of the regular school day to participate in activities, is one action that could be taken to improve the number of tardies accumulated in a school year.

Student Achievement Data for All Students

This area includes data questions.

Which content area(s) indicate the highest levels of student achievement?

According to district trimester assessment benchmarks, Murphy Elementary students showed the highest levels of student achievement in the area of reading. 87.4% of our students reached or exceeded grade level district benchmarks at the end of the school year, with another 4.2% not reaching grade level benchmarks but showing at least 1.5 years' growth according to the DRA2. meaning that 91.6% of Murphy Elementary students either reached year-end grade level benchmarks or, if below grade level, showed at least 1.5 years' growth.

Additionally, Murphy Elementary students showed the highest levels of student achievement in the area of reading according to the MEAP state assessment. Murphy 3rd graders were 77% proficient, 4th graders were 75% proficient, and 5th graders were 85% proficient.

Which content area(s) show a positive trend in performance?

Both reading and math are content areas that show a positive trend in performance. According to the MEAP state assessment, Murphy Elementary 3rd grade proficiency scores on the reading assessment increased by 9 points. Murphy 4th grade proficiency scores on the reading assessment increased by 4 points. Murphy 5th grade proficiency scores on the reading assessment increased by 7 points.

Likewise, the trend continued and was even more evident in math. According to the MEAP state assessment, Murphy Elementary 3rd grade proficiency scores on the math assessment increased by 5 points. Murphy 4th grade proficiency scores on the math assessment increased by 16 points. Murphy 5th grade proficiency scores on the math assessment increased by 24 points.

In which content area(s) is student achievement above the state targets of performance?

For the fall 2012 MEAP, Murphy students scored above the state average in every area. In reading, Murphy students averaged 79% proficient compared to the state average of 68% proficient. In math, Murphy students averaged 52% proficient compared to 41% at the state average. In writing, Murphy students were 52% proficient compared to 47% at the state level. In science, Murphy students were 18% proficient compared to 13% at the state level.

What trends do you notice among the top 30% percent of students in each content area?

Kindergarten through fifth grade students scoring at the top 30% at the beginning of the year remained in the top 30% throughout the school year in reading and math according to district trimester assessments. In writing across all grade levels, students in the top 30% demonstrate significant growth at year end based on district trimester assessments and common writing rubrics. MEAP data from 2012 indicates that a small percentage of our top 30% tend to score in the Advanced range and a greater portion in the Proficient range. In math, 3rd graders were 4% Advanced and 26% Proficient, 4th graders were 3% Advanced and 27% Proficient, and 5th graders were 6% Advanced and 24% Proficient. In reading, 3rd graders were 12% Advanced and 18% Proficient, 4th graders were 1% Advanced and 29% Proficient, and 5th graders were 21% Advanced and 9% Proficient. Fourth graders in writing were 17% Advanced and 13% Proficient, and fifth graders in science were 10% Advanced, 8% Proficient, and 12% Partially Proficient.

What factors or causes contributed to improved student achievement?

Murphy Elementary is in its third year of working collaboratively as a building to identify struggling students and design targeted interventions to support their needs and accelerate their achievement. In the past two years, staff has worked to designate regular collaborative meeting times, common intervention times across a grade-level band, and effective, research-based interventions that will be applicable to the greatest needs evidenced in our analysis of school achievement data.

Close monitoring of struggling students, greater collaboration among grade level and support teachers, and increased implementation of research-based instructional practices are factors that continue to contribute to our improved student achievement in reading.

Additionally, our students are showing improved student achievement in math. Murphy Elementary is in its fourth year of implementing a mathematics fact fluency program, designed to monitor students' mathematics fact fluency and target specific areas for increased instruction. Increased fact fluency leads to stronger overall math achievement, allowing thinking and processing to be freed up to attend to higher-level mathematics thinking. Our continued use of the fact fluency program with our students is a factor that contributes to improved mathematics achievement.

How do you know the factors made a positive impact on student achievement?

Our common collaboration times allow for teachers to make decisions about student support based on the latest data. When our data shows that interventions are not succeeding as expected, adjustments can be made to increase effectiveness. Increased student achievement of students involved in multi-tiered systems of support is evidence that our collaboration, and subsequent intervention practices, are having a positive effect on student achievement.

Which content area(s) indicate the lowest levels of student achievement?

According to state assessment (MEAP) data, science is the content area showing the lowest level of student achievement. 18% of Murphy Elementary fifth graders were proficient on the science portion of the MEAP. Additionally, based on MEAP data, writing and math were both areas with lower student achievement, each showing an average of 52% proficiency.

Which content area(s) show a negative trend in achievement?

Both science and writing show a negative trend in achievement. Based on state assessment (MEAP) data, 5th grade science scores in 2010 (scaled to new cut scores implemented in 2011) showed 31% proficiency. In 2011, 5th grade science scores showed 23% proficiency, and in 2012, 5th grade science scores showed 18% proficiency. Additionally, 4th grade writing scores in 2010 (scaled to new cut scores implemented in 2011) showed 59% proficiency. In 2011, 4th grade writing scores showed 55% proficiency, and in 2012 4th grade writing scores showed 52% proficiency.

In which content area(s) is student achievement below the state targets of performance?

Murphy students scored above the state average in all subject areas on the state MEAP assessment.

What trends do you notice among the bottom 30% of students in each content area?

According to MEAP data from the 2012 school year, a large percentage of our bottom 30% of students were rated Not Proficient or Partially Proficient. In math, the bottom 30% of 3rd graders were all rated Not Proficient, the bottom 30% of 4th graders showed 23% Not Proficient and another 7% Partially Proficient, and the bottom 30% of 5th graders showed 20% Not Proficient and 10% Partially Proficient. In reading, the bottom 30% of 3rd graders were rated 4 % Not Proficient, 19% Partially Proficient, and 7% Proficient, the bottom 30% of 4th graders showed 9% Not Proficient, 17% Partially Proficient, and 4% Proficient, and the bottom 30% of 5th graders showed 3% Not Proficient, 12% Partially Proficient and 15% Proficient. At fourth grade, the bottom 30% of students in writing showed 6% Not Proficient and 24% Partially Proficient. At fifth grade, the bottom 30% of students in science showed 30% Not Proficient. These trends show that the vast majority of our bottom 30% are rated less than proficient. It also indicates that our pool of Partially Proficient students is large, allowing opportunity for targeted instruction to move these students closer to the Proficient range.

What factors or causes contributed to the decline in student achievement?

While we are able to identify a decline in achievement in science and writing scores based on MEAP assessments, these subject areas are only tested at one particular grade level (4th grade for writing, 5th for science), so we are unable to follow a cohort group to look for change over time. Based on this limited information, we can assume that a decline in achievement over the past few years points to a need for strengthened curriculum and progress monitoring in these areas. Lapeer Community Schools is in the process of adopting units of study for both Reading and Writing Workshop. Once these units are in place, we predict that a continuity of language of instruction, as well as an elimination of content and instructional gaps, will reverse the trend of declining scores in writing achievement. Since our tools for measuring student achievement in the area of science are more limited as well, we can look to our need for strengthened curriculum, common assessments, and integration of informational text and science topics into ELA and math curriculum as factors contributing to the decline in student achievement.

How do you know the factors made a negative impact on student achievement?

Our need for alignment with curriculum and language of instruction will allow us to address gaps that are currently present, causing a lack of acceleration for our students not meeting benchmarks.

What action(s) could be taken to address achievement challenges?

Murphy Elementary staff plans to continue development and implementation of cohesive units for literacy instruction, increasing the opportunity for continuity in instruction and language. Continued practice of multi-tiered systems of support, including strengthening Tier 1 instruction, will also address present achievement challenges. Continual review and revision of Murphy's School Improvement Plan will further allow for achievement challenges to be addressed and gaps to be reduced.

Subgroup Student Achievement

Statement or Question: Which subgroup(s) show a trend toward increasing overall performance?
Response:

- Male
- Female

Statement or Question: For which subgroup(s) is the achievement gap closing?*
Response:

- Male
- Female

In what content areas is the achievement gap closing for these subgroups?*

According to district common assessment data as well as state assessment (MEAP) data, there was very little evidence of an achievement gap for males and females in the areas of reading and math.

How do you know the achievement gap is closing?*

Based on assessment data, our male and female students are scoring within one point of each other at a building level on both reading and math. While small pockets of gaps in achievement exist in reading and math, the overall trend at Murphy is that males and females score close to each other in these areas.

What other data support the findings?

According to both state assessment (MEAP) and district trimester assessment data, Murphy Elementary's gender subgroups (both male and female) show little or no achievement gap in the area of reading. Based on district assessments, male and female students in grades kindergarten, first, second, fourth, and fifth scored within ten points of each other on year-end reading proficiency. Building-wide, our average of proficiency was within one point: males were 84% proficient (87% including students showing 1.5 years' growth) and females were 85% proficient (88% including students showing 1.5 years' growth). Third grade students showed the only gender gap in reading, with males scoring significantly below females in reading proficiency: 68% for males and90% for females. No gender gaps were evident in reading for males or females according to 2012 MEAP data.

Based on district assessment data, most grade levels did not have a gender gap for math. Male and female students in grades kindergarten, first, second, and fifth scored within ten points of each other on year-end trimester assessments. Building-wide, our average of proficiency was within one point: males were 78% proficient (99% proficient including students showing greater than 20% growth from pre to post assessment) and females were 79% proficient (99% proficient including students showing greater than 20% growth from pre to post

assessment). Third and fourth grade students showed the only gender gap in math based on district assessments. However, based on 2012 MEAP data, no gender gap was evident in math for third or fourth grade students.

What factors or causes contributed to the gap closing? (Internal and External)*

Increased emphasis on reading instruction building-wide, close coordination at a building level of student data analysis and monitoring of students requiring intervention, and a focus on building strong classroom libraries that appeal to both males and females are some factors that contribute to our closing gap in reading. Likewise, close coordination of student monitoring in the area of math, as well as a school-wide focus on mathematics fact fluency, are factors that contributed to the closing gap in achievement in the area of math.

How do you know the factors made a positive impact on student achievement?

Murphy Elementary's continued focus on these factors coincides with the small achievement gap between these subgroups. Continued emphasis on strengthening instruction at all tiers (with heaviest emphasis at tier 1) is showing a positive effect on achievement of students.

What actions could be taken to continue this positive trend?

Continuing to emphasize best-practice instruction in all subject areas will allow this positive trend to continue and spread to subgroups not yet showing the same level of success. Close monitoring of student achievement and frequent adjustment of necessary interventions, as well as close collaboration at grade level teams with coach and special education support will allow for support to be offered to all students at appropriate levels.

Statement or Question: Which subgroup(s) show a trend toward decreasing overall performance?
Response:

•Economically Disadvantaged

Statement or Question: For which subgroup(s) is the achievement gap becoming greater?*
Response:

•Economically Disadvantaged

In what content areas is the achievement gap greater for these subgroups?*

Murphy Elementary's economically disadvantaged students show an achievement gap as compared to non-economically disadvantaged students in the areas of reading and writing at nearly all grade levels, according to district trimester assessment data. Additionally, economically disadvantaged students in a few specific grade levels (2nd, 3rd, 5th) show an achievement gap in math according to district trimester assessment data. Based on 2012 state assessment (MEAP) data, our economically disadvantaged students showed gaps in

reading and math at all grade levels, as well as writing at the fourth grade level.

How do you know the achievement gap is becoming greater?*

Analysis of both district and state assessment data point to the fact that a gap exists at nearly all grade levels and subject areas for our economically disadvantaged students.

What other data support the findings?*

In the area of reading, district assessments show a gap between economically disadvantaged and non-economically disadvantaged students at nearly all grade levels (K, 1, 3, 4, 5) except second grade. At a building level, a gap was also evident: 76% of Murphy economically disadvantaged students were proficient in reading, and 87% of non-economically disadvantaged students were proficient. Based on state assessment (MEAP) data, grades 3, 4, and 5 all showed gaps between ED and non-ED students: third grade was 67% vs. 81%, fourth grade was 67% vs. 80%, and fifth grade was 71% vs. 85%.

In the area of writing, district assessments show a gap between economically disadvantaged and non-economically disadvantaged students at nearly all grade levels (K, 1, 2, 4, and 5) except third grade. At a building level, a gap was also evident: 55% of economically disadvantaged students demonstrated an average proficiency between narrative and informational prompts as compared to 69% of non-economically disadvantaged students. Likewise, MEAP data for 2012 shows that 49% of ED fourth graders were proficient in writing as compared to 58% of non-ED fourth graders.

In the area of math, district assessments show that gaps between economically disadvantaged and non-economically disadvantaged students exist at some grade levels (2, 3, and 5) though not at K, 1, 4, or the building-wide average. Interestingly, ED second graders scored 10% higher than non-ED students on district trimester math, but the trend did not continue at other grade levels. Economically disadvantaged third graders were 41% proficient compared with 53% of non-economically disadvantaged third graders, and fifth graders showed a disparity of 68% vs. 85%. Our building-wide average of math achievement, however, was quite close: 76% of economically disadvantaged students were proficient as compared with 80% of non-economically disadvantaged students. MEAP data from 2012 shows a gap at all grade levels in math: third graders showed a gap of 31% vs. 47%, fourth graders showed a gap of 32% vs. 46%, and fifth graders showed a gap of 42% vs. 55%.

What factors or causes contributed to the gap increasing? (Internal and External)*

Murphy Elementary's subgroup of economically disadvantaged students has grown in recent years, as has the gap in achievement. Our recent status change to becoming a Title I Targeted Assistance building is allowing us to begin to address this new need in our population. One factor for this gap's existence is the time needed for implementation of Title I guidelines and requirements. Additionally, the recent change in population caused by new attendance boundaries at the beginning of the 2012 school year has shifted the presence and size of various subgroups, most significantly our ED population.

How do you know the factors lead to the gap increasing?*

Our economically disadvantaged subgroup is one that has grown in size in recent years. Achievement levels of students within this subgroup has not kept pace with the proportion of increase in our student population.

What actions could be taken to close the achievement gap for these students?*

Meeting the needs of ED students at all subject areas needs to become a priority in planning and implementation of lessons and programs. Increased awareness of, and training for, Murphy staff is vital in order to provide necessary tools and information to meet the needs of our students who are economically disadvantaged. An increased presence of Title I supports at the building level will allow for staff education and support to increase as well. We anticipate that this will begin to close the achievement gap for economically disadvantaged students at Murphy Elementary.

How is each of the English Language Learners (ELLs) demographics achieving in comparison to the school aggregate?

Our subgroup of ELL students is not statistically significant.

How do you ensure that students with disabilities have access to the full array of intervention programs (Title 1, Title III, Section 31a, credit recovery programs, after-school programs, etc.)?

Students with disabilities receive the same consideration as all other students at Murphy Elementary in all aspects. The over-arching philosophy regarding students with disabilities is that they are general education students first, and are considered for inclusion in all programs that are appropriate. All students receive strong tier 1 instruction from their general classroom teachers, with special education or Title I support as needed. All students are eligible for tier 2 and 3 intervention services, with classroom teachers, learning coaches, interventionists, and special education teachers working in a team approach to provide interventions.

How are students designated 'at risk of failing' identified for support services?

During regularly-scheduled collaborative grade-level meetings, achievement data and progress of all students is monitored. At that time, teachers collaborate to identify students requiring further (tier 2 or 3) support to increase achievement. Interventions are planned and adjusted during this time as well. Students not making expected growth in interventions are then referred to Murphy's Student Assistance Team, where interventions are reviewed and action plans are created to provide necessary supports for growth.

What Extended Learning Opportunities are available for students (all grade configurations respond)?

Murphy Elementary students have opportunities to participate in after-school math or writing programs as well as programs like student council or running club. Academic opportunities through Title I are available for students targeted for interventions, and other programs are available to the entire student body. Students in Murphy's Talented and Gifted program receive additional learning time as well. Murphy students are also invited to participate in summer reaiding programs such as Super Summer Success and Murphy Bookmobile. Additionally, families of Title I targeted assistance students are invited to parent involvement events with their children, allowing for entire families to experience learning opportunities together.

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	35.0

What is the school doing to inform students and parents of Extended Learning Opportunities?

Students are invited to participate in extended learning opportunities multiple times with written invitations coming home first. Follow-up notes from organizers of opportunities as well as classroom teachers, or face-to-face conversations with students or parents, ensure that those who would most benefit from participation in these events are aware of them. Reminders about events happen via newsletter, personal letter, or School Messenger communication (phone message, email, or text message).

Label	Question	Value
	What is the total FTE count of teachers in your school?	22.0

Label	Question	Value
	How many teachers have been teaching 0-3 years?	4.0

Label	Question	Value
	How many teachers have been teaching 4-8 years?	1.0

Label	Question	Value
	How many teachers have been teaching 9-15 years?	8.0

Label	Question	Value
	How many teachers have been teaching >15 years?	9.0

What impact might this data have on student achievement?

We have a wide range of years of experience within our teaching staff that could directly be impacting rigorous learning, specifically for newer teachers as they learn and demonstrate professional growth in the curriculum and instruction.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	95.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	149.0

What impact might this data have on student achievement?

Absences could have a negative impact on student achievement, however, with 95 days being professional development, this could also be attributed to increased student achievement

Perception Data - Students

Which area(s) indicate the highest overall level of satisfaction among students?

Questions specific to reading were rated the highest in satisfaction among Murphy students. 74% of Murphy students agree that reading is fun, and 83% agree that they read in school everyday.

Which area(s) show a positive trend toward increasing student satisfaction?

Student perception data results for the 2013 year were closely consistent with results from the 2012 year. This indicates neither a positive nor a negative trend in student satisfaction.

What area(s) indicate the lowest overall level of satisfaction among students?

Areas with the lowest level of agreement among students were the following statements: "My teacher listens to my ideas and opinions." (52% of students agreed, 23% disagreed, and 25% were unsure.) "I know what I am supposed to learn every day." (58% of students agreed, 21% disagreed, and 20% were unsure.) "I use my writer's notebook every day." (42% agreed, 43% disagreed, and 14% were unsure.)

Which area(s) show a trend toward decreasing student satisfaction?

Student perception data results for the 2013 year were closely consistent with results from the 2012 year. This indicates neither a positive nor a negative trend in student satisfaction.

What are possible causes for the patterns you have identified in student perception data?

Consistent results between 2012 and 2013 data indicate consistency within approaches to student comfort and culture within the building.

What actions will be taken to improve student satisfaction in the lowest areas?

Increased emphasis on student learning goals, and the connection to real world learning, will increase student awareness about what they are supposed to be learning. Student perception that teachers are listening to their ideas and opinions can be addressed through a focused emphasis on creating student-centered classrooms. The large portion of students unsure about these questions points to a need for consistent language to ensure students understand the questions and can connect them to things happening in their classrooms.

Perception Data – Parents/Guardians

Which area(s) indicate the overall highest level of satisfaction among parents/guardians?

In areas related to building climate and culture, parent/school communication about student performance and ease of understanding of report cards and assessments were areas with the highest approval ratings. (Parent/school communication had an 89% approval rating, and ease of understanding of report cards and assessments was rated 100%). In areas related to specific academic areas, questions about reading were rated the highest in terms of parent satisfaction. 92% of parents noticed an improvement in their child's reading ability this year, and 100% of parents agreed that their child reads at home.

Which area(s) show a trend toward increasing parents/guardian satisfaction?

Amounts of satisfaction on our 2013 parent/guardian survey was closely consistent with satisfaction percentages on our 2012 parent/guardian survey. Our trend was neither positive nor negative, indicating a steady approach to parent communication and building climate.

Which area(s) indicate the overall lowest level of satisfaction among parents/guardians?

Lowest areas of satisfaction on our parent/guardian perception data were in the area of children receiving help when needed. 55% of respondents agreed that their child gets help when needed, with 44% somewhat agreeing.

Which area(s) show a trend toward decreasing parents/guardian satisfaction?

Amounts of satisfaction on our 2013 parent/guardian survey was closely consistent with satisfaction percentages on our 2012 parent/guardian survey. Our trend was neither positive nor negative, indicating a steady approach to parent communication and building climate.

What are possible causes for the patterns you have identified in parent/guardian perception data?

Consistent results between 2012 and 2013 data indicate consistency within approaches to parent involvement, communication and culture within the building.

What actions will be taken to increase parent/guardian satisfaction in the lowest areas?

Increasing parent awareness of interventions currently taking place as well as those available to students will help to address the perception that students are not always getting help when needed. Additionally, closer contact with parents early on, before a student shows a significant need, will allow for quicker and more nimble means of student support.

Perception Data – Teachers/Staff

Which area(s) indicate the overall highest level of satisfaction among teachers/staff?

Highest levels of staff satisfaction were evident in items pertaining to building climate and culture, as well as a comfort level and spirit of collaboration. 72% of staff strongly agreed that our school reflects a true sense of community. Likewise, 72% also strongly agree that school members value each other. 82% of staff strongly agree that "people work here because they enjoy and choose to be here."

Which area(s) show a trend toward increasing teacher/staff satisfaction?

Staff satisfaction responses from 2012 are consistent with results from 2013. In both years, highest ranking was given towards building climate issues, but the percentage is quite close from year to year, indicating neither a positive nor a negative trend.

Which area(s) indicate the lowest overall level of satisfaction among teachers/staff?

Areas of lowest overall satisfaction among staff related to topics involving collaboration and communication. 31.8% of staff responded that our school schedule "sometimes" or "rarely" reflects frequent communication opportunities for teachers and staff. Additionally, 40.9% of staff indicate that teachers and staff "sometimes" or "rarely" work together to develop the school schedule.

Which area(s) show a trend toward decreasing teacher/staff satisfaction?

Staff satisfaction responses from 2012 are consistent with results from 2013. In both years, highest ranking was given towards building climate issues, but the percentage is quite close from year to year, indicating neither a positive nor a negative trend.

What are possible causes for the patterns you have identified in staff perception data?

Overall, staff seem very satisfied with the building climate and level of colleague support at Murphy. This indicates that our continued focus on creating a culture of mutual respect and teamwork continues to have a positive effect, even when new staff join or leave the building. Our lowest areas of satisfaction point to the ever-present need for more time for communication and collaboration.

Other

How does your school use the MiPHY online survey health risk behavior results to improve student learning? (Enter N/A if you have not completed the MiPHY survey.)

N/A

Describe how decisions about curriculum, instruction and assessment are made at this school and which stakeholders are involved in the process.

Teachers are required to teach the approved curriculum for their grade level or department. Administrators evaluate this during teacher evaluations. Teachers may have freedom on how the curriculum is taught, but they must teach the assigned curriculum. Parents are involved in the curriculum process through learning about the curriculum during building held grade level curriculum parent meetings. Teachers explain the district curriculum and how it connects to state requirements. Community members are present during school board meetings when curriculum reports are given by central office administration at various stages of the alignment process. Content area assessments are created by grade level/department teachers that meet to create common assessments. Once the common assessments are completed, teachers complete an instructional unit suggesting lessons and instructional activities to meet diverse learning needs. This work is then all submitted to the department chairs and curriculum coordinators for approval and adoption. The MEAP is given as required by the State of Michigan. The District requires three assessment windows throughout the year for reading, writing and math with progress monitoring completed for students that do not meet benchmark requirements. Assessments include DRA2 reading assessment with common grade level criteria for proficiency, writing prompts with common rubric, and trimester math pre and post assessments.

What evidence do you have to indicate the extent to which the Common Core State Standards are being implemented?

Assurance of alignment: To write district curriculum, committee members review state curriculum expectations under the guidance of district curriculum directors and/or administrators for each subject area. Subject area committees meet and write curriculum following the Understanding by Design format. This sub-committee work is then submitted to the department chairs for final approval. Once this work is approved, grade level/departmental teachers meet to create common assessments. Once the common assessments are completed, teachers complete instructional units suggesting lessons and instructional activities to meet diverse learning needs. This work is then submitted to the department chairs for approval and adoption. Impact on School Improvement: All Elva Lynch Elementary teachers are required to follow the approved curriculum for their classroom. Elva Lynch teachers are participants in the grade level meetings by being members of content area committees that help create the curriculum maps and common assessments. Teachers work together during grade level PLC's to learn changes to curriculum and to ensure the fidelity of curriculum being taught. Teachers also bring their knowledge from participating in content area curriculum committees into our school improvement meetings to shed light on areas that may need improvement at Elva Lynch Elementary.

Curriculum Review: All curriculum decisions are made at the district level through department chair and content grade level meetings. Stakeholders include teachers (both at the elementary and secondary level),curriculum coordinators, central office administration, building level administrators and school board members. Curriculum updates are presented during board meetings where community members are present. Review Process and schedule: The department chair and grade level content area meetings are scheduled five to six times per year

to discuss the curriculum work that is being done in all content areas and grade levels by smaller sub-committees under the leadership of curriculum coordinators. The work on content areas/departments focus on tasks to align curriculum to common core standards and develop pacing guides to common assessments.

School Additional Requirements Diagnostic

Introduction

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

School Additional Requirements Diagnostic

Assurance	Response	Comment	Attachment
Literacy and math are tested annually in grades 1-5.	Yes	All grade levels have have common unit and trimester assessments in ELA and math that are aligned to Common Core Standards. MLPP, including DRA2 assessments, are given a minimum of three times a year to all students in K-5. Math unit assessments are given as a pre and post assessment to determine student growth and master of state standards	

Assurance	Response	Comment	Attachment
Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes		Murphy Elementary AER

Assurance	Response	Comment	Attachment
Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No		

Assurance	Response	Comment	Attachment
Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No		

Assurance	Response	Comment	Attachment
The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes		

Assurance	Response	Comment	Attachment
The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Mrs. Kim Seifferly Human Resources 250 Second Street Lapeer, MI 48446 810-667-2401	

Assurance	Response	Comment	Attachment
The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes		Murphy Elementary Parent Involvement Plan

Assurance	Response	Comment	Attachment
The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		Murphy Elementary School-Parent Compact

Assurance	Response	Comment	Attachment
The School has additional information necessary to support your improvement plan (optional).	Yes		SIP Evaluation Tool

Title I Targeted Assistance Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Targeted Assistance schools. As described in sections 1111(b)(1), 1114 (b)(1)(A)] and 1309(2) of the Elementary and Secondary Education Act (ESEA), the comprehensive needs assessment (CNA) requirement is met by completing a School Data Analysis (SDA), School Process Profile, and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1:   Needs Assessment

How was the comprehensive needs assessment conducted?

Our school improvement plan is driven by the comprehensive needs assessment. As we've transitioned this year to becoming a Title I Targeted Assistance school, we created our Title I programming based on the comprehensive needs assessment, input from our Parent Advisory Council (PAC), ESC (Effective School Committee), and our building school improvement committees. When developing strategies and action steps for our school, data related to the performance of non-proficient students is the primary method for determining strategies and action steps in the school improvement plan to ensure appropriate supports are in place. The school improvement plan is revised based on the outcomes of the comprehensive needs assessment and the supports required to meet Title I requirements. Our Title I services are directly incorporated into our school improvement plan to ensure that all stakeholders are continuously reviewing services, determining effectiveness, and designing strategies for improving the school by improving the Title I programming as well.

The comprehensive needs assessment process is ongoing throughout the school year. Staff members begin the year be reviewing our school improvement goals and strategies, and begin regular monitoring of progress toward the goals. District literacy and math assessments for all students in grades K - 5 determine baseline and trimester growth data. Teachers then meet in grade-level teams, along with pertinent support staff, to review data and create/revise strategies for students not meeting grade level expectations. These meetings also incorporate planning for Response to Intervention at a building and grade level. Additionally, students, parents, and staff share input via perception surveys.

As we continue to grow in our development of Title I services, we anticipate continuing practices already in place involving regular review of data. Staff meets regularly as a grade level, subject area, or school-wide teams to review data related to achievement, programs/process, perception, and demographic data, including MEAP scores and assessments, MAPS results, MLPP data, Ed Yes performance indicators, report cards, classroom assessments, staff/student/parent surveys, and demographic profile information. The data from the comprehensive needs assessment was then analyzed to determine academic areas that required targeting. We see this process as being the primary vehicle to reassess our plan, our delivery of services, and communication with stakeholders.

What process was used to identify children who are failing, or most at risk of failing, to meet the state core curriculum standards in the four core academic areas?

As a district, Lapeer Community Schools has created common assessments and benchmarks in the areas of English Language Arts and mathematics. Because of this, criteria to identify children who are failing or most at risk of failing to meet state core curriculum standards is consistent by grade level and content area, not just within our building, but across our district.

In the area of English Language Arts, our criteria will be based on district benchmarks for baseline and trimester assessments related to MLPP, DRA2, and writing prompts. We have identified, for each assessment given and changing with each trimester, the score range at which a child is exceeding expectations, meeting expectations, developing skills but not yet reaching targets, or struggling to meet grade level targets (area of concern). For students in grades kindergarten through second, we also include teacher perception to assist in identifying students at risk of failing. Teachers will use data from ELA assessments as well as other information (rate of student growth, teacher perception of student progress within the classroom) to identify students most at risk of failing to meet the state core curriculum standards. Students whose scores fall into "Area of Concern" or "Developing" based on our district benchmarks for trimester assessments

will be considered, using data from assessments as well as the other criteria listed above. For students in grades 3 - 5, we will also use MEAP performance as a way to assist in identifying students at risk of failing. Students whose scores fall into the "Area of Concern" or "Developing" range on DRA2 assessments or district writing assessments will be identified as at risk of failing to meet state core curriculum standards. Students who score in the "Not Proficient" or "Partially Proficient" range on ELA portions of the MEAP will also be considered most at risk of failing to meet state core curriculum standards.

In the area of math, likewise, our criteria will be based on district benchmarks for baseline and trimester math assessments. We have identified, for each grade level and trimester, the score range for which a child is considered to be exceeding expectations, meeting expectations, developing skills but not yet reaching targets, or struggling to meet grade level targets (area of concern). Additionally, students who score below 80% on a district trimester math test are targeted for interventions to provide the support necessary for a child to show mastery on that trimester's material. For students in grades kindergarten through second, we will also include teacher perception to assist in identifying students at risk of failing. For students in grades 3 - 5, we will also use MEAP performance as a way to assist in identifying students at risk of failing. In addition to district assessments, teacher perception, and MEAP data, Murphy Elementary students also take part in weekly fact-fluency assessments, monitoring their own progress as they move forward with basic computation skills. Students not meeting building-determined benchmarks as related to math fact fluency will also be identified as students requiring further support.

In the areas of science and social studies, our district has not yet created common assessments to be used district-wide. However, Murphy Elementary teachers collaborate during their grade-level collaboration meetings to come to consensus on common assessment standards for these subjects. For students in grades kindergarten through second, we will also include teacher perception to assist in identifying students at risk of failing. For students in grade 5, we will also use MEAP performance as a way to assist in identifying students at risk of failing. Additionally, we recognize that the ability to read, write, and understand informational text plays a large part in a student's success in areas of science and social studies, so we plan to monitor informational reading and writing assessments (as part of the DRA2 when available for reading, and given on a trimester basis for all grade levels in writing) to identify students who might struggle with reading or writing informational text.

What were the established multiple and educationally related objective criteria that ensured the needs assessment process was consistently used to identify students by grade level and content area who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas?

As a district, Lapeer Community Schools has created common assessments and benchmarks in the areas of English Language Arts and mathematics. Because of this, criteria to identify children who are failing or most at risk of failing to meet state core curriculum standards is consistent by grade level and content area, not just within our building, but across our district.

In the area of English Language Arts, our criteria is based on district benchmarks for baseline and trimester assessments related to MLPP, DRA2, and writing prompts, We have identified, for each assessment given and changing with each trimester, the score range at which a child is exceeding expectations, meeting expectations, developing skills but not yet reaching targets, or struggling to meet grade level targets (area of concern). For students in grades kindergarten through second, we will also include teacher perception to assist in identifying students at risk of failing. For students in grades 3 - 5, we will also use MEAP performance as a way to assist in identifying students at risk of failing.

In the area of math, likewise, our criteria will be based on district benchmarks for baseline and trimester math assessments. We have identified, for each grade level and trimester, the score range for which a child is considered to be exceeding expectations, meeting expectations, developing skills but not yet reaching targets, or struggling to meet grade level targets (area of concern). Additionally, students

who score below 80% on a district trimester math test are targeted for interventions to provide the support necessary for a child to show mastery on that trimester's material. For students in grades kindergarten through second, we will also include teacher perception to assist in identifying students at risk of failing. For students in grades 3 - 5, we will also use MEAP performance as a way to assist in identifying students at risk of failing. In addition to district assessments, teacher perception, and MEAP data, Murphy Elementary students also take part in weekly fact-fluency assessments, monitoring their own progress as they move forward with basic computation skills. Students not meeting building-determined benchmarks as related to math fact fluency will also be identified as students requiring further support.

In the areas of science and social studies, our district has not yet created common assessments to be used district-wide. However, Murphy Elementary teachers collaborate during their grade-level collaboration meetings to come to consensus on common assessment standards for these subjects. For students in grades kindergarten through second, we will also include teacher perception to assist in identifying students at risk of failing. For students in 5th grade, we will also use MEAP performance as a way to assist in identifying students at risk of failing. Additionally, we recognize that the ability to read, write, and understand informational text plays a large part in a student's success in areas of science and social studies, so we plan to monitor informational reading and writing assessments (as part of the DRA2 when available for reading, and given on a trimester basis for all grade levels in writing), to identify students who might struggle with reading or writing informational text.

For schools with preschool through grade 2: What criteria were used to identify young students who are failing or most at risk of failing to meet the state's challenging content and student performance standards?

Teachers in grades kindergarten through second will use the data from trimester English Language Arts and math assessments, as well as their observations of their students and parent input, to identify students at risk for failure in these grades. Teachers collaborate on grade-level teams to discuss students who are showing less than the desired amount of growth, and so a common approach to intervention and identification of at risk students is present in our school. Additionally, our Student Assistance Team (SAT), made up of classroom teachers, special education teachers, interventionists, principal, speech pathologist, social worker, and school psychologist, meet to discuss students who appear to be at risk for academic failure. The team provides a level of consistency regarding criteria for identifying at risk students within Murphy Elementary, as well as in identifying appropriate interventions for those students.

Component 2:   Services to Eligible Students

What Title 1, Part A program services are provided to ensure eligible children receive supplemental assistance?

Grade-level collaborative meetings are held on a regular basis with classroom teachers and interventionists to identify students in need of support. Students are identified as needing support in any of the following subject areas: English Language Arts, math, science, or social studies. Supplemental assistance is provided based on the needs of students identified.

In the area of ELA, eligible students receive additional support in reading and writing during daily school-wide Response to Intervention times. Students most at risk of failing receive the most intense interventions, and those moderately below grade level receive additional support during these times as well. Additionally, first grade students at risk of failure in reading receive Reading Recovery interventions one-on-one daily for between 12 and 20 weeks. Eligible students also receive additional support outside of core instruction time within their own classrooms.

In the area of math, eligible students receive additional support within their classroom with additional small-group instruction. Additionally, identified students receive support both during the day and in extended day learning opportunities from a math intervention specialist. Students not meeting benchmarks on our building-based math fact fluency program are offered additional support during the school day in fact practice as well as provided practice materials for use with parents and caregivers.

Students identified as requiring supplemental assistance in science and social studies are receiving additional support during our daily school-wide Response to Intervention times. Our focus for these students is on intensive instruction in reading, writing, and understanding informational text, with the recognition that for students to be successful in content area instruction, their reading and writing skills need to be strong enough to navigate the complexity of the texts and topics. Additionally, topics addressed in the instructional of informational text comprehension further develops student awareness and knowledge of science and social studies topics.

Component 3:   Incorporated Into Existing School Program Planning

How is program planning for eligible students incorporated into the existing School Improvement planning process?

Our school improvement planning process and program planning for Title I are closely aligned. Our school improvement planning is driven by our comprehensive needs assessment and the needs that are identified by various stakeholders and committees within the school, including School Improvement committees, Parent Advisory Committee (PAC), and Effective School Committee (ESC). Data related to student achievement and coordinating efforts to identify and intervene with students who are not showing expected rates of achievement, are central to the work of all our committees. Therefore, when we identify areas of need and create plans to address those areas, our students most at risk of failing to meet state core curriculum standards are central to our planning. As we review our school improvement plan, we adjust it to meet Title I requirements. Our title I staff is part of the planning team, serving on School Improvement committees and regularly meeting with teachers to continuously review services being provided. Interventions from Title I staff are included with other interventions in our school improvement plan. Our intention is to dovetail services offered by Title I with other interventions -- our philosophical approach to identifying areas of need and creating services to meet those needs should match, regardless of whether those services encompass Title I or other building services. Our Title I services will be an integral part of our school improvement plan, with a plan to continuously review services, determine effectiveness, and design strategies for improving the entire school by improving the Title I programming as well.

Component 4:   Instructional Strategies

Which strategies in the plan focus on helping eligible students reach the State's standards?

Murphy Elementary's School Improvement Plan contains strategies and activities designed to increase the academic achievement, including eliglble students, in the areas of reading, writing, and mathematics.

In the area of mathematics, teachers will monitor student progress as well as teach students to monitor their own mathematics progress. The strategy of mathematics fact fluency will also continue to be implemented. An after-school math program will be offered to provide additional assistance to eligible students, and teachers will receive professional development on increasing problem solving capacity within mathematics instruction.

In the area of reading, teachers will continue to develop and implement word study instruction targeted at students' orthographic awareness levels. Teachers will provide focused instructional groups within reading instruction to differentiate instruction among the students within a classroom. Trained Reading Recovery teachers will provide individual, intensive support to eligible first-grade students as well as provide research-based interventions to students at other grade levels. All students will participate in Reading Workshop in order to receive differentiated reading instruction targeted at specific student needs.

In the area of writing, students will participate in Writing Workshop in order to receive differentiated writing instruction targeted at specific student needs. Staff will create and orchestrate focused writing lessons designed for individuals or small groups within conferences or focused group instruction.

Which research-based methods and strategies in the plan increase the quality and quantity of instruction for eligible students?

Murphy Elementary's School Improvement Plan contains strategies and activities designed to increase both the quality and quantity of instruction for all students, including eligible students, in the areas of reading, writing, and mathematics. A schoolwide focus on increasing effectiveness and efficiency of instruction will provide greater quality and quantity of instruction across all academic areas.

In the area of mathematics, student progress will be monitored closely by both teachers and students in order to more accurately target instruction. Students will participate in fact-fluency instruction, practice, and progress monitoring in order to increase efficiency within all mathematics work. After-school math programs will be offered to increase quantity of instruction for eligible students. All staff will receive training on teaching problem solving and higher-order thinking skills within mathematics, allowing for a direct increase in the quality of mathematics instruction.

In the area of reading, students will participate in targeted word study instruction based on individual orthographic developmental stages. Focused instructional groups within reading instruction will target and differentiate instruction for all students, including eligible students. Reading Recovery interventions will provide intensive, high-quality reading and writing instruction for eligible students. The Reading Workshop model will be used within reading instruction in order to offer differentiated, targeted instruction to all students, including eligible students.

In the area of writing, the Writing Workshop model will be used within writing instruction in order to offer differentiated, targeted instruction to

all students, including eligible students. Focused group and individual instruction will also be offered within the writing workshop in order to increase differentiation and efficiency of instruction for all students, including eligible ones.

What evidence indicates that extended (supplemental) learning time helps an accelerated quality curriculum?

Accelerated achievement for students participating in supplemental learning opportunities during the 2012 - 2013 school year indicate that their participation in these opportunities increased their achievement within the general classroom setting as well. Of the students who participated in supplemental math opportunities, this year, 49% scored above 80% on district trimester math assessments at the end of the intervention. Another 49% scored more than 20% higher than their pre-test score on the same assessment. The average percentage increase for students not reaching the 80% benchmark was 49.7%.

Of the students who participated in Reading Recovery supplemental opportunities this year, 50% reached end of grade-level goals or showed gains of 1.5 years' growth according to district benchmarks.

Of the students who participated in supplemental reading opportunities this year, 41% reached end of grade-level goals or showed gains of 1.5 years' growth according to district benchmarks.

What evidence indicates that students are rarely pulled from their regular classroom to receive supplemental instruction (e.g. extended learning opportunities)?

Close coordination with classroom and intervention teachers is vital to ensure that students receiving supplemental instruction are present for core academic instruction as well. Each grade level at Murphy Elementary has designated an intervention time during the day to allow for small group instruction to happen without disruption of regular classroom instruction. Classroom teachers and interventionists meet to identify students, areas of need, and to coordinate schedules allowing for maximized instruction without disruption of tier 1 instruction. When possible, extended day (after school) learning opportunities are offered for eligible students.

Component 5:   Title I and Regular Education Coordination

In what ways do ongoing coordination and integration occur between regular education and the supplemental Title 1, Part A program?

The close alignment of Title I services with the rest of Murphy Elementary's school improvement plan allows for close coordination of Title I, Part A services with the traditional educational services offered at our school. As part of our Response to Intervention model, grade-level teachers meet on a regular basis to analyze assessment data, identify and create supports for students who are at risk of failing to meet state curriculum standards. Title I staff works with classroom teachers during these meetings to collaborate and identify students requiring additional supports. This approach allows for consistency across classrooms at a grade level in terms of expectations and interventions. The Title I teacher provides support for classroom teachers to offer interventions within their own classrooms as well as directly support identified students. Students are identified based on district benchmarks in ELA and math for each trimester, as well as performance on informational reading and writing tasks in core content areas. Students falling into "Area of Concern" or "Developing" ranges on these assessments are considered for Title I intervention services, with teacher perception also a factor for kindergarten through second grade students. Our Response to Intervention model allows for time for students to be identified, for interventions to be administered, for review of student progress and adjustment of interventions as needed.

For schools with preschool: In what ways does the school connect with preschool age children beyond once a year visitation to the kindergarten classroom?

Murphy Elementary does not have a preschool program.

Component 6:   Instruction by Highly Qualified Staff

Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified? What action is being taken to meet this requirement?

All instructional paraprofessionals meet the NCLB requirements for being considered highly qualified.

Do all of the teachers meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified? What action is being taken to meet this requirement?

All Lapeer Community Schools teachers are highly qualified. 100% of Murphy Elementary teachers are Highly Qualified under federal guidelines. The LCS Human Resources department keeps a record of the qualified status of instructional employees.

Component 7: High Quality and Ongoing Professional Development

What types of ongoing and sustained professional development has the staff received to work with eligible children or in the regular education program?

Professional development opportunities for staff at Murphy Elementary and Lapeer Community Schools are designed to build understanding of, and capacity for, increased effectiveness in instruction for all students, including eligible students. Professional development on strengthening tier 1 instruction for all students, effective use of assessments in designing and guiding instruction, and research-based, appropriate tier 2 and 3 interventions for students requiring extra support is offered to all staff, encompassing all academic areas. Staff training on involving parents in schools is also offered.

If appropriate, what types of ongoing and sustained professional development have been provided to parents, pupil services personnel, and other staff?

Parent involvement opportunities on assisting students in a variety of academic areas is offered to Murphy Elementary families. Training on assisting struggling readers at home, targeted at specific age ranges, is offered. Additionally, training on helping literacy and math to be engaging at home is offered to parents. Pupil services personnel are offered multiple trainings throughout the school year at the district level on topics directly applicable to their school assignments, such as ways to assist with struggling learners in a classroom.

Component 8: Strategies to Increase Parental Involvement

How were parents involved in the design of the Targeted Assistance program plan?

Parents are invited to be active participants in all aspects of the Targeted Assistance program plan. Parents have input on the plan through the Parent Advisory Council (PAC), Parent Teacher Committee, district and school SIP meetings, the Title I annual meeting, and parent surveys administered throughout the year from the school and district. The plan is reviewed with the PAC, PTC, teachers and support staff where feedback is received through written communication and oral discussions to edit any areas of concern or need. Parents are also invited to attend the building SIP committee meetings to discuss the plan and its implementation. During PTC and PAC meetings parents use this opportunity to share suggestions for evening events that would support them as parents in our school and the resources, training, and information needed to be successful. Additionally, the plan is reviewed annually with parental groups to discuss the program and to collectively develop the compact and parent involvement plan.

An annual meeting will be held by October of each year to communicate information related to the Title I program, Murphy's plan, and the rights of parents. A minimum of two different times will be offered for parent attendance including an after-school option. Information will be available in a language parents can understand as needed, whether via an interpreter or written changes to information for clarity or understanding.

How were parents involved in the implementation of the Targeted Assistance program plan?

Lapeer Community Schools has a parent involvement policy and the Board of Education sets the policy but the school carries out all activities outlined in the policy and required by Title I. As a district. LCS has created a partnership that involves all stakeholders in the decision making process at each building and level. Murphy has a Parent Advisory Council (PAC) that gives input into all aspects of the educational process, including the development of the parent involvement policy. Members of the PAC are invited to attend the district Parent Advisory Council meetings (Pre K - 12) as well. The district-wide PAC gives input to the Superintendent of Schools related to district-wide educational issues and concerns.

The parent involvement policy for Murphy was developed in collaboration with staff, PAC, PTC (Parent Teacher Committee), and the school improvement committee using state guidelines. Each group shared ideas to include and then worked to synthesize the thoughts and prepare a completed policy. Efforts were made by all stakeholders to prepare a policy that would be accessible to all parents. Then, the policy was reviewed with these stakeholders prior to providing a copy to all parents at parent-teacher conferences and feedback was gathered.

Plans for implementation continue to include annual reviews by building PAC meetings and the annual Title I meeting, providing parents an opportunity to express concerns related to the policy. During October parent-teacher conferences written and verbal feedback is taken regarding the policy. Parents will be notified of the location of the policy, given copies upon request, and receive a copy of the Student/Teacher/Parent compact. As needed, parents will receive information related to the policy in a language that they can understand, through the use of interpreters or an updated policy that is in a language that parents are able to understand.

As part of the PAC, PTC and Title I meetings related to the policy, parents will also be provided information related to the Title I program. PAC and PTC meetings will provide opportunities for parents to review and provide input into the Title I program and the school improvement plan each year, including updates and changes. Parent input through the meetings and surveys will be reviewed and additional meetings,

activities, trainings, or events will be offered to support their needs. During the implementation, written and verbal feedback will be used to increase parent involvement and the activities offered to support families as well as increase involvement.

How were parents involved in the evaluation of the Targeted Assistance program plan?

Parents are involved in the evaluation of the Targeted Assistance program plan via a variety of means and input opportunities. Parent attendance at the fall open house, parent-teacher conferences, Title I activities, PTC sponsored events, family nights, parent workshops, and PAC meetings offers opportunities for feedback and evaluation of the program. Perception surveys offered in the fall and spring addresses various components of parental involvement and the Title I Targeted Assistance plan.

The results of this data is used in order to monitor and evaluate the Targeted Assistance plan. Ongoing parent surveys are used in order to determine needs as well as methods we can use to reach out to more parents for involvement. Murphy Elementary has developed a parent involvement policy that outlines how parents have input on the Targeted Assistance plan.

How will the parent involvement activities be evaluated?

We will use the data collected on the attendance of families for fall open house, parent-teacher conferences, Title I activities, PTC sponsored events, family nights, parent workshops, PTC meetings, and other activities. This data, along with the data that is collected from the parent perception survey, will be used to ensure that our parent involvement is increasing and the offerings are relevant and available to the needs of our Title I families. We will also use the information from the comprehensive needs assessment regarding parent involvement and their perception of the school and parent involvement.

How will the parent involvement activities outlined in Section 1118 e (1)-(5) and (14) and Section 1118 (f) be implemented? Copy and paste the following link into your browser to view this policy - http://www2.ed.gov/policy/elsec/leg/esea02/pg2.html#sec1118.

Lapeer Community Schools has a parent involvement policy and the Board of Education sets the policy but
the school carries out all activities outlined in the policy and required by Title I.
As a district, the LCS has created a partnership that involves all stakeholders in the decision making
process at each building and level. Murphy has a Parent Advisory Council that gives input into all aspects
of the educational process, including the development of the parent involvement policy. Members of PAC
are invited to attend the district Parent Advisory Council meetings (PreK-12) as well. The district wide
Parent Advisory Council gives input to the Superintendent of Schools related to district wide educational
issues and concerns.
The parent involvement policy for Murphy was developed in collaboration with staff, PAC (Parent
Advisory Council), PTC, and the school improvement committee using the state guidelines. Each group
shared ideas to include and then worked to synthesize the thoughts and prepare a completed policy. Efforts
were made by all stakeholders to prepare a policy that did not contain educational jargon but that would
be accessible to all parents. Then, the policy was reviewed with these stakeholders prior to providing a
copy to all parents at parent-teacher conferences. Feedback was gathered, with no input from any
stakeholder that the policy was not satisfactory.
Murphy's parent involvement policy will be annually reviewed at the building PAC meeting and the annual Title I meeting, providing parents

an opportunity to express dissatisfaction or concerns

related to the policy. During October parent conferences written and verbal feedback is taken in

regards to the policy. Parents will be notified of visual location of the policy, given copies upon request, and

receive a copy of the Student/Teacher/Parent compact. As needed, parents will receive information related

to the policy in a language that they can understand, through the use of interpreters or an updated policy

that is in a language that parents are able to understand.

As part of the PAC, PTC, and Title I meetings related to the policy, parents will also be provided

information related to the Title I program. PAC and PTC meetings will provide opportunities for parents

to review and provide input into the Title I program and school improvement plan each year, including

updates and changes. Parent input through the meetings and surveys will be reviewed and additional

meetings, activities, training, or events will be offered to support their needs.

During the implementation written and verbal feedback will be used to increase parent involvement and

the activities offered to support families as well as increase involvement.

How will the results of the evaluation be used to improve the plan?

Parent involvement is currently evaluated by monitoring the number of parents who attend the fall open

house, parent teacher conferences, Title I activities, PTC sponsored events, family nights, parent

workshops, PTC meetings, perception surveys and/or other school or district activities. A perception

survey addressing various components of parental involvement will be given to staff and parents.

The results of this data will be used in order to monitor and increase parental involvement. Ongoing

parental surveys are used in order to determine needs as well as methods we can use to reach out to more

parents for involvement. Additionally, our school facilitates workshops for parents to support their

struggling son or daughter in reading, writing, and math at home. Finally,

Murphy has developed a parent involvement policy plan that outlines how to accomplish the elements of

the parent involvement policy.

How was the school-parent compact developed?

A school-parent compact has been developed in collaboration with parents, students, and staff, and is discussed between teacher and parent

at parent-teacher conferences in the fall of each year. Each teacher reviews with parents the compact as well as the location of the

Involvement Policy. Teachers will be notified of the compact through staff meetings, staff notes, collaboration times, as well as emails prior

to fall conferences where they are presented, reviewed, and signed by teachers, parents, and students.

How is the parent compact used at elementary-level parent teacher conferences?

The compact is shared between teachers and parents at elementary-level parent teacher conferences. Teachers review the compact with

parents as well as the location of the Involvement policy. Parents receive a copy of the compact to take home, and signatures of all

stakeholders are collected to document the conversations and receipt of the compact.

What is the plan to provide individual student academic assessment results in a language parents can understand?

Through the use of parent conferences, report cards, progress reports, and parent meetings Murphy provides families with the individual academic assessment results in a timely manner for Title I Programming, academic curriculum, assessments used to measure progress and success, as well as grade level expectations. Meeting times and days are communicated through multiple sources including but not limited to newsletters, pamphlets, phone calls, text messaging, emails and the internet. Any request for accommodated locations and or times will be used to ensure all Title I families have access to the meetings and information. During parent conferences local assessment data provided for parents in reading, writing, and math using unit math assessments, DRA2, writing prompts, and MLPP assessments. The families are given information on the student data, assistance with understanding the results as well as the target for the end of the year. All assessment data is given using examples and language all families can be successful with. Annual meetings will be held for all parents to communicate information related to Title I and parent's right to be involved. District wide meetings are held to discuss the state assessment results using a parent meeting to discuss the parent information as well as district meetings to discuss the data. The above mentioned meetings and other parent involvement workshops are offered at a variety of meeting times, with child care provided for evening events. Parents receive timely information about their child's progress from progress reports, report cards, email, phone communication, and trimester reporting of assessment results in a parent-friendly format.

Component 9   Coordination of Title I and Other Resources

How are the Federal, State and local programs coordinated and integrated to serve eligible children?

Federal:

School Lunch

Special Education Preschool

Title I

Title I Targeted Assistance Planning

Title II A - Teacher Training

Title III Consortium Grant: Imlay City Schools Coordination and Integration of Federal, State, and Local

programs and Resources. Provides support for potential LEP students.

State:

School Breakfast

School Lunch, USDOA Food program

Local:

Title I District Wide Summer School

Lapeer Family Literacy Center

KIND (Kids in New Directions)

Lapeer District Library Summer Reading Program

Early on

Community Mental Health

Kiwanis & Rotary Clubs

District process for screening & recruiting volunteers

District preschool: Kids & Company

Preschool Transitions: Provides a preschool program for 3 and 4 year olds. Visits are organized with the

building staff in the spring.

Lapeer County Health Dept provides vision and hearing screening services.

Lapeer Great Start Collaborative

Preschool Transitions: host a free Parent and Child playgroup for ages 0 to 5. The playgroups are a 90

minute program that meets once a week for 6 weeks. This program is designed for children ages 0 to 5 years

of age accompanied by a parent or caregiver who participates in the activities.

In what ways does the plan show coordination and integration of Federal, State and local programs and services in a manner applicable to the grade levels of the school (e.g. violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training)?

The following coordination of programs reflects services applicable specifically to students in grades kindergarten through fifth, which is the population that Murphy Elementary serves.:

Federal:

School Lunch

Title I

Title I Targeted Assistance Planning

Title II A - Teacher Training

Title III Consortium Grant: Imlay City Schools Coordination and Integration of Federal, State, and Local

programs and Resources. Provides support for potential LEP students.

State:

School Breakfast

School Lunch, USDOA Food program

Local:

Title I District Wide Super Summer Success

Lapeer Family Literacy Center

KIND (Kids in New Directions)

Lapeer District Library Summer Reading Program

Early on

Community Mental Health

Kiwanis & Rotary Clubs

District process for screening & recruiting volunteers

District preschool: Kids & Company

Preschool Transitions: Provides a preschool program for 3 and 4 year olds. Visits are organized with the

building staff in the spring.

Lapeer County Health Dept provides vision and hearing screening services.

Lapeer Great Start Collaborative

Preschool Transitions: host a free Parent and Child playgroup for ages 0 to 5. The playgroups are a 90

minute program that meets once a week for 6 weeks. This program is designed for children ages 0 to 5 years

of age accompanied by a parent or caregiver who participates in the activities.

Component 10: Ongoing Review of Student Progress

How is eligible student progress reviewed on an ongoing basis?

At the classroom level, LCS utilizes a multi-faceted assessment plan that provides diagnostic, continuous monitoring and summative assessments. For reading and writing, in addition to MEAP assessments, MLPP assessments including the DRA2 and common writing narrative and informational writing prompts are administered and reported three times per year, with continuous monitoring taking place for those students not meeting literacy benchmarks. Ongoing assessments using running records will be used to monitor oral reading fluency and comprehension, allowing teachers to develop flexible groups based on targeted student needs. The Title I interventionist assists in analyzing this data and determining appropriate supports for those students not meeting the grade level expectations. For math, the district utilizes common trimester assessments. Students who do not yet demonstrate proficiency in areas of mathematics are provided with further instruction and monitored with follow-up assessments. Core content area common assessments and MEAP data are reviewed, as well as changes in a student's status (i.e., homelessness).

Data from common assessments is shared and analyzed by individual classroom teachers as well as at common grade-level meetings. Assessment results are used to identify students not meeting benchmarks, and collaborative time is devoted to identifying appropriate interventions to assist students. During interventions, student progress is monitored frequently, allowing plans and interventions to be adjusted accordingly based on a student's response to the intervention. Common grade-level classroom teachers and the Title I interventionist collaborate on analyzing data, planning and carrying out appropriate interventions, monitoring progress throughout the intervention, and reevaluating student needs.

How is the Targeted Assistance program revised to meet the needs of eligible students?

Grade-level teachers, along with the Title I interventionist, work collaboratively at all stages on providing targeted assistance for students: initially analyzing data to identify students at risk of failing to meet grade level standards, planning and implementing interventions for students, monitoring student progress frequently throughout an intervention, as well as reviewing student progress at the end of a particular intervention cycle. At any point during or following an intervention, plans can be adjusted accordingly based on student progress. Students who are meeting benchmarks can be exited from Title I assistance services. For students who do not show progress once an intervention has been implemented, Murphy Elementary utilizes a Student Assistance Team (SAT) process that is utilized by each building in order to further develop problem-solving interventions. Each building creates a team with a varied, recommended membership, including the Title I interventionist and a volunteer coordinator. The SAT coordinator gathers referral forms, prioritizes student concerns and schedules meetings accordingly. Through the process, the team gathers and analyzes data in order to develop appropriately tiered interventions, differentiating the duration, type, and intensity of the instruction.

How have teachers been trained to identify students who need additional assistance or trained on how to implement student achievement standards in the classroom?

Teachers who have not had professional development in assessment administration, analysis, and intervention strategies will be trained to successfully implement an assessment plan in order to identify students appropriately. Revisiting the use and analysis of common district assessments during professional development for teachers will ensure fidelity within assessments. Regularly scheduled collaborative time for grade level partners, the Title I interventionist, and administrator will encourage consistency across classrooms and grade levels regarding identification of at-risk students and implementation of appropriate interventions for those students. These meetings also identify specific professional development needs, such as materials, modeling lessons, or assisting with future planning for individual student needs. Additionally, ongoing review of the school improvement plan and its implementation will continue to identify specific areas for professional development regarding Title I programming.

Evaluation

How does the school evaluate at least annually the implementation of the targeted assistance program?

Our school reviews achievement data of all students, including students eligible for the targeted assistance program, on a frequent basis -- multiple times per year. Our school collects data on student achievement in a variety of areas: district common assessments, state assessment data, and our newly implemented NWEA/MAPS assessment. As a school we look at our data to measure student progress during the course of the year. Regular grade-level meetings are scheduled throughout the year for teams of teachers to collaborate on data analysis and planning.

How does the school evaluate the results achieved by the targeted assistance program using data from the State's annual assessments and other indicators of academic achievement?

As a school, we look at assessment data from district and state assessments to measure student progress during the course of the year. Ongoing data analysis meetings are used to monitor the progress of all students, including students eligible for the targeted assistance program. This data is used to create individual interventions and groups to assist students in moving closer to closing the achievement gap and meeting the SIP goals established by grade levels and our school.

How does the school determine whether the targeted assistance program has been effective in increasing the achievement of eligible students who are furthest from achieving the standards?

During collaborative grade level data analysis meetings, teams use data from district common assessments as well as state assessments to monitor the progress of students eligible for assistance through the targeted assistance program. These data analysis meetings take place approximately twice each trimester and drive the instruction, intervention, and enrichment of our students in order to increase student learning and meet the state annual assessment goals as well as our indicators for academic achievement. As a result of the information from our data meetings and collection we will meet by grade levels and SIP team to evaluate progress and make adjustments as needed.

What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of eligible students in the targeted assistance program?

Revision of plans for the targeted assistance program happens on a frequent basis. Grade level collaborative teams meet at least twice each trimester to review student achievement data and progress in multi-tiered interventions. For students making progress through interventions, their plans are reviewed to determine if similar interventions should continue or be adjusted. For students not making progress as expected, the appropriateness of the intervention is first assessed, followed by the frequency of implementation. If changes can be made in the type of intervention or the frequency at which it is offered, the plan is then adjusted. The assistance of the SAT team can also be implemented at this point in order to ensure that all possible options are being explored for students not making progress as expected. Continuous improvement of our plan for students is necessary for eligible students to show continuous improvement in academic achievement.

Murphy Elementary School Improvement Plan

Overview

Plan Name

Murphy Elementary School Improvement Plan

Plan Description

Murphy Elementary's plan and action steps for increasing student academic achievement in the areas of reading, writing, and mathematics.

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Murphy Elementary will become proficient in mathematics.	Objectives: 1 Strategies: 5 Activities: 7	Academic	$0
2	All students at Murphy Elementary will become proficient readers.	Objectives: 1 Strategies: 6 Activities: 8	Academic	$0
3	All students at Murphy Elementary will become proficient in writing.	Objectives: 1 Strategies: 4 Activities: 6	Academic	$0

Goal 1: All students at Murphy Elementary will become proficient in mathematics.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency of 80% or higher on district trimester assessments. For students not scoring 80%, we expect to see at least 20% growth from pre- to post-assessment in Mathematics by 06/10/2014 as measured by District trimester assessments.

Strategy 1:

After School Math Program - Staff will identify students requiring additional assistance in mathematics concepts

based on district and classroom assessments. Staff will host an after-school math program for eligible

students. Staff will develop and implement progress monitoring to track student progress.

Research Cited: "Both teaching and learning take time. Whenever children need more teaching, schools must find or create

more time." p. 138, Schools That Work

Schools That Work: Where All Children Can Read and Write (2007) Richard Allington and Patricia

Cunningham

Afterschool Mathematics Practices: Mid-Continent Research for Education and Learning

Creating or Selecting Intervention Programs: National Council of Teachers of Mathematics

Activity - After School Math Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will meet after dismissal on a regular basis with a staff member to participate in mathematics lessons and activities that focus on identified areas of need.	Academic Support Program	09/02/2013	06/10/2014	$0	Title I Part A	Learning coach/interventionist, classroom teachers, principal, paraprofessionals

Strategy 2:

Mathematics Fact Fluency - Staff will fully implement grade-level appropriate fact fluency activities and timed

tests. The team will continue to support building staff on implementing fluency activities.

Research Cited: "The National Research Council (NRC) concluded that attaining computational fluency - the efficient,

appropriate, and flexible application of single-digit and multi-digit calculations skills - is an essential aspect

of mathematical proficiency." Arthur J. Baroody, Teaching Children Mathematics, August 2006

Assisting our students in developing stronger basic fact fluency will lead to proficiency at higher-level

mathematics as well. When basic math facts are automatic, students can focus their attention on higherorder

mathematics.

Why Children Have Difficulties Mastering the Basic Number Combinations and How to Help Them. Arthur

J. Baroody, Teaching Children Mathematics, August 2006

Developing Fact Fluency in Mathematics Sam Strother, Developing Mathematical Thinking Institute

Nine Ways to Catch Kids Up Marilyn Burns, Educational Leadership November 2007

How I Boost My Students' Number Sense Marilyn Burns Instructor, April 1997

Activity - Mathematics Fact Fluency Study Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will collaborate to monitor and adjust instruction and data usage for fact fluency instruction. The study team will investigate interventions to address gaps in achievement that are shown in student data.	Monitor	09/02/2013	06/10/2014	$0	Title I Part A	Learning coach, classroom teachers, principal

Strategy 3:

Student Progress Monitoring - Staff will monitor student mathematics progress through assessments such as district

trimester and/or unit tests and other classroom assessments. Staff will meet regularly in grade-level teams to

discuss student progress, analyze assessments and student work, and collaborate to increase student

achievement. Students requiring additional assistance and interventions will be identified, and Response to

Intervention plans will be formed for these students.

In addition, staff will meet with students to assist them in creating their own data collections ("Student Data

Binders"). Students will track their own progress and create goals and strategies for their own successful

learning.

Selected

Research Cited: Clarke, B., Baker, S., Smolkowski, K., & Chard, D.J. (2008). An analysis of early numeracy curriculumbased

measurement: Examining the role of growth in student outcomes. Remedial and Special Education,

29(1), 46 - 57.

Foegen, A., & Deno, S.L. (2001). Identifying growth indicators for low-achieving students in middle school

mathematics. Journal of Special Education, 35(1), 4 - 16.

Leh, J.M., Jitendra, A.K., Caskie, G.I.L., & Griffin, C.C. (2007). An evaluation of curriculum-based

measurement of mathematics word problem-solving measures for monitoring third grade students'

mathematics competence. Assessment for Effective Intervention, 32(2), 90 - 99.

Vaughn, S., Bos, C.S., & Schumm, J.S. (2000). Teaching exceptional, diverse, and at-risk students in the

general education classroom (2nd ed.). Boston: Allyn and Bacon.

Carr, S.C., & Punzo, R.P. (1993). The effects of self-monitoring of academic accuracy and productivity on

the performance of students with behavioral disorders. Behavior Disorders, 18(4), 241-50.

Rock, M.L., (2005). The use of strategic self-monitoring to enhance academic engagement, productivity,

and accuracy in students with and without exceptionalities. Journal of Positive Behavioral Interventions,
7(1), 3-17.

Activity - Student Data Binders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
With guidance from staff, students will track and monitor their own progress in math fluency and on unit assessments throughout the school year. They will use this information to create their own goals and identify strategies for their successful learning.	Academic Support Program	09/02/2013	06/10/2014	$0	Title I Part A	Classroom teachers, learning coach/interventionist, principal, paraprofessionals

Activity - Team Meetings to Monitor Student Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will continue to administer district math trimester and/or unit tests, measuring math achievement several times per year. Staff will meet in regular grade-level team meetings to discuss student progress and assessment data. Staff will track school-wide data gathered during trimester tests and other classroom assessments.	Monitor	09/02/2013	06/10/2014	$0	Title I Part A	Classroom teachers, learning coach/interventionist, principal

Strategy 4:

Problem Solving - Staff will teach problem solving strategies and higher-order thinking concepts through

delivery of mathematics lessons. Staff will assist students in monitoring and reflecting on their problem

solving. Staff will expose students to multiple problem-solving strategies, including using visual

representations in their work.

Research Cited: National Research Council. (2001). "Adding it up: Helping children learn mathematics." J. Kilpatrick, J.

Swafford, & B. Findell (Eds.). Washington,DC: National Academies Press, Mathematics Learning Study

Committee, Center for Education, Division of Behavioral and Social Sciences and Education,

Mevarech, Z.R., & Kramarski, B. (2003). "The effects of metacognitive training vs. worked-out examples

on students' mathematical reasoning." British Journal of Educational Psychology, 73(4), 449-471.

Cardelle-Elawar, M. (1995). "Effects of metacognitive instruction on low achievers in mathematics

problems." Teaching and Teacher Education, 11(1), 81-95.

Jitendra, A.K., Griffin, C.C., McGoey, K., Gardill, M.C., Bhat, P., & Riley, T. (1998). "Effects of mathematical word problem solving by students at risk or with mild

disabilities." Journal of Educational

Research, 91(6), 345-355.

Jitendra, A.K., Star, J.R., Rodriguez, M., Lindell, M., & Someki, F. (2010). "Improving students'

proportional thinking using schema-based instruction." Manuscript submitted for publication.

Perels, F., gurtler, T., & Schmitz, B. (2005). "Training of self-regulatory and problem-solving competence."

Learning and Instruction, 15(2), 123-139.

Activity - Direct teaching of problem-solving strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will plan and coordinate instruction of problem-solving strategies to students during math instruction. Principal and leadership team will provide professional development on best practices in problem-solving instruction (regular use of word problems, assisting students in monitoring and reflecting on problem-solving process, teaching use of visual representations, exposing students to multiple problem-solving strategies, assisting students in articulating mathematical concepts). Classroom teachers will deliver instruction, monitor student progress, and adjust instruction as needed.	Professional Learning	09/02/2013	06/10/2014	$0	Title I Part A	Principal, learning coach/interventionist, classroom teachers

Activity - Lab Classroom	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be invited to observe a colleague teaching mathematics. Lab classroom participants will meet before each visit to set goals and reflect on possible learning, and will meet after each visit with classroom host in order to debrief and discuss observations. Multiple visits over a school year will be scheduled in order to observe change over time within a mathematics classroom.	Professional Learning	09/02/2013	06/10/2014	$0	Title I Part A	Principal, learning coach/interventionist, special education team, classroom teachers, paraprofessionals

Strategy 5:

Student Engagement Professional Development - Staff will receive training on the effectiveness of increased student engagement in relation to increased student achievement. Training on increasing student engagement will be offered through professional development opportunities.

Research Cited: Allington, Richard L., and Peter H. Johnston. Reading to Learn: Lessons from Exemplary Fourth-grade Classrooms. New York: Guilford, 2002. Print.

Guthrie, John T., and Angela McRae. "Reading Engagement Among African American and European American Students." What Research Has to Say about Reading Instruction. Newark, DE: International Reading Association, 2011. 115-142. Print.

Ivey, Gay, and Peter H. Johnston. "Engagement With Yount Adult Literature: Outcomes and Processes." Reading Research Quarterly (2013): Print.

Johnston, Peter H. Choice Words: How Our Language Affects Children's Learning. Portland, Me.: Stenhouse, 2004. Print.

Johnston, Peter H. Opening Minds: Using Language to Change Lives. Portland, Me.: Stenhouse, 2012. Print.

Marzano, Robert J. The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction. Alexandria, VA: Association for Supervision and Curriculum Development, 2007. Print.

Pressley, Michael. Learning to Read: Lessons from Exemplary First-grade Classrooms. New York: Guilford, 2001. Print.

Activity - Student Engagement Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in professional learning opportunities to increase knowledge and capacity for building student engagement in all academic areas.	Professional Learning	09/02/2013	06/10/2014	$0	Title I Part A	Principal, learning coach/interventionist, special education team, classroom teachers, paraprofessionals

Goal 2: All students at Murphy Elementary will become proficient readers.

Measurable Objective 1:
90% of All Students will demonstrate a proficiency in reading according to the DRA2 and district grade level benchmarks in English Language Arts by 06/10/2014 as measured by percentage of students meeting district grade-level benchmarks on the DRA2, or if below grade level, showing greater than one year's growth..

Strategy 1:
Focused Instructional Groups - Staff will create and orchestrate focused instructional reading groups based on teacher

data and formative assessment. Groups will continually be reassessed and students will have the opportunity

to flex in and out of groups dependent upon need.

Research Cited: Gersten, R., Comopton, D., Connor, C.M., Dimito, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D.

(2008). "Assisting students struggling with reading: Response to Intervention and multi-tier intervention for

reading in the primary grades. A practice guide." (NCEE 2009-4045). Washington, DC: National Center for

Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of

Education.

Interventions That Work: A Comprehensive Intervention Model for Preventing Reading Failure in Grades

K - 3. Dorn, Linda J. and Soffos, Carla. 2012. Pearson: Boston, MA.

Activity - Professional Development on Interventions and Multi-Tiered Systems of Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will collaborate to evaluate student assessments and identify students requiring tier 2 and 3 interventions in reading. Staff will study best practice methods for appropriate intervention measures, including screening all students, monitoring progress of students at elevated risk for reading difficulties, providing differentiated reading instruction for all students based on assessments of students' current reading levels (tier 1), providing intensive, systematic instruction to small groups of students who score below benchmark on universal screenings (tier 2), monitor progress of tier 2 and 3 students on a more frequent basis, and provide intensive instruction daily that promotes the development of various components of reading proficiency to students who show minimal progress in tier 2 small group instruction (tier 3).	Professional Learning	09/02/2013	06/10/2014	$0	Title I Part A	Principal, learning coach/interventionist, classroom teachers, paraprofessionals

Strategy 2:

Reading Recovery - Trained certified staff will work individually with the most at-risk first graders in

daily one-on-one lessons following the Reading Recovery lesson framework. Trained Reading Recovery

teachers will provide professional development for other staff on best practices for struggling readers.

Research Cited: Baenen, N., Bernhole, A., Dulaney, C., & Banks, K. (1997). "Reading Recovery: Long-term progress after

three cohorts." Journal of Education for Students Placed at Risk, 2(2), 161.

Pinnell, G.S., DeFord, D.E., & Lyons, C.A. (1988). "Reading Recovery: Early intervention for at-risk first

graders (Educational Research Service Monograph)." Arlington, VA: Educational Research Service.

Pinnell, G.S., Lyons, C.A., DeFord, D.E., Bryk, A.S., & Seltzer, M. (1994). "Comparing instructional

models for the literacy education of high-risk first graders." Reading Research Quarterly, 29(1), 8-39.

Schwartz, R.M. (2005). "Literacy learning of at-risk first-grade students in the Reading Recovery early

intervention." Journal of Educational Psychology, 97(2), 257-267.

Activity - Reading Recovery interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Trained certified staff will screen first grade students identified by teacher recommendation and kindergarten exit scores using the Observation Survey to identify Reading Recovery students. Reading Recovery teachers will deliver daily one-on-one thirty minute lessons to four students for a period of 12 to 20 weeks. Reading Recovery teachers will communicate with first grade classroom teachers on progress of Reading Recovery students.	Academic Support Program	09/02/2013	06/10/2014	$0	Title I Part A	Learning coach/interventionist, special education teachers, trained Reading Recovery staff

Activity - Struggling Reader Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Trained Reading Recovery staff will provide professional development to all staff through collaboration and inservices on strategies for helping struggling readers. Reading Recovery staff will collaborate regularly with first-grade teachers to ensure cohesive instruction for first grade Reading Recovery students.	Professional Learning	09/02/2013	06/10/2014	$0	Title I Part A	Trained Reading Recovery staff, learning coach/interventionist, special education team, principal, classroom teachers

Strategy 3:

Reading Workshop - Staff will continue to implement reading workshop as a model of reading instruction

for all students. Components will include mini lessons, independent/guided practice and conclude with

sharing or reflection. Lessons will include demonstrations and opportunities to practice comprehension

strategies. Students will read books at their independent or instructional level with teacher support as

needed. Specific emphasis will be placed on navigating and using informational text, as well as cross-curricular

reading, at all grade levels.

Research Cited: Shanahan, T., Callison, K., Carriere, C., Duke, N.K., Pearson, P.D., Schatschneider, C., & Torgesen, J.

(2010). "Improving reading comprehension in kindergarten through 3rd grade: A practice guide (NCEE

2010-4038)." Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute

of Education Sciences, U.S. Department of Education.

Teaching for Deep Comprehension: A Reading Workshop Approach. Dorn, Linda J.; Soffos, Carla. 2005,

Stenhouse Publishers, Portland, Maine.

Activity - Reading Workshop Unit of Study Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will collaborate to personalize revise units of study as well as individual lessons focused on reading comprehension and informational text.	Professional Learning	09/02/2013	06/10/2014	$0	Title I Part A	Principal, learning coach/interventionist, special education team, classroom teachers

Activity - Lab Classroom	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Staff will be presented with the opportunity to observe a colleague teaching Reading Workshop. Lab participants will meet for facilitated discussion before and after each visit, allowing for guided reflection and professional growth. Participants will experience multiple visits over the year in order to witness and discuss change over time within a Reading Workshop classroom.	Professional Learning	09/02/2013	06/10/2014	$0	Title I Part A	Principal, learning coach/interventionist, special education team, classroom teachers

Strategy 4:

Word Study Curriculum Development - Staff will continue to implement word study as an instructional approach to increase

word knowledge and recognition. Students will participate in a variety of word study activities based on

their orthographic developmental stage.

Research Cited: Lennon, J. E., & Slesinski, C. (1999).

Early intervention in reading: Results of a screening and intervention program for kindergarten students.

School Psychology Review, 28(3), 353-364.

Baumann, J. F., Edwards, E. C., Boland, E. M., Olejnik, S., & Kame'enui, E. J. (2003). Vocabulary tricks:

Effects of instruction in morphology and context on fifth-grade students' ability to derive and infer word

meanings. American Educational Research Journal, 40(2), 447-494.

Bear, D.R., Invernizzi, M., Templeton, S., & Johnson, F. (2008). Words Their Way: Word Study for

Phonics, Vocabulary, and Spelling Instruction. Pearson Education, Upper Saddle River, New Jersey.

Sterbinski, A. (2007). "Words Their Way Spelling Inventories: Reliability and Validity Analyses." Center

for Research in Educational Policy.

Activity - Word Study Curriculum Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use spelling inventory results and appropriate word study materials to create and implement word study routines and activities to meet student needs based on results of spelling inventory.	Professional Learning	09/02/2013	06/10/2014	$0	Title I Part A	Principal, learning coach/interventionist, special education team, classroom teachers, paraprofessionals

Strategy 5:

Student Engagement Professional Development - Staff will receive training on the effectiveness of increased student engagement in relation to increased student

achievement. Training on increasing student engagement will be offered through professional development opportunities.

Research Cited: Allington, Richard L., and Peter H. Johnston. Reading to Learn: Lessons from Exemplary Fourth-grade Classrooms. New York: Guilford, 2002. Print.

Guthrie, John T., and Angela McRae. "Reading Engagement Among African American and European American Students." What Research Has to Say about Reading Instruction. Newark, DE: International Reading Association, 2011. 115-142. Print.

Ivey, Gay, and Peter H. Johnston. "Engagement With Yount Adult Literature: Outcomes and Processes." Reading Research Quarterly (2013): Print.

Johnston, Peter H. Choice Words: How Our Language Affects Children's Learning. Portland, Me.: Stenhouse, 2004. Print.

Johnston, Peter H. Opening Minds: Using Language to Change Lives. Portland, Me.: Stenhouse, 2012. Print.

Marzano, Robert J. The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction. Alexandria, VA: Association for Supervision and Curriculum Development, 2007. Print.

Pressley, Michael. Learning to Read: Lessons from Exemplary First-grade Classrooms. New York: Guilford, 2001. Print.

Activity - Student Engagement Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in professional development opportunities to increase knowledge of and capacity for increasing student engagement in all academic areas.	Professional Learning	09/02/2013	06/10/2014	$0	Title I Part A	Principal, learning coach/interventionist, special education team, classroom teachers, paraprofessionals

Strategy 6:

After School Literacy Program - Staff will identify students requiring additional assistance in literacy concepts based on district and classroom assessments. Staff will host an after-school literacy program for eligible students. Staff will develop and implement progress monitoring to track student progress.

Research Cited: "Both teaching and learning take time. Whenever children need more teaching, schools must find or create

more time." p. 138, Schools That Work

Schools That Work: Where All Children Can Read and Write (2007) Richard Allington and Patricia

Cunningham

Afterschool Mathematics Practices: Mid-Continent Research for Education and Learning

Creating or Selecting Intervention Programs: National Council of Teachers of Mathematics

Activity - After School Literacy Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will meet after dismissal on a regular basis with a staff member to participate in literacy-based lessons and activities that focus on identified areas of need.	Academic Support Program	09/02/2013	06/10/2014	$0	Title I Part A	Principal, learning coach/interventionist, special education team, classroom teachers, paraprofessionals

Goal 3: All students at Murphy Elementary will become proficient in writing.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency in writing in English Language Arts by 06/10/2014 as measured by achieving an average of 11 on the district trimester writing assessments or, if scoring below 11, will show at least 5 points' growth from baseline to trimester 3 assessments.

Strategy 1:

Focused group and individual instruction - Staff will create and orchestrate focused instructional writing groups based on teacher

data and formative assessment. Groups will continually be reassessed and students will flex in and out

dependent upon need. Additionally, individual conferring with students will be used to further target student

instruction to individual needs.

Research Cited: Gersten, R., Comopton, D., Connor, C.M., Dimito, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D.

(2008). "Assisting students struggling with reading: Response to Intervention and multi-tier intervention for

reading in the primary grades. A practice guide." (NCEE 2009-4045). Washington, DC: National Center for

Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of

Education.

Interventions That Work: A Comprehensive Intervention Model for Preventing Reading Failure in Grades

K - 3. Dorn, Linda J. and Soffos, Carla. 2012. Pearson: Boston, MA.

Activity - Training on Components of Writing Workshop	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Staff will receive additional training in minilessons, conferring, and sharing within the Writing Workshop.
Staff will create and maintain conferring notebooks to track individual student conference information.
Staff will continue to investigate strong writing minilessons, conferences, and sharing sessions through professional reading, classroom observation and implementation within their own classrooms. | Professional Learning | 09/02/2013 | 06/10/2014 | $0 | Title I Part A | Principal, learning coach/interventionist, special education team, classroom teachers, paraprofessionals |

Activity - Multi-tiered systems of support professional development & collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will collaborate to evaluate effective tier 1 instruction in writing, monitor student assessments and identify students requiring tier 2 and 3 interventions in writing. Staff will study best practice methods for appropriate intervention measures, including screening all students, monitoring progress of students at elevated risk for writing difficulties, providing differentiated instruction for all students based on assessments of students' current performance levels (tier 1), providing intensive, systematic instruction to small groups of students who score below benchmark on universal screenings (tier 2), monitor progress of tier 2 and 3 students on a more frequent basis, and provide intensive instruction daily that promotes the development of various components of proficiency to students who show minimal progress in tier 2 small group instruction (tier 3).	Professional Learning	09/02/2013	06/10/2014	$0	Title I Part A	Principal, learning coach/interventionist, special education team, classroom teachers, paraprofessionals

Strategy 2:

Writing Workshop - Staff will continue to implement writing workshop as a model of writing instruction

for all students. Components will include mini-lessons, independent/guided practice, and conclude with

sharing or reflection. Lessons will include modeled writing, mentor texts or author study to increase student

knowledge and understanding. Specific emphasis will be placed on understanding and writing various forms

of informational text, as well as cross-curricular applications, at all grade levels.

Research Cited: Anderson, C. 2005. "Assessing Writers." Portsmouth, NH: Heinemann.

Calkins, L. 1994. "The Art of Teaching Writing. 2nd ed." Portsmouth, NH: Heinemann.

Graves, D. 1994. "A Fresh Look at Writing." Portsmouth, NH: Heinemann.

Short, K., Harste, J., & Burke, C. 1996. "Creating Classrooms for Authors and Inquirers. 2nd ed."

Portsmouth, NH: Heinemann.

Spandel, V. 2001. "Creating Writers Through 6-Trait Writing Assessment and Instruction. 3rd ed." Boston,

MA: Addison Wesley Longman.

Wood Ray, K. 1999. "Wondrous Words." Urbana, IL: NCTE.

Vygotsky, L.S. 1978. "Mind and Society: The Development of Higher Psychological Processs." Cambridge,

MA: Harvard University Press.

Activity - Mini Lesson Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use appropriate materials to develop focused mini lessons that may include modeled writing, mentor texts or author study to increase student knowledge and understanding.	Direct Instruction	09/02/2013	06/10/2014	$0	Title I Part A	Principal, learning coach/interventionist, special education team, classroom teachers, paraprofessionals

Activity - Classroom Critique	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will continue training on, and implementation of, using strong models for students within writing workshop. Strong mentor texts will be identified through staff collaborative efforts, and teachers will model and guide the process of naming and noticing with students within the writing workshop. Teachers will guide students to implement noticed strengths within their own writing pieces. A continuous cycle of drafting, feedback, and revision will be encouraged within the writing workshop in order to create a process allowing for refinement, reflection, and precision.	Direct Instruction	09/02/2013	06/10/2014	$0	Title I Part A	Principal, learning coach/interventionist, special education team, classroom teachers, paraprofessionals

Strategy 3:

Student Engagement Professional Development - Staff will receive training on the effectiveness of increased student engagement in relation to increased student achievement. Training on increasing student engagement will be offered through professional development opportunities.

Research Cited: Allington, Richard L., and Peter H. Johnston. Reading to Learn: Lessons from Exemplary Fourth-grade Classrooms. New York: Guilford, 2002. Print.

Guthrie, John T., and Angela McRae. "Reading Engagement Among African American and European American Students." What Research Has to Say about Reading Instruction. Newark, DE: International Reading Association, 2011. 115-142. Print.

Ivey, Gay, and Peter H. Johnston. "Engagement With Yount Adult Literature: Outcomes and Processes." Reading Research Quarterly (2013): Print.

Johnston, Peter H. Choice Words: How Our Language Affects Children's Learning. Portland, Me.: Stenhouse, 2004. Print.

Johnston, Peter H. Opening Minds: Using Language to Change Lives. Portland, Me.: Stenhouse, 2012. Print.

Marzano, Robert J. The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction. Alexandria, VA: Association for Supervision and Curriculum Development, 2007. Print.

Pressley, Michael. Learning to Read: Lessons from Exemplary First-grade Classrooms. New York: Guilford, 2001. Print.

Activity - Student Engagement Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in professional learning experiences designed to build knowledge of and capacity for increasing student engagement in all academic areas.	Professional Learning	09/02/2013	06/10/2014	$0	Title I Part A	Principal, learning coach/interventionist, special education team, classroom teachers, paraprofessionals

Strategy 4:

After School Literacy Program - Staff will identify students requiring additional assistance in literacy concepts based on district and classroom assessments. Staff will host an after-school literacy program for eligible students. Staff will develop and implement progress monitoring to track student progress.

Research Cited: "Both teaching and learning take time. Whenever children need more teaching, schools must find or create

more time." p. 138, Schools That Work

Schools That Work: Where All Children Can Read and Write (2007) Richard Allington and Patricia

Cunningham

Afterschool Mathematics Practices: Mid-Continent Research for Education and Learning

Creating or Selecting Intervention Programs: National Council of Teachers of Mathematics

Activity - After School Literacy Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Students will meet after dismissal on a regular basis with a staff member to participate in literacy-based lessons and activities that focus on identified areas of need.	Academic Support Program	09/02/2013	06/10/2014	$0	Title I Part A	Principal, learning coach/interventionist, special education team, classroom teachers, paraprofessionals

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Lab Classroom	Staff will be presented with the opportunity to observe a colleague teaching Reading Workshop. Lab participants will meet for facilitated discussion before and after each visit, allowing for guided reflection and professional growth. Participants will experience multiple visits over the year in order to witness and discuss change over time within a Reading Workshop classroom.	Professional Learning	09/02/2013	06/10/2014	$0	Principal, learning coach/interventionist, special education team, classroom teachers
After School Literacy Program	Students will meet after dismissal on a regular basis with a staff member to participate in literacy-based lessons and activities that focus on identified areas of need.	Academic Support Program	09/02/2013	06/10/2014	$0	Principal, learning coach/interventionist, special education team, classroom teachers, paraprofessionals
Training on Components of Writing Workshop	Staff will receive additional training in minilessons, conferring, and sharing within the Writing Workshop. Staff will create and maintain conferring notebooks to track individual student conference information. Staff will continue to investigate strong writing minilessons, conferences, and sharing sessions through professional reading, classroom observation and implementation within their own classrooms.	Professional Learning	09/02/2013	06/10/2014	$0	Principal, learning coach/interventionist, special education team, classroom teachers, paraprofessionals

Student Engagement Professional Development	Staff will participate in professional learning opportunities to increase knowledge and capacity for building student engagement in all academic areas.	Professional Learning	09/02/2013	06/10/2014	$0	Principal, learning coach/interventionist, special education team, classroom teachers, paraprofessionals
Reading Recovery interventions	Trained certified staff will screen first grade students identified by teacher recommendation and kindergarten exit scores using the Observation Survey to identify Reading Recovery students. Reading Recovery teachers will deliver daily one-on-one thirty minute lessons to four students for a period of 12 to 20 weeks. Reading Recovery teachers will communicate with first grade classroom teachers on progress of Reading Recovery students.	Academic Support Program	09/02/2013	06/10/2014	$0	Learning coach/interventionist, special education teachers, trained Reading Recovery staff
Team Meetings to Monitor Student Progress	Staff will continue to administer district math trimester and/or unit tests, measuring math achievement several times per year. Staff will meet in regular grade-level team meetings to discuss student progress and assessment data. Staff will track school-wide data gathered during trimester tests and other classroom assessments.	Monitor	09/02/2013	06/10/2014	$0	Classroom teachers, learning coach/interventionist, principal
After School Literacy Program	Students will meet after dismissal on a regular basis with a staff member to participate in literacy-based lessons and activities that focus on identified areas of need.	Academic Support Program	09/02/2013	06/10/2014	$0	Principal, learning coach/interventionist, special education team, classroom teachers, paraprofessionals
Word Study Curriculum Development	Staff will use spelling inventory results and appropriate word study materials to create and implement word study routines and activities to meet student needs based on results of spelling inventory.	Professional Learning	09/02/2013	06/10/2014	$0	Principal, learning coach/interventionist, special education team, classroom teachers, paraprofessionals

Mini Lesson Development	Staff will use appropriate materials to develop focused mini lessons that may include modeled writing, mentor texts or author study to increase student knowledge and understanding.	Direct Instruction	09/02/2013	06/10/2014	$0	Principal, learning coach/interventionist, special education team, classroom teachers, paraprofessionals
Student Data Binders	With guidance from staff, students will track and monitor their own progress in math fluency and on unit assessments throughout the school year. They will use this information to create their own goals and identify strategies for their successful learning.	Academic Support Program	09/02/2013	06/10/2014	$0	Classroom teachers, learning coach/interventionist, principal, paraprofessionals
Classroom Critique	Staff will continue training on, and implementation of, using strong models for students within writing workshop. Strong mentor texts will be identified through staff collaborative efforts, and teachers will model and guide the process of naming and noticing with students within the writing workshop. Teachers will guide students to implement noticed strengths within their own writing pieces. A continuous cycle of drafting, feedback, and revision will be encouraged within the writing workshop in order to create a process allowing for refinement, reflection, and precision.	Direct Instruction	09/02/2013	06/10/2014	$0	Principal, learning coach/interventionist, special education team, classroom teachers, paraprofessionals
Struggling Reader Professional Development	Trained Reading Recovery staff will provide professional development to all staff through collaboration and inservices on strategies for helping struggling readers. Reading Recovery staff will collaborate regularly with first-grade teachers to ensure cohesive instruction for first grade Reading Recovery students.	Professional Learning	09/02/2013	06/10/2014	$0	Trained Reading Recovery staff, learning coach/interventionist, special education team, principal, classroom teachers

Professional Development on Interventions and Multi-Tiered Systems of Support	Staff will collaborate to evaluate student assessments and identify students requiring tier 2 and 3 interventions in reading. Staff will study best practice methods for appropriate intervention measures, including screening all students, monitoring progress of students at elevated risk for reading difficulties, providing differentiated reading instruction for all students based on assessments of students' current reading levels (tier 1), providing intensive, systematic instruction to small groups of students who score below benchmark on universal screenings (tier 2), monitor progress of tier 2 and 3 students on a more frequent basis, and provide intensive instruction daily that promotes the development of various components of reading proficiency to students who show minimal progress in tier 2 small group instruction (tier 3).	Professional Learning	09/02/2013	06/10/2014	$0	Principal, learning coach/interventionist, classroom teachers, paraprofessionals
Direct teaching of problem-solving strategies	Staff will plan and coordinate instruction of problem-solving strategies to students during math instruction. Principal and leadership team will provide professional development on best practices in problem-solving instruction (regular use of word problems, assisting students in monitoring and reflecting on problem-solving process, teaching use of visual representations, exposing students to multiple problem-solving strategies, assisting students in articulating mathematical concepts). Classroom teachers will deliver instruction, monitor student progress, and adjust instruction as needed.	Professional Learning	09/02/2013	06/10/2014	$0	Principal, learning coach/interventionist, classroom teachers
Multi-tiered systems of support professional development & collaboration	Staff will collaborate to evaluate effective tier 1 instruction in writing, monitor student assessments and identify students requiring tier 2 and 3 interventions in writing. Staff will study best practice methods for appropriate intervention measures, including screening all students, monitoring progress of students at elevated risk for writing difficulties, providing differentiated instruction for all students based on assessments of students' current performance levels (tier 1), providing intensive, systematic instruction to small groups of students who score below benchmark on universal screenings (tier 2), monitor progress of tier 2 and 3 students on a more frequent basis, and provide intensive instruction daily that promotes the development of various components of proficiency to students who show minimal progress in tier 2 small group instruction (tier 3).	Professional Learning	09/02/2013	06/10/2014	$0	Principal, learning coach/interventionist, special education team, classroom teachers, paraprofessionals

After School Math Program	Students will meet after dismissal on a regular basis with a staff member to participate in mathematics lessons and activities that focus on identified areas of need.	Academic Support Program	09/02/2013	06/10/2014	$0	Learning coach/interventionist, classroom teachers, principal, paraprofessionals
Mathematics Fact Fluency Study Team	Staff will collaborate to monitor and adjust instruction and data usage for fact fluency instruction. The study team will investigate interventions to address gaps in achievement that are shown in student data.	Monitor	09/02/2013	06/10/2014	$0	Learning coach, classroom teachers, principal
Student Engagement Professional Development	Staff will participate in professional learning experiences designed to build knowledge of and capacity for increasing student engagement in all academic areas.	Professional Learning	09/02/2013	06/10/2014	$0	Principal, learning coach/interventionist, special education team, classroom teachers, paraprofessionals
Student Engagement Professional Development	Staff will participate in professional development opportunities to increase knowledge of and capacity for increasing student engagement in all academic areas.	Professional Learning	09/02/2013	06/10/2014	$0	Principal, learning coach/interventionist, special education team, classroom teachers, paraprofessionals
Lab Classroom	Staff will be invited to observe a colleague teaching mathematics. Lab classroom participants will meet before each visit to set goals and reflect on possible learning, and will meet after each visit with classroom host in order to debrief and discuss observations. Multiple visits over a school year will be scheduled in order to observe change over time within a mathematics classroom.	Professional Learning	09/02/2013	06/10/2014	$0	Principal, learning coach/interventionist, special education team, classroom teachers, paraprofessionals

Reading Workshop Unit of Study Development	Staff will collaborate to personalize revise units of study as well as individual lessons focused on reading comprehension and informational text.	Professional Learning	09/02/2013	06/10/2014	$0	Principal, learning coach/interventionist, special education team, classroom teachers
				Total	$0	