

# Title I School Wide Plan 2008-2009 to 2010-11

<b>SCHOOL NAME: Mary Meredith K-12</b>							
<b>PLAN BEGINNING DATE:</b>				<b>PLAN ENDING DATE:</b>			
School Year: 2008-2009				School Year: 2010 - 2011			
<b>DATE SUBMITTED TO DISTRICT LEADERSHIP:</b>							
<b>SCHOOL LEADERSHIP TEAM MEMBERS &amp; SCHOOL COUNCIL SIGN-OFF SHEET</b>							
TYPED/ PRINTED NAME	POSITION/ STAKEHOLDER	SITE COUNCIL	SIGNATURE	TYPED/ PRINTED NAME	POSITION/ STAKEHOLDER	SITE COUNCIL	SIGNATURE
Terri Polan	Principal	Yes		Anne Gilbert	Teacher	Yes	
Edward Simental	Facilitator/Job Developer Instructor	Yes		Elizabeth Wahlquist	Teacher	Yes	
Elizabeth Brown	Teacher	Yes		Kewuan Jackson	Intervention Tech.	Yes	
Isabel Campion	Teacher	Yes		Pat Treeful	Pantano Behavioral Specialist	Yes	
Debra Jacobs	OT	Yes		Vivian Chilton	Parent	Yes	
Barbara Sager	Attend./Reg.	Yes		Brandon Jacobson	Intermountain	Yes	
				Cindy Hummel	Community Rep	Yes	

# TITLE I SCHOOLWIDE PLAN TAKING STOCK

# STAFF	2004-2005	2005-2006	2006-2007
Administrators	1	1	1
Other Professional Staff	2		4
Teachers	3.5		6
Teacher Aides	6.5		16

How long has the current principal held the position at this school? \_\_\_\_\_ 1

What percentages of this year's staff meet the qualifications for Highly Qualified? \_\_\_\_\_ 18%

What percentage of this year's staff hold emergency certification for the area in which they are teaching? \_\_\_\_\_ 1

What has the staff turnover rate been for this school over the past three years? \_\_\_\_\_

2004-2005

2005-2006

14%  
2006-2007

Much of this information is found in the Arizona School Report Card ([http://www.ade.az.gov/srcs/find\\_school.asp?rdoYear=2005](http://www.ade.az.gov/srcs/find_school.asp?rdoYear=2005)).

DEMOGRAPHIC DATA									
	HS	2005-2006	K-8	HS	2006-2007	K-8	HS	2007-2008	K-8
Total enrollment		25 / 34			24 / 21			32 / 18	
School attendance rate		83.4% / 86.0%			83.0% / 85.4%			86.5% / 89.4%	
School Promotion or Graduation Rate		8.0% / 97.6%			7.4% / 100.0%			16.7% / 100.0%	
School Dropout Rate (Grades 7-12)		2.3% / 3.4%			8.0% / 0.0%			2.1% / 0.0%	
Mobility Rate		105.1% / 105.5%			115.9% / 100.0%			81.4% / 85.2%	
SUBGROUP POPULATIONS									
ETHNIC BACKGROUND	HS 05-06 K8	HS 06-07 K8	HS 07-08 K8	SPECIAL PROGRAM MEMBERSHIP	HS 05-06 K8	HS 06-07 K8	HS 07-08 K8		
White (Not Hispanic)	56.0% / 50.0%	50.0% / 47.6%	43.8% / 66.7%	Title I	100% / 100%	100% / 100%	100% / 100%		
Black or African American	4.0% / 20.6%	4.2% / 28.6%	3.1% / 16.7%	English Language Learners (ELL)	12.0% / 5.9%	8.3% / 4.8%	3.1% / 0.0%		
Hispanic or Latino	36.0% / 29.4%	41.7% / 23.8%	43.8% / 16.7%	504 Accommodation	0.0% / 0.0%	0.0% / 0.0%	0.0% / 0.0%		
American Indian or Alaskan Native	4.0% / 0.0%	4.2% / 0.0%	9.4% / 0.0%	Migrant Students	0.0% / 0.0%	0.0% / 0.0%	0.0% / 0.0%		
Asian or Pacific Islander	0.0% / 0.0%	0.0% / 0.0%	0.0% / 0.0%	Special Education Students	100% / 100%	100% / 100%	100% / 100%		
GENDER				Gifted Students	0.0% / 0.0%	0.0% / 0.0%	0.0% / 0.0%		
Male	88.0% / 94.1%	83.3% / 90.5%	78.1% / 88.9%	Free/Reduced Lunch	84.0% / 61.6%	70.8% / 81.0%	68.8% / 77.7%		

# TITLE I SCHOOLWIDE PLAN

## SCHOOL NEEDS ASSESSMENT

Conduct a thorough needs assessment. Use the ADE *Standards & Rubrics for School Improvement*, other additional instruments which may be included (School Quality Survey, Marzano Survey, PLC Survey, and Solutions Team Statement of Findings). Using this data, summarize your findings and recommendations in the space provided.

STANDARD 1	Guiding Questions	RESPONSES	SUPPORTING ARTIFACTS/EVIDENCE
School and District Leadership	1. How will you lead your school community in developing measurable and rigorous goals to improve student achievement?	<ul style="list-style-type: none"> <li>• Marzano’s training and Leadership Team</li> <li>• Whole staff to facilitate ADE Standards and Rubrics Needs assessment</li> <li>• Involve Site Council-Quarterly Staff council to review student’s achievements.</li> <li>• Quarterly Staff review for goal setting sessions during site staff professional development</li> </ul>	<ul style="list-style-type: none"> <li>• Report Goals To Site Council</li> <li>• Involve Site Council-Quarterly Staff Council To Review Student’s Achievements As Documented By Agendas.</li> <li>• Questionnaire To Parents And Staff</li> <li>• Agendas For Marzano’s Training And Leadership Team</li> <li>• Teachers To Facilitate Ade Standards And Rubrics Needs Assessment</li> <li>• Involve Site Council-Quarterly Staff Council To Review Student’s Achievements.</li> <li>• Quarterly Staff Review For Goal Setting Sessions During Site Staff Professional Development</li> <li>• ADE Standards And Rubrics Needs Assessment</li> </ul>
	2. How will you communicate the goals to all stakeholders?	<ul style="list-style-type: none"> <li>• Annual Title 1 Meeting</li> <li>• Quarterly Site Council Meetings</li> <li>• Website</li> <li>• Post in classrooms and office</li> <li>• School Recognition Programs</li> </ul>	<ul style="list-style-type: none"> <li>• Honors Program</li> <li>• Graduation</li> <li>• Student Of The Year</li> <li>• Quarterly Site Council Meetings</li> <li>• Website</li> <li>• Post In Classrooms and office</li> <li>• School Recognition Program Agendas</li> </ul>

<p><b>3. What are your plans for implementing and monitoring the specific activities to meet these goals?</b></p>	<p><b>Principal:</b></p> <ul style="list-style-type: none"> <li>• Classroom Observations</li> <li>• Post Observation Conferences</li> <li>• Professional Growth Plans</li> <li>• Focused conversations with teachers</li> <li>• Grade Level Meetings</li> <li>• Pacing Calendar</li> <li>• Professional development designed to meet varied needs of teachers</li> <li>• Quarterly Progress Monitoring/Benchmarks</li> </ul>	<ul style="list-style-type: none"> <li>• PD Agendas And Evaluations</li> <li>• Documentation Of Classroom Observations</li> <li>• Notes From Post Observation Conferences</li> <li>• Learning Focused Conversations With Teachers</li> <li>• Grade Level Meeting Agendas</li> <li>• Pacing Calendar</li> <li>• Quarterly Progress/Benchmark Data</li> </ul>
<p><b>4. How will you sustain or even improve your performance once your goals have been met?</b></p>	<ul style="list-style-type: none"> <li>• Continuous monitoring of student mastery</li> <li>• Quarterly benchmarks and annual student achievement goals</li> <li>• Continuous communications and involvement of all stakeholders</li> <li>• Continuous involvement of parents</li> </ul>	<ul style="list-style-type: none"> <li>• Parent Participation in Site Council.</li> <li>• Quarterly benchmarks and annual student achievement data</li> <li>• Communication notebook</li> <li>• Parent sign in sheets</li> </ul>
<p><b>5. What plans and strategies are being used to recruit and retain Highly Qualified Teachers?</b></p>	<ul style="list-style-type: none"> <li>• Human Resources recruit Highly Qualified and appropriately certified special education teachers</li> <li>• Early signing recruitment</li> <li>• Continuous Quality Professional development</li> <li>• Principals monitors documentation for Highly Qualified staff and follows up on staff status as Highly Qualified teachers</li> <li>• Mentoring and coaching teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Human Resource Recruit Highly Qualified Teachers</li> <li>• Early Signing Recruitment</li> <li>• Quality Professional Development Calendar</li> <li>• Principal Monitor Documentation of Walkthroughs</li> <li>• Teachers Performance Evaluation</li> <li>• ADE Attestation Forms</li> <li>• PD agendas</li> </ul>
<p><b>6. What are your plans to support the development of your site as a professional learning community?</b></p>	<ul style="list-style-type: none"> <li>• Clear and committed vision, mission, values and goals.</li> <li>• Safe and orderly Environment</li> <li>• *Climate of high expectations for all</li> <li>• Frequent Monitoring of student progress</li> <li>• Positive home/school Relations and communication</li> <li>• Commitment to continuous Improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• Yearly Assessment Of School Goals</li> <li>• Professional Development Of All Staff</li> <li>• Level Systems-All Staff Involved</li> <li>• Point Sheets</li> <li>• Parent Compact</li> <li>• Faculty Meeting Agendas *Frequent Monitoring Of Student Progress through the IEP process</li> <li>• Positive Home/School Relations And Communication Through Daily Point Sheets</li> </ul>

	<p><b>7. What barriers have been identified in this standard and how will they be addressed?</b></p>	<ul style="list-style-type: none"> <li>● <b>Mobility</b></li> <li>● <b>Exceptional needs</b></li> <li>● <b>Staff Certification/ HQ Issues</b></li> <li>● <b>Attendance</b></li> <li>● <b>Large Range of Learner abilities and needs</b></li> <li>● <b>IEPS</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Individualized education Plans</b></li> <li>● <b>Mobility data</b></li> <li>● <b>Teacher certificates/HQ Attestation documents</b></li> <li>● <b>Attendance</b></li> <li>● <b>Large Range of Learner abilities and Needs</b></li> <li>● <b>IEPS</b></li> </ul>
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## SCHOOL NEEDS ASSESSMENT

Conduct a thorough needs assessment. Use the *ADE Standards & Rubrics for School Improvement*, other additional instruments which may be included (School Quality Survey, Marzano Survey, PLC Survey, and Solutions Team Statement of Findings). Using this data, summarize your findings and recommendations in the space provided.

STANDARD 2	Guiding Questions	RESPONSES	SUPPORTING ARTIFACTS/EVIDENCE
<b>Curriculum, Instruction, and Professional Development</b>	1. How does your SWP systematically address the critical area of curriculum alignment? Include standards, as well as horizontal and vertical articulation.	<ul style="list-style-type: none"> <li>● Alignment with AZ State Standards/Standards Based Curriculum</li> <li>● Instructional Calendars/Curriculum Mapping</li> <li>● TUSD Pacing Calendars</li> <li>● Grade Level Common Assessments</li> </ul>	<ul style="list-style-type: none"> <li>● MAPS</li> <li>● Assessments</li> <li>● Instructional Calendars/Curriculum</li> <li>● Mapping</li> <li>● TUSD Pacing Calendars</li> <li>● Grade Level Common Assessments</li> </ul>
	2. What scientifically-based research (SBR), instructional strategies have been identified as essential for your staff to implement effective instruction in the core academic areas and/or support your plan goals?	<ul style="list-style-type: none"> <li>● Use Marzano Training</li> <li>● Skillful Teacher Strategies</li> <li>● PD Documents</li> <li>● Harcourt Brace Language Arts Adoption</li> <li>● SIOP</li> <li>● Flexible Small Groupings</li> </ul>	<ul style="list-style-type: none"> <li>● Staff Development Agendas And Sign In Sheets</li> <li>● Lesson Plans</li> <li>● Students Work Packets</li> <li>● Observation Of Implementation Of Marzano Strategies In The Classroom</li> <li>● Skillful Teacher Strategies</li> <li>● PD Documents (Power Points Presentations, Etc)</li> <li>● Harcourt Brace Language Arts Adoption</li> <li>● SIOP strategies in lesson plans</li> <li>● Flexible Small Groupings</li> </ul>
	3. What instructional strategies are being used to support struggling students?	<ul style="list-style-type: none"> <li>● Pyramids of Intervention</li> <li>● Flexible Grouping (Small groups)</li> <li>● Tutoring Time</li> <li>● Student Intervention Plans-SCIP,WICIP</li> <li>● Test Talks</li> <li>● Student Accountability</li> </ul>	<ul style="list-style-type: none"> <li>● Documentation</li> <li>● Pyramids Of Intervention</li> <li>● Flexible Grouping (Small Groups)</li> <li>● Tutoring Time</li> <li>● Student Intervention Plans-SCIP,WICIP</li> <li>● Test Talks</li> <li>● Student Accountability</li> <li>● IEPS</li> </ul>

<p>4. How are these instructional strategies used to increase the amount of learning time for struggling students (before/after school, during the summer, and during any extension of the school year)? Do they meet the needs of the populations that the school serves in a timely manner?</p>	<ul style="list-style-type: none"> <li>● *Tutoring Embedded in a school of all special needs self-contained setting in as non-neighborhood setting</li> <li>● *Collaboration with transportation department</li> </ul>	<ul style="list-style-type: none"> <li>● Bus Documentation</li> </ul>
<p>5. How are the professional development needs of your staff assessed and met?</p>	<ul style="list-style-type: none"> <li>● Classroom Observation by Principal</li> <li>● Designing Professional development Opportunities based on individual teacher need</li> <li>● Student Achievement-Annual and Quarterly Assessments</li> <li>● Debriefing with teachers</li> <li>● Standards and Rubrics</li> <li>● Marzano needs Assessment</li> </ul>	<ul style="list-style-type: none"> <li>● Classroom Observation By Principal</li> <li>● Designating Professional Development Opportunities Based On Individual Teachers Needs</li> <li>● Student Achievement Data</li> <li>● Annual And Quarterly Assessments</li> <li>● Post Conference Notes</li> <li>● Standard And Rubrics</li> <li>● Marzano Needs Assessment</li> </ul>
<p>6. How does district support staff assist teachers in the following areas</p> <p style="text-align: center;"><b>Instruction of ELL's Instruction of Special Education Students Implementation of Curriculum Mentoring new, less experienced and struggling teachers?</b></p>	<ul style="list-style-type: none"> <li>● Assist teachers in planning and implementing lessons</li> <li>● Classroom, support in modeling and demonstrating lessons in the classroom</li> <li>● Assist in developing PD Calendar</li> <li>● Ensuring that teachers have pacing calendars</li> <li>● Teachers have resources needed to teach</li> <li>● Design and implement a model to support new, less and experienced teachers based on need and resources</li> <li>● Participating an Study groups that target school need</li> <li>● Mentoring and Coaching</li> <li>● Modeling of SIOP instructional strategies</li> </ul>	<ul style="list-style-type: none"> <li>● Bi-Weekly Report</li> <li>● Classroom, Support In Modeling And Demonstrating Lessons In The Classroom</li> <li>● PD Calendar In Every Classroom</li> <li>● Teaching Resources</li> <li>● Design And Implement A Model To Support New, Less And Experienced Teachers Based On Need And Resources</li> <li>● Participating An Study Groups That Target School Needs</li> <li>● Mentoring/Coaching Logs</li> <li>● Observation Documentation</li> </ul>

	<p><b>7. How are technology standards embedded in classroom instruction?</b></p>	<ul style="list-style-type: none"> <li>● Standards are incorporated into lesson plan templates and design</li> <li>● Teacher Modeling-SMART Boards used to support curriculum and instruction</li> <li>● Student Interaction with technology</li> <li>● Student Projects required appropriate use of technological tools-research, presentation design</li> </ul>	<ul style="list-style-type: none"> <li>● Standards Are Incorporated Into Lesson Plan Templates And Design</li> <li>● Teacher Modeling</li> <li>● Interactive Whiteboards In All Instructional Classrooms</li> <li>● Student Interaction With Technology</li> <li>● Student Generated Projects</li> <li>● See technology plan for details</li> </ul>
	<p><b>8. What barriers have been identified in this standard and how will they be addressed?</b></p>	<p>We do not offer summer school nor an after school program due to non neighbor hood school issues. We do not provide information on other after school programs and summer schools. We do offer ESY as needed.</p>	<ul style="list-style-type: none"> <li>● New computers in classrooms</li> </ul>

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STANDARD 3	Guiding Questions	RESPONSES	SUPPORTING ARTIFACTS/EVIDENCE
<b>Classroom and School Assessments</b>	<b>1. How are you systemically collecting, disaggregating, and analyzing both formative and summative achievement data to make informed instructional decisions?</b>	<ul style="list-style-type: none"> <li>● Summarize AIMS data-TUSD A&amp;R Website</li> <li>● Quarterly Benchmark data review (Reading, Writing, Math)</li> <li>● DIBELS</li> <li>● Teacher Formative and Summative Assessments</li> </ul>	<ul style="list-style-type: none"> <li>● SCIPS, WICPS, IEP</li> <li>● Summarize Aims Data-TUSD A&amp;R Website</li> <li>● Quarterly Benchmark Data Review (Reading, Writing, Math)</li> <li>● DIBELS Data</li> <li>● Teacher Formative And Summative Assessments</li> <li>● Student Study Notes</li> </ul>
	<b>2. How do teachers participate in decisions and use disaggregated assessment data to improve student achievement?</b>	<ul style="list-style-type: none"> <li>● Teacher Collaboration Teams review data</li> <li>● Flexible small groupings of students based on data</li> <li>● Intervention Plans</li> <li>● Test talks</li> <li>● Students Success Plans</li> <li>● Re teach for Students not Mastering Skills</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher Collaboration Teams Review Data</li> <li>● Collaboration On Determining Flexible, Small Groupings Of Students Base Data</li> <li>● Intervention Plans</li> <li>● Test talk notes</li> <li>● Students Success Plans</li> <li>● Re-teach Data For Students Not Mastering Skills</li> <li>● IEP</li> </ul>
	<b>3. What data is evaluated and how is this data systematically used to inform instruction?</b>	Summative Data 1. Annual 2. Achievement Data-Aims, Terra Nova, DIBELS, AZELLA 3. Formative Data 4. 1. Classroom Assessments-pre, formative, summative 5. 2. Quarterly Benchmark data-reading, Writing, Math to revise instruction and re teach 6. Teacher Teams review student data and student work to plan-student intervention groupings, re-teaching, SCIP, WICIP, IEP	<ul style="list-style-type: none"> <li>● Annual Review Of Placement</li> <li>● Achievement Data-Aims, Terra Nova</li> <li>● DIBELS, AZELLA</li> <li>● Classroom Assessments-Pre, Formative, Summative</li> <li>● Quarterly Benchmark Data-Reading, Writing Math To Revise Instruction And Re-teach</li> <li>● Teacher Teams Review Student Data And Student Work To Plan-Student Intervention Groupings, Re-Teaching, SCIP, WICP, IEP</li> </ul>

	<p>4. How does the assessment system in place provide timely feedback at the student, class, and school level?</p>	<ul style="list-style-type: none"> <li>• Principal delivers data information</li> <li>• DIBELS Reports</li> <li>• Quarterly benchmark Reports</li> <li>• Test talks-Annual, on going</li> <li>• Students Success Plans</li> <li>• Updated Quarterly Progress Reports</li> <li>• Student data wall board (Bulletin boards) Updated quarterly</li> </ul>	<ul style="list-style-type: none"> <li>• Progress Reports</li> <li>• DIBELS Report</li> <li>• Quarterly Benchmark Reports</li> <li>• Test Talks-Annual, On Going</li> <li>• Students Success Plans</li> <li>• Updated Quarterly Progress Reports</li> </ul>
	<p>5. How do teachers specifically address special needs populations?</p>	<ul style="list-style-type: none"> <li>• Sharing IEP Accommodations with instructional team.</li> <li>• IEP'S</li> <li>• SIOP Strategies</li> <li>• Skillful teacher Practices</li> <li>• Student Success Plans</li> </ul>	<ul style="list-style-type: none"> <li>• IEP'S</li> <li>• Psychological reports</li> </ul>
	<p>6. How are you communicating to students and members of the school community, in language and format that is easily understood, academic expectations and individual student progress towards meeting those expectations?</p>	<ul style="list-style-type: none"> <li>• Annual AYP and/or Az LEARNS</li> <li>• School Status</li> <li>• Test Talks</li> <li>• Student Success Plans</li> <li>• Student Progress Reports</li> <li>• Parents/Teacher Conferences</li> <li>• Quarterly Progress reporting to parents and students</li> <li>• Site Council</li> <li>• Newsletters</li> <li>• Data walls/Bulletin Boards</li> <li>• TUSD Parental Access Page</li> </ul>	<ul style="list-style-type: none"> <li>• IEP</li> <li>• Student Success Plans</li> <li>• Student Progress Reports</li> <li>• Parent/Teacher conferences</li> <li>• Quarterly Progress reporting to parents and students</li> <li>• TUSD Parental Access Page</li> </ul>
	<p>7. What barriers have been identified in this standard and how will they be addressed?</p>	<ul style="list-style-type: none"> <li>• Review of Academic data (Classroom Observation, STDS &amp; Rubrics)</li> <li>• IEP's</li> <li>• Testing and Quarterly Adjustments</li> <li>• Pacing Calendar</li> <li>• Differentiated Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Academic data, (classroom observation)</li> <li>• IEP's</li> <li>• Testing and Quarterly Assessments</li> <li>• AIMS and Terra Nova</li> <li>• Quarterly Benchmark Assessments</li> <li>• Teacher made assessments</li> </ul>

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STANDARD 4	Guiding Questions	RESPONSES	SUPPORTING ARTIFACTS/EVIDENCE
	<p><b>1. What specifically is your site doing to insure a safe, equitable learning environment for students and their families? What evidence/proof do you have that what you are doing is working?</b></p>	<ul style="list-style-type: none"> <li>• Comprehensive Discipline Policy</li> <li>• Emergency Plans</li> <li>• Teacher Collaboration and Commitment</li> <li>• Meaningful access</li> <li>• Student/Parent Handbook Communication in Parents Home Language</li> <li>• Bilingual Staff members</li> <li>• Translated materials</li> <li>• Attendance Programs</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehensive Discipline Policy</li> <li>• Emergency Plans</li> <li>• Behavior Health Unit Incident Documentation</li> <li>• Meaningful Access</li> <li>• Student/Parent Handbook Communication In Parents Home Language</li> <li>• Bilingual Staff Members</li> <li>• Translated Materials</li> <li>• Classroom Observation Documentation</li> </ul>
	<p><b>2. What evidence can you provide to demonstrate that you are a professional learning community where communication and commitment to student learning is key?</b></p> <p>*School Vision &amp; Mission            *Teacher Collaboration Time            *Teacher Focused Conversations            *Lesson Plans            *Student Success Plans/Academic Plans            *Communication in Parent Home Language            *ADE Standards &amp; Rubric needs                Solution Team Reports            *Leadership Meetings- “Notes”            *Site Council Meetings “Notes”                Partnerships            *Professional Development            *Translated Materials</p>	<ul style="list-style-type: none"> <li>• School Council revision of vision statement</li> <li>• Bilingual Staff Communicate With Parents Who Are Monolingual Spanish</li> <li>• Mr. Ed And Stella Bilingual Staff</li> <li>• Spanish-Translate Materials</li> <li>• Partnerships               <ol style="list-style-type: none"> <li>1. Employers In The Community</li> <li>2. TUSD Schools</li> <li>3. Other Tucson Districts</li> <li>4. Non-Profits/Behavioral Agencies</li> </ol> </li> <li>• School Vision &amp; Mission</li> <li>• Teacher Collaboration Time</li> <li>• Weekly Student Study</li> <li>• Lesson Plans</li> <li>• Student Success Plans/Academic Plans</li> <li>• Communication In Parent Home Language</li> <li>• ADE Standards &amp; Rubric Needs Solution Team Reports</li> </ul>	<ul style="list-style-type: none"> <li>• School Vision &amp; Mission</li> <li>• Teacher Collaboration Time</li> <li>• Teacher Focused Conversations</li> <li>• Lesson Plans</li> <li>• Student Success Plans/Academic Plans</li> <li>• Communication in Parent Home Language</li> <li>• ADE Standards &amp; Rubric needs</li> <li>• Solution Team Reports</li> <li>• Leadership Meetings- “Notes”</li> <li>• *Site Council Meetings “Notes”</li> <li>• Partnerships</li> <li>• Professional Development</li> <li>• Translated Materials</li> </ul>

STANDARD 4	Guiding Questions	RESPONSES	SUPPORTING ARTIFACTS/EVIDENCE
STANDARD 4		<ul style="list-style-type: none"> <li>● Leadership Meetings-“Minutes”</li> <li>● Site Council Meetings “Minutes”</li> <li>● Partnerships</li> <li>● Professional Development</li> <li>● Translated Materials</li> <li>● Grade Level Meetings</li> </ul>	
	<p><b>3. What opportunities are provided for parent-community involvement in the school? What strategies are being implemented to increase parent involvement?</b></p>	<ul style="list-style-type: none"> <li>● Title 1 Parent Policy</li> <li>● Site Council</li> <li>● School Events-Celebrations, Open House, Back To School, Family/Student Dinners</li> <li>● Title 1 Annual Parent Meeting</li> </ul>	<ul style="list-style-type: none"> <li>● Agendas</li> <li>● Sign in sheets</li> </ul>
	<p><b>4. How have you notified parents of your school performance status and provided avenues for parent participation?</b></p>	<ul style="list-style-type: none"> <li>● Title 1 Parent Policy</li> <li>● Site Council</li> <li>● School Events-Celebrations, Open House, Back To School, Family/Student Dinners</li> <li>● Title 1 Annual Parent Meeting</li> </ul>	<ul style="list-style-type: none"> <li>● AYP &amp; School Performance Letters</li> <li>● Website</li> <li>● IEP meetings</li> </ul>
	<p><b>5. Is there evidence of an effective school-wide discipline plan in place? Is the plan supported by all stakeholders?</b></p>	<ul style="list-style-type: none"> <li>● Program Overview</li> </ul>	<ul style="list-style-type: none"> <li>● Discipline Reports</li> <li>● Training Calendar</li> <li>● Policies</li> <li>● Community Service Reports</li> <li>● Student Recognition</li> <li>● Incentive Program</li> </ul>
	<p><b>6. What strategies are in place to bridge the gaps when students are transitioning to the next grade?</b></p>	<ul style="list-style-type: none"> <li>● Student study process</li> <li>● Cross grade articulation</li> <li>● Intake and exit meetings</li> </ul>	<ul style="list-style-type: none"> <li>● Grade level meetings (Vertical Articulation between teachers)</li> <li>● Parent Meeting Agendas</li> <li>● Job Development/Transition service notes</li> <li>● SMART program with Pima County Attorney monthly fact sheets</li> </ul>

STANDARD 4	Guiding Questions	RESPONSES	SUPPORTING ARTIFACTS/EVIDENCE
	<p><b>7. How is student achievement celebrated at your school?</b></p>	<ul style="list-style-type: none"> <li>● Principal monthly honors celebration</li> <li>● Individual classroom honors recognition</li> </ul>	<ul style="list-style-type: none"> <li>● Classroom Celebration &amp; Rewards</li> <li>● Honors Level System Documentation</li> <li>● Rewards And Accomplishments</li> <li>● Awards and Certificates</li> <li>● Reward Outings</li> <li>● Vocabulary Word Award</li> <li>● Monthly Meeting Invitations</li> </ul>
	<p><b>8. How are students and parents specifically informed regarding academic content and subject rigor?</b></p>	<ul style="list-style-type: none"> <li>● Parent teacher conferences</li> <li>● Open House</li> <li>● Teacher/Parent Phone Contact</li> </ul>	<ul style="list-style-type: none"> <li>● *Sign in sheets</li> <li>● *Communication Logs</li> </ul>
	<p><b>9. What barriers have been identified in this standard and how will they be addressed?</b></p>	<ul style="list-style-type: none"> <li>● Large % of students live in group homes or foster care settings</li> </ul>	<ul style="list-style-type: none"> <li>● Attendance at Child Family team meetings (outlook calendar, agendas, meeting notes)</li> </ul>

# TITLE I SCHOOLWIDE PLAN

## SCHOOL REFORM MODEL

**DESCRIBE THE SCHOOL REFORM MODEL YOUR SCHOOL HAS ADOPTED. INCLUDE IN THIS DESCRIPTION, THE SCIENTIFICALLY BASED RESEARCH (SBR) PROGRAM(S), MODEL(S), AND STRATEGIES THAT THE SCHOOL HAS SELECTED TO IMPLEMENT. THE SCHOOL REFORM MODEL IS THE SCHOOL WIDE MODEL THAT SHOULD ADDRESS THE MAJORITY OF YOUR STUDENT NEEDS ACROSS THE CURRICULUM.**

Arizona Foundation for Resource Education (AFRE) District-wide Middle School Reform Model utilizing the three keys strategies

- Managing the classroom
- Planning for instruction
- Teaching and assessing for learning

Robert Marzano essential nine strategies that work

1. Identifying similarities and differences
2. Summarizing and note taking
3. Reinforcing effort and providing recognition
4. Homework and practice
5. Nonlinguistic representations
6. Cooperative learning
7. Setting objectives and providing feedback
8. Generating and testing hypotheses
9. Cues, questions, and advance organizers

Art Education: RELATED RESEARCH IN ARTS EDUCATION/INTEGRATION

John Clinton, Ph.D.

University of Central Oklahoma

Oklahoma Center for Arts Education

Those schools whose teachers and curriculum engages students in developmentally appropriate, quality arts education learning and experiences have a higher and more consistent degree of success in critical areas of education including overall test scores.

# TITLE I SCHOOLWIDE PLAN

SMART GOAL – READING					Quarterly Benchmark Reading Goals			
<b>By May of 2010, all students that have been enrolled at Meredith K-12 for not less than nine months will increase progress on IEP reading goals as measured by the third quarter IEP progress reports.</b>					1 <sup>st</sup> Qtr	2 <sup>nd</sup> Qtr	3 <sup>rd</sup> Qtr	
					Baseline			
DATA SUPPORTING GOAL:	STANDARDIZED ASSESSMENTS:			DISTRICT/SCHOOL ASSESSMENTS:				
1. AIMS/ 2. Terra Nova 3. 3 <sup>rd</sup> Quarter Benchmark	1. AIMS/ 2. Terra Nova			1. Quarterly Benchmarks 2. DIBELS 3. DRA 4. Classroom Assessments 5. SRI				
<b>What is the concept level targeted area within the goal? – Taking Stock portion of Pyramid:</b> Students in grade K-12 will benefit from targeted instruction in reading comprehension.					<b>RESEARCH-BASED BEST PRACTICES FOR INTERVENTION/REFORM MODEL:</b> Building NRP-5 Academic Reading Jacob Fluency Comprehension			
STRATEGIES TO IMPLEMENT THE INTERVENTION/REFORM MODEL	PERSON(S) Accountable	METHOD TO MONITOR/EVALUATE INTERVENTION/REFORM MODEL	TIMELINE		PYRAMID LEVEL	FUNDING SOURCE	RESOURCES NEEDED TO IMPLEMENT INTERVENTION REFORM MODEL STRATEGIES	SBR PROFESSIONAL DEVELOPMENT ADDRESSING THIS GOAL
			Begin	End				
Academic Vocabulary	All Staff	Increase word choice Increase AIMS score	11/1/08	10/31/09	1		Vocabulary Words Marzano	10/29/08, 1/21/08
Reading intervention program	Teacher	Reading scores increase	11/1/08	10/31/09	3		DIBELS/SRI Adoption-Harcourt Readers-text	10/21/08, 1/21/08
Reading Seed	Volunteers	Reading scores increased	11/1/08	10/31/09	3		Volunteers	N/A
Peer Tutoring	Students	Develop mentoring relationships count number of pairs set up.	11/1/08	10/31/09	2		Student Volunteers	N/A
Computer aided instruction ALE Reader Typing Program	Staff	Increase reading scores.	11/1/08	10/31/09	2		Waterford Computer software	9/10/08, 1/7/08

# TITLE I SCHOOLWIDE PLAN

<b>SMART GOAL – WRITING</b> By May of 2010, all students that have been enrolled at Meredith K-12 for not less than nine months will increase progress in writing goals as measured by third quarter IEP progress reports.  Increase attainment of IEP goals as measured by Benchmark Assessments, Teachers observation, AIMS Reading						<b>Quarterly Benchmark Writing Goals</b>		
						1 <sup>st</sup> Qtr	2 <sup>nd</sup> Qtr	3 <sup>rd</sup> Qtr
						Baseline		
<b>DATA SUPPORTING GOAL:</b>		<b>STANDARDIZED ASSESSMENTS:</b>		<b>DISTRICT/SCHOOL ASSESSMENTS:</b>				
1. DPA – AIMS/Terra Nova 2. Dibels 3. 3 <sup>rd</sup> Quarter Benchmark		1. DPA –AIMS/Terra Nova 2. Dibels		1. Quarterly Benchmarks 2. Dibels 3. DRA 4. Classroom Assessments 5. SRI				
<b>What is the concept level targeted area within the goal? – Taking Stock portion of Pyramid</b> A review of data indicates the following: Students in grades K-12 will benefit from targeted instruction on the six traits of writing.				<b>RESEARCH-BASED BEST PRACTICES FOR INTERVENTION/REFORM MODEL:</b>				
				Marzano Strategies				
STRATEGIES TO IMPLEMENT THE INTERVENTION/REFORM MODEL	PERSON(S) Accountable	METHOD TO MONITOR/EVALUATE INTERVENTION/REFORM MODEL	TIMELINE		PYRAMID LEVEL	FUNDING SOURCE	RESOURCES NEEDED TO IMPLEMENT INTERVENTION REFORM MODEL STRATEGIES	SBR PROFESSIONAL DEVELOPMENT ADDRESSING THIS GOAL
			Begin	End				
Intense instruction on the six traits of writing	Teachers	Marzano Strategies	11/1/08	10/31/09	2		Six Traits of Writing	10/8/08, 12/3/08, 3/4/09, 5/13/09
Academic Vocabulary	All Staff	Increase word choice Increase AIMS score	11/1/08	10/31/09	2		Vocabulary Words Marzano	10/29/08, 1/21/08

# TITLE I SCHOOLWIDE PLAN

<b>SMART GOAL - MATHEMATICS</b> By May of 2010, all students that have been enrolled at Meredith K-12 for not less than nine months will make growth toward meeting standards in math as measured by mathematic goals from the third quarter IEP progress reports.					<b>Quarterly Benchmark Mathematic Goals</b>			
					1 <sup>st</sup> Qtr	2 <sup>nd</sup> Qtr	3 <sup>rd</sup> Qtr	
					Baseline			
<b>DATA SUPPORTING GOAL:</b>		<b>STANDARDIZED ASSESSMENTS:</b>		<b>DISTRICT/SCHOOL ASSESSMENTS:</b>				
1. DPA – AIMS/Terra Nova 2. 3 <sup>rd</sup> Quarter Benchmark Assessments		1. DPA – AIMS 2. Terra Nova		1. Quarterly Benchmarks 2. Unit Assessments 3. Differentiated Assessments				
<b>What is the concept level targeted area within the goal? – Taking Stock portion of Pyramid</b> A review of data indicates the following: A review of data reveals that students will benefit from targeted instruction in number sense and numerical operations.					<b>RESEARCH-BASED BEST PRACTICES FOR INTERVENTION/REFORM MODEL:</b>			
					Tutoring Application Practice			
STRATEGIES TO IMPLEMENT THE INTERVENTION/REFORM MODEL	PERSON(S) Accountable	METHOD TO MONITOR/EVALUATE INTERVENTION/REFORM MODEL	TIMELINE		PYRAMID	FUNDING SOURCE	RESOURCES NEEDED TO IMPLEMENT INTERVENTION REFORM MODEL STRATEGIES	SBR PROFESSIONAL DEVELOPMENT ADDRESSING THIS GOAL
			Begin	End				
Peer Tutoring	Students	Math Score Increase	11/1/08	10/31/09	2		Student Volunteers	Mentoring- coaching model
Computer aided instruction	Staff	Math Score Increase	11/1/08	10/31/09	1		Computer software, See technology plan	3/11/08, 4/22/08

# TITLE I SCHOOLWIDE PLAN

<b>SMART GOAL #6: COMMUNITY INVOLVEMENT</b> By May of 2010, Mary Meredith K-12 School will increase meaningful collaborative partnership activates as measured by attendance documentation and agendas.						Quarterly Benchmark Goals		
						1 <sup>st</sup> Qtr	2 <sup>nd</sup> Qtr	3 <sup>rd</sup> Qtr
<b>DATA SUPPORTING GOAL:</b> Free and reduced lunch data High percentage of students residing in group homes or foster care		<b>STANDARD INDICATORS</b> ISLC Standards National Staff Development Standard related to parent involvement			<b>DISTRICT/SCHOOL INDICATORS</b>			
What is the concept level targeted area within the goal? – Taking Stock portion of Pyramid A review of data indicates the following:						<b>RESEARCH-BASED BEST PRACTICES FOR INTERVENTION/REFORM MODEL:</b>		
STRATEGIES TO IMPLEMENT THE INTERVENTION/REFORM MODEL	PERSON(S) Accountable	METHOD TO MONITOR/EVALUATE INTERVENTION/REFORM MODEL	TIMELINE		PYRAMID LEVEL	FUNDING SOURCE	RESOURCES NEEDED TO IMPLEMENT INTERVENTION REFORM MODEL STRATEGIES	SBR PROFESSIONAL DEVELOPMENT ADDRESSING THIS GOAL
			Begin	End				
Monthly meetings with Pima County Juvenile.	Principal Psychologist	Scheduled monthly meetings to provide pro-active response.	8/08	5/10	2		Communication Collaboration with PCJCC	First Monday of the month
Active participation in Community Behavioral Health Staffing	Teachers Principal Psychologist	Students successfully remain in placements	8/08	5/09	2		Communication collaboration with Children's Behavioral Health Networks	Monthly CRT Meetings
Monthly School Council Meetings	Site Council	Increase student achievement	8/08	6/10	3		Active site council with community representatives	Second Wednesday of the month
School Community Events	All Staff	Number of community members participating	11/08	5/10	2	10/0	Informative educational events	10/15/08

# TITLE I SCHOOL-WIDE PLAN

<b>SMART GOAL TECHNOLOGY –</b> <b>By May of 2010, Mary Meredith K-12 School will adhere to the timeline outlined in the five year technology plan as measured by the designated accountability measures described in the plan.</b> SEE objectives described in following technology plan		<b>Quarterly Benchmark Goals</b>		
		<b>1<sup>st</sup> Qtr</b>	<b>2<sup>nd</sup> Qtr</b>	<b>3<sup>rd</sup> Qtr</b>
<b>DATA SUPPORTING GOAL:</b>	<b>STANDARD INDICATORS</b>	<b>DISTRICT/SCHOOL INDICATORS</b>		
Timeline and Accountability Measures specified in Technology Plan to include % accomplished each year.	Accountability Measures specified in the Technology Plan			
<b>What is the concept level targeted area within the goal? – Taking Stock portion of Pyramid</b> A review of data indicates the following: Students will benefit from improved individualized instruction delivered via technological resources.		<b>RESEARCH-BASED BEST PRACTICES FOR INTERVENTION/REFORM MODEL:</b>		

# Educational Technology Plan [Mary Meredith K-12]

## [2008]

### Vision

Tucson Unified School District is a learning community that ensures every student has equitable access to technology to experience learning in a progressive technological environment. All students will have the vision and skills to compete in a global community.

#### Goal 1: Curriculum Integration

##### Objectives for Curriculum Integration

<u>Objective</u>	<u>Strategy</u>	<u>Accountability Measure</u>	<u>Timeline</u> <u>(Task % Done /Year)</u>
Students and staff will use technology as a tool for conducting research, for gathering, recording and displaying data and higher level thinking skills.	Staff and students will utilize desktop publishing such as: PowerPoint, interactive boards, on line research; internet resources.	Teachers will check student presentations as needed using rubrics and surveys.	20% implementation by 2009, 40% implementation by 2010, 60% implementation by 2011, 80% implementation by 2012, full implementation by 2013
Technology will be seamlessly integrated into the curriculum and aligned to the state standards as needed in all classrooms at all grade levels.	Staff and students will access multi-media programs for use with spreadsheets, data based charts and graphs.  Students and staff will learn how to apply and use jump drives, e-books, reading pens, and photo shop to increase student achievement.	Administrators will review lesson plans, completed projects and presentations through the use of rubrics.	20% implementation by 2009, 40% implementation by 2010, 60% implementation by 2011, 80% implementation by 2012, full implementation by 2013
Technology will be used to enhance life-long and real world learning.	Staff and students will incorporate e-mails, instant messaging, and text messaging as real world learning.  Students will learn how to apply for work through filling out online applications.  Staff will share ideas through blogging, teacher tube, and hybrid classes.	Administrators will review lesson plans, completed projects and presentations through the use of rubrics.	20% implementation by 2009, 40% implementation by 2010, 60% implementation by 2011, 80% implementation by 2012, full implementation by 2013

## Goal 2: Professional Development

### Objectives for Professional Development

<u>Objective</u>	<u>Strategy</u>	<u>Accountability Measure</u>	<u>Timeline</u> <u>(Task % Done /Year)</u>
Staff will learn to effectively use and integrate technology into the curriculum through lessons.	Staff will be trained on how to utilize: <ul style="list-style-type: none"> <li>• desktop publishing, (PowerPoint, spreadsheets, Photoshop),</li> <li>• blogging,</li> <li>• web design,</li> <li>• multimedia(calculators, jump drives, CD Rom, DVD Rom),</li> <li>• MAC Cow,</li> <li>• IPODS, E-Books, reading pens.</li> </ul>	Part of teacher evaluation, evidence within lesson plans.  Evaluation of professional development sessions.	20% implementation by 2009, 40% implementation by 2010, 60% implementation by 2011, 80% implementation by 2012, full implementation by 2013
Teachers and staff will collaborate for the sharing of projects, ideas, lessons and other curricular materials related to the integration of technology into the curriculum.	Teachers will occasionally meet for team meetings within grade levels as well as cross-curriculum meetings.	Part of teacher evaluation, evidence within lesson plans.  Evaluation of professional development sessions.	20% implementation by 2009, 40% implementation by 2010, 60% implementation by 2011, 80% implementation by 2012, full implementation by 2013
Develop a needs assessment to determine technology professional development opportunities.	Committee will develop needs assessment for professional development offerings.	Surveys and logs will be maintained as evidence of completed professional development.	20% implementation by 2009, 40% implementation by 2010, 60% implementation by 2011, 80% implementation by 2012, full implementation by 2013
Parent classes will be developed for teaching computer skills.	Research other schools that already provide for parents and community computer skill classes.  Use email addresses to communicate with parents.	Survey to determine parent technology needs.  Have computers available in office and use agendas with sign in sheets as an evaluation tool.	20% implementation by 2009, 40% implementation by 2010, 60% implementation by 2011, 80% implementation by 2012, full implementation by 2013

**301 Goals  
2008-2009  
SCHOOL: Mary Meredith K-12**

**301 Targeted Goal #1 – Academic (5% or AYP)**

**All students who take the first quarterly writing benchmark test at Meredith K-12 shall increase Word Choice by an average of 5% as measured by the third quarterly writing benchmark test.**

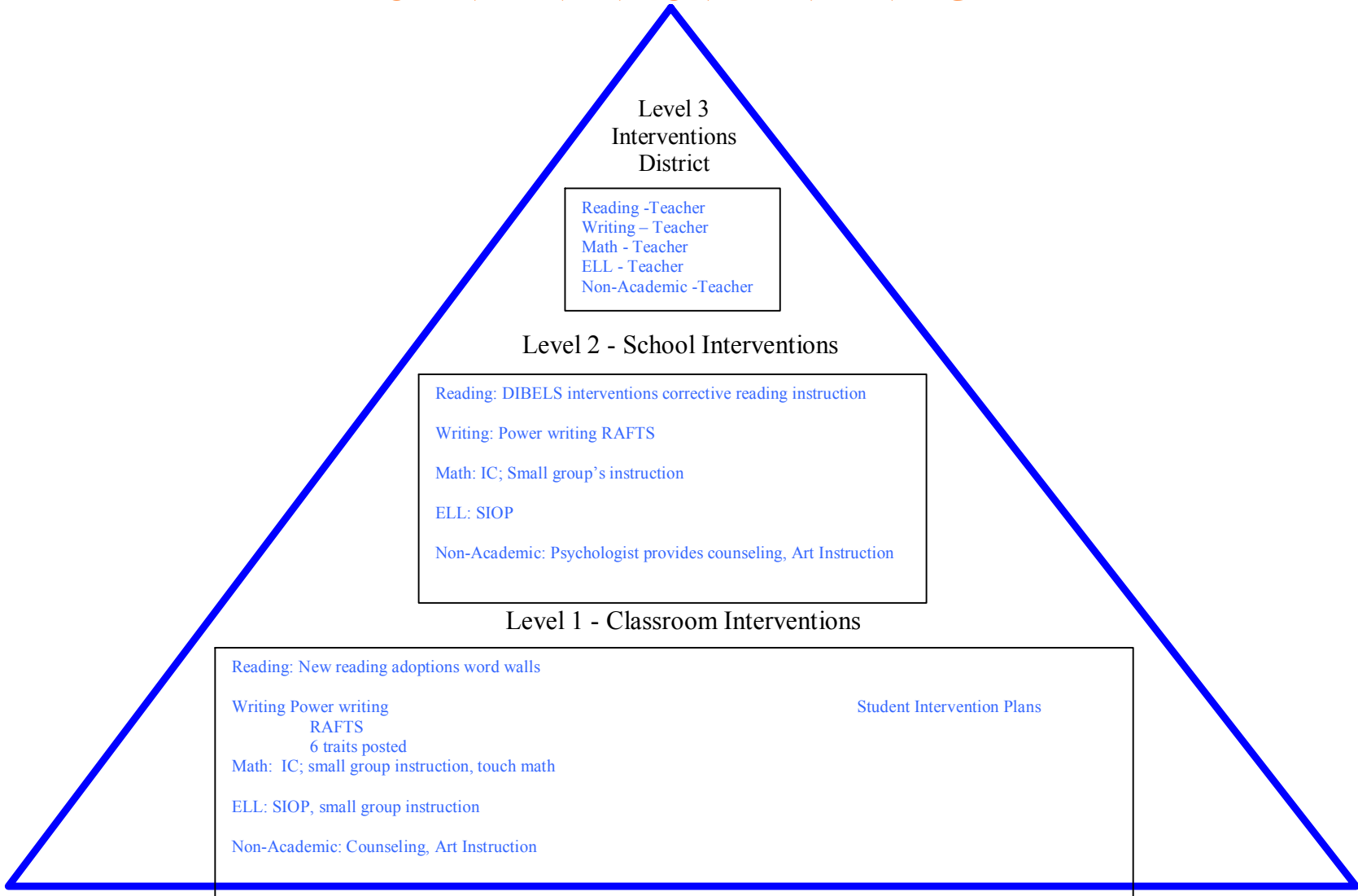
**301 Targeted Goal #2 – Academic**

**Five percent of all Meredith K-12 students who take the first quarterly mathematics benchmark test shall increase scores as measured by the third quarter benchmark test.**

**EXCEPTION: SCHOOLS THAT HAVE ACHIEVED HIGHLY PERFORMING AND/OR EXCELLING STATUS FOR TWO OR MORE CONSECUTIVE YEARS MAY DEVELOP SITE GOALS OTHER THAN THOSE LISTED IN SECTION 3A OF THE CLASSROOM SITE FUND PLAN. THE SITE GOALS MUST BE MEASURABLE AND WITHIN THE GUIDELINES OF THE STATE STATUTE PERTAINING TO THE CLASSROOM SITE FUND.**

# TITLE I SCHOOL WIDE PLAN

## PYRAMID OF INTERVENTION PLAN – INTEGRATED



# Title I School wide Plan

## 2008-2009 CSF/301<sup>1</sup> STAFF DEVELOPMENT PLAN

<b>DATE</b>	<b>CONTENT</b>	<b>FACILITATOR(S)</b>	<b>Targeted Goals</b>
<b>Date of training</b>	<b>The title or content</b>	<b>Who is responsible for presentation</b>	<b>What goal does this session target?</b>
<b>August 13</b>	*Building a Stronger School - PLC	Terri Polan and Janna Wilkins	Working collaboratively as a professional learning community to create an effective learning environment for students
<b>August 20</b>	*Building our PLC Teams: True Colors	Holly Colonna	Working collaboratively as a professional learning community to create an effective learning environment for students
<b>August 27</b>	*Mandatory Reporting Use of Physical Force	Nancy Woll	Compliance with AZ revised statutes section 13-3620
<b>September 3</b>	TIENET-IEP	Mary Neale and Janna Wilkins	We will maintain compliance with state and federal guidelines by obtaining effective pre and post educational data for IEP reporting
<b>September 10</b>	PLATO	Marianne Darquea and Norma Lawrence	Increasing strategies to support academic growth for special needs students
<b>September 17</b>	No Professional Learning Parent Conferences	X	X
<b>September 24</b>	Data: 301 Plan Goal Setting	Terri Polan	We will increase test scores across all ethnic groups by 5%
<b>October 1</b>	Making the Grade	Marianne Darquea	Increase percentage of students making growth toward meeting academic standards
<b>October 8</b>	Writing Prompt Collaborative Scoring	Teacher Teams	Working collaboratively as a professional learning community to use assessment data to inform instruction
<b>OCTOBER 15</b>	*SMALL LEARNING COMMUNITIES PREP FOR OPEN HOUSE/DEDICATION	PLC LEAD TEACHERS	WORKING COLLABORATIVELY AS A PROFESSIONAL LEARNING COMMUNITY TO CREATE AN EFFECTIVE LEARNING ENVIRONMENT FOR STUDENTS
<b>October 29-State Testing</b>	Effective Use of Interactive White Boards	Marianne Darquea	Integrating technology into the curriculum
<b>November 5</b>	*Building our PLC Teams: Cognitive Coaching	Mary Bouley	Working collaboratively as a professional learning community to create an effective learning environment for students
<b>November 12</b>	*Creative Visualization	Wendy Ruda	Increasing strategies to support academic growth for special needs students
<b>November 19</b>	*Gang Awareness State Gang Task Force	Steve Vildusea (437-7424)	Working collaboratively as a professional learning community to create an effective learning environment for students
<b>November 26-Early Out</b>	No Professional Learning	X	X
<b>December 3</b>	Writing Prompt Collaborative Scoring	Teacher Teams	Working collaboratively as a professional learning community to use assessment data to inform instruction
<b>December 17</b>	*Personal Wellness Management	Fredrick Lassiter (529-8721)	Working collaboratively as a professional learning community to create an effective learning environment for students

<b>JANUARY 7</b>	<b>*TECHNOLOGY CORNER</b>	MARIANNE DARQUEA	INTEGRATING TECHNOLOGY INTO THE CURRICULUM
<b>January 14</b>	<b>Team Building</b>	Terri Polan	Working collaboratively as a professional learning community to create an effective learning environment for students
<b>JANUARY 21</b>	<b>*SMALL LEARNING COMMUNITIES</b>	PLC LEAD TEACHERS	WORKING COLLABORATIVELY AS A PROFESSIONAL LEARNING COMMUNITY TO CREATE AN EFFECTIVE LEARNING ENVIRONMENT FOR STUDENTS
<b>January 28</b>	*Technology Corner	Marianne Darquea	Integrating technology into the curriculum
<b>February 4</b>	*Small Learning Communities	PLC Lead Teachers	Working collaboratively as a professional learning community to create an effective learning environment for students
<b>February 11</b>	*True Colors Follow Up	Holly Colonna	Working collaboratively as a professional learning community to create an effective learning environment for students
<b>February 18</b>	Parent Teacher Conference	X	X
<b>February 25-early out</b>	No Professional Learning	X	X
<b>March 4</b>	Writing Prompt Collaborative Scoring	Teacher Teams	Working collaboratively as a professional learning community to use assessment data to inform instruction
<b>March 11</b>	*Technology Corner	Marianne Darquea	Integrating technology into the curriculum
<b>March 18</b>	*Small Learning Communities	PLC Lead Teachers	Working collaboratively as a professional learning community to create an effective learning environment for students
<b>March 25</b>	Testing Prep	Anne Gilbert	Working collaboratively as a professional learning community to increase student achievement
<b>APRIL 1- STATE TESTING</b>	<b>*SMALL LEARNING COMMUNITIES</b>	PLC LEAD TEACHERS	WORKING COLLABORATIVELY AS A PROFESSIONAL LEARNING COMMUNITY TO CREATE AN EFFECTIVE LEARNING ENVIRONMENT FOR STUDENTS
<b>April 8-Spring Break</b>	No Professional Learning	X	X
<b>April 15-State Testing</b>	No Professional Learning	X	X
<b>APRIL 22</b>	*Technology Corner	Marianne Darquea	Integrating technology into the curriculum
<b>April 29</b>	*Cognitive Coaching Follow-Up	Mary Bouley	Working collaboratively as a professional learning community to create an effective learning environment for students
<b>May 6</b>	*Small Learning Communities	PLC Lead Teachers	Working collaboratively as a professional learning community to create an effective learning environment for students
<b>May 13</b>	Writing Prompt Collaborative Scoring	Teacher Teams	Working collaboratively as a professional learning community to use assessment data to inform instruction
<b>May 20</b>	*PLC Closure Activities: Taking Stock of 2008-09	Terri Polan	Working collaboratively as a professional learning community to create an effective learning environment for students

\* Teachers and Intervention Technicians (All Staff)

<sup>1</sup>Classroom Site Fund

