



**Title I Schoolwide Type III Plan
2011-2012 to 2013-2014**

SCHOOL NAME: VESEY ELEMENTARY	
PLAN BEGINNING DATE:	PLAN ENDING DATE:
School Year: 2011-2012	School Year: 2013 – 2014
DATE SUBMITTED TO DISTRICT LEADERSHIP:	

SCHOOL LEADERSHIP TEAM MEMBERS & SCHOOL COUNCIL SIGN-OFF SHEET

TYPED/ PRINTED NAME	POSITION/ STAKEHOLDER	SITE COUNCIL	SIGNATURE	TYPED/ PRINTED NAME	POSITION/ STAKEHOLDER	SITE COUNCIL	SIGNATURE
Leah Dardis	Principal	Yes		Diana Burruel	Parent	Yes	
Sara Giampiccolo	Site Council Facilitator	Yes		Raul Burruel	Parent	Yes	
Susan Bauer	Teacher	No		Cynthia Cain	Parent	Yes	
Kristen Kvaran	Teacher	No		Jeff Cain	Parent	Yes	
Jennifer Culbertson	Teacher	No		Edmund Mares	Parent	Yes	
Donna Svob	Teacher	No		Imelda Mendiaz	Classified	Yes	
Kristen Troia	Teacher	Yes		LeighAnn Jimenez	Teacher	Yes	
Donita Montgomery	Teacher	Yes		Minerva Figueroa	Teacher	Yes	
Debra Scarborough	Teacher	No					

TUSD TITLE I SCHOOLWIDE TYPE III PLAN

TAKING STOCK

# STAFF	2011-2012	2010-2011	2009-2010	2008-2009
Administrators	2	1.5	1	2
Other Professional Staff	3	5	5	7
Teachers	30	30	30	34
Teacher Aides	0	1	0	4

How long has the current principal held the position at this school? 3

What percentage of this year's staff meet the qualifications for Highly Qualified? 100%

What percentage of this year's staff hold emergency certification for the area in which they are teaching? 0

What has the staff turnover rate been for this school over the past three years? 5 6 4
 2008-2009 2009-2010 2010-2011

DEMOGRAPHIC DATA

	2011	2010	2009	2008
Percentage of Limited English proficient students who attain English Proficiency		43.5%	46.8%	31.3%
Graduation Rate	NA	NA	NA	NA
Dropout Rate	NA	NA	NA	NA
Attendance Rate	93.22%	92.95%	93.51%	93.02%
Made AYP?	No	No	Yes	Yes
Federal School Improvement Status	S1Y1	WY		
AZ Learns Label	Performing Plus	Performing Plus	Performing Plus	Performing

Please use other pertinent data as part of a comprehensive needs assessment. Data sources include, Academic Achievement Data – AYP & AIMS, Standards & Rubrics for School Improvement Survey, School Quality Survey, Solutions Team Statements of Finding, and Standards Assessment Inventory (SAI-professional development).

TUSD TITLE I SCHOOLWIDE TYPE III PLAN

SCHOOL NEEDS ASSESSMENT

Using your needs assessment 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?	<input type="checkbox"/> Leadership team to review data and create plan. <input type="checkbox"/> Site Council to review plan. <input type="checkbox"/> Grade Level Meetings to review plan.	<input type="checkbox"/> Agenda and sign-ins <input type="checkbox"/> Tusdstats – Data <input type="checkbox"/> SQS <input type="checkbox"/> SAI <input type="checkbox"/> Standards and Rubrics
	2. How will you communicate the goals to all stakeholders?	<input type="checkbox"/> Parent and student friendly during parent conferences <input type="checkbox"/> Curriculum Night/Open House <input type="checkbox"/> Professional Development on curriculum, instruction and assessment	<input type="checkbox"/> Conference Lists with sign-in <input type="checkbox"/> Sign-ins
	3. What are your plans for implementing and monitoring the specific activities to meet these goals?	<input type="checkbox"/> Professional Development <input type="checkbox"/> Parent meetings <input type="checkbox"/> Teacher mentors (District) <input type="checkbox"/> Create Vesey Teacher Professional Development Needs Assessment <input type="checkbox"/> School Quality Survey	<input type="checkbox"/> Agendas and sign-ins <input type="checkbox"/> Needs Assessment and results <input type="checkbox"/> Data results
	4. How will you sustain or even improve your performance once your goals have been met?	<input type="checkbox"/> Update Standards and Rubrics Needs Assessment <input type="checkbox"/> Update goals to reflect progress	<input type="checkbox"/> New Standards and Rubrics Needs Assessment <input type="checkbox"/> New Goals
	5. What are your plans to support the development of your site as a professional learning community?	<input type="checkbox"/> Professional Development plan centered on curriculum, instruction, assessment, and professional learning community (Eaker and DuFour) <input type="checkbox"/> Teacher Mentor position (District)	<input type="checkbox"/> PD Plan <input type="checkbox"/> Teacher Mentors for new to the district and Novice teachers (1 to 3 years)
	6. What barriers have been identified in this standard and how will they be addressed?	<input type="checkbox"/> Parental Involvement – Community Representative and Counselor Grant <input type="checkbox"/> Language – Funding, Parent Classes <input type="checkbox"/> Technology - Funding, Training <input type="checkbox"/> Time - Funding	<input type="checkbox"/> Newsletters, Website, Flyers <input type="checkbox"/> Interpretation Schedule and Mojave <input type="checkbox"/> Parent Computer in Library with Parental Access <input type="checkbox"/> Community representative and Counselor

TUSD TITLE I SCHOOLWIDE TYPE III PLAN

		<ul style="list-style-type: none"> <input type="checkbox"/> Parental Involvement – Community Representative and Counselor Grant <input type="checkbox"/> Language – Funding, Parent Classes <input type="checkbox"/> Technology - Funding, Training <input type="checkbox"/> Time - Funding 	<ul style="list-style-type: none"> <input type="checkbox"/> Newsletters, Website, Flyers <input type="checkbox"/> Interpretation Schedule and Mojave <input type="checkbox"/> Parent Computer in Library with Parental Access <input type="checkbox"/> Community representative and Counselor
--	--	---	---

TUSD TITLE I SCHOOLWIDE TYPE III PLAN

SCHOOL NEEDS ASSESSMENT

Using your needs assessment data, summarize your findings and recommendations in the space provided.

STANDARD 2	GUIDING QUESTIONS	RESPONSES	SUPPORTING ARTIFACTS/EVIDENCE	
Curriculum, Instruction, and Professional Development	1. How does your SWP systematically address the critical area of curriculum alignment? Include standards, as well as horizontal and vertical articulation.	<input type="checkbox"/> Instructional calendars at each grade level updated yearly <input type="checkbox"/> Grade level meetings twice a month – including data analysis <input type="checkbox"/> Monthly assessments in Reading, Writing and Math <input type="checkbox"/> Quarterly Benchmarks <input type="checkbox"/> K-5 Families	<input type="checkbox"/> Curriculum Binder – calendars, standards, schedules, non-negotiables, Instructional strategies <input type="checkbox"/> PO Checklists and Lesson plans <input type="checkbox"/> Agendas and sign-ins <input type="checkbox"/> Data in assessment folders/binders <input type="checkbox"/> TUSDstats, ATI, DIBELS, DRA <input type="checkbox"/> Release time for grade level planning and assessment	
	Pyramid of Support Tier 1	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?	<input type="checkbox"/> Skillful Teacher for instructional strategies <input type="checkbox"/> SIOP for Sheltered Instruction <input type="checkbox"/> PBIS for Behavior <input type="checkbox"/> Six Traits plus 1 and Writing Program <input type="checkbox"/> Waterford, Zoophonics and Interactive Whiteboards <input type="checkbox"/> FOSS Kits/Science Notebooks <input type="checkbox"/> I do, We do, You do <input type="checkbox"/> Class size reduction <input type="checkbox"/> Math Manipulatives <input type="checkbox"/> Document Cameras <input type="checkbox"/> Mobile Writing Lab <input type="checkbox"/> Buckle Down for AIMS test prep	<input type="checkbox"/> Title 1 Boxes with resource books for professional development <input type="checkbox"/> Curriculum Binders <input type="checkbox"/> Agendas and Sign-ins <input type="checkbox"/> Quarterly, Monthly Benchmarks, DIBELS and DRA (pre/post) <input type="checkbox"/> Monthly Reports from Waterford <input type="checkbox"/> Science Notebooks <input type="checkbox"/> Additional teachers for grades <input type="checkbox"/> Supplemental Books for content areas and Book room <input type="checkbox"/> Math manipulatives for checkout
	3.	What additional instructional strategies	<input type="checkbox"/> Zoophonics for Kindergarten through first	<input type="checkbox"/> Professional Development for

TUSD TITLE I SCHOOLWIDE TYPE III PLAN

Pyramid of Support Tiers 1 & 2	Pyramid of Support Tiers 1 & 2	will be used to support struggling students?	<input type="checkbox"/> Waterford for First <input type="checkbox"/> Differentiated Instruction (Carol Ann Tomlinson) <input type="checkbox"/> Rdg. Intervention/ELD Block – Specialist to assist <input type="checkbox"/> Intermediate Reading Intervention – I.e., Rewards or SRA Corrective Reading <input type="checkbox"/> Reading A to Z <input type="checkbox"/> Rdg. Tutors <input type="checkbox"/> Professional Development Resource Books <input type="checkbox"/> Professional Development Workshop and Classes	instructional strategies <input type="checkbox"/> Workshops/Conferences to continue certified staff learning outside of school <input type="checkbox"/> Book Studies during Staff Development <input type="checkbox"/> Agenda and Sign-ins <input type="checkbox"/> ARID –SCIP <input type="checkbox"/> Teacher Assistance Team Binder <input type="checkbox"/> Lesson Plans <input type="checkbox"/> Reading/Intervention Specialist <input type="checkbox"/> Reading A to Z subscription
	Pyramid of Support	4. How does your school increase the amount of learning time for struggling students?	<input type="checkbox"/> Compensatory Instruction for ELL and Reclassified Students <input type="checkbox"/> Teacher Assistance Team meetings <input type="checkbox"/> Before/After School Tutoring	<input type="checkbox"/> TAT binders <input type="checkbox"/> Lesson plans and Attendance Sheets
		5. How are the professional development needs of your staff assessed and met?	<input type="checkbox"/> Create Vesey Teacher Professional Development Needs Assessment <input type="checkbox"/> Classroom Evaluations and Professional Growth Plans <input type="checkbox"/> PD study groups <input type="checkbox"/> Technology study groups <input type="checkbox"/> Professional Development workshops on Technology and the use of the promethean	<input type="checkbox"/> Use results to guide calendar <input type="checkbox"/> Agendas and Sign-ins <input type="checkbox"/> Professional Growth Plans
		6. How does school leadership support teachers in the following areas:	<input type="checkbox"/> Observations and Evaluations <input type="checkbox"/> Teacher Assistance Team Meetings <input type="checkbox"/> Observations and Evaluations, Grade Level Meetings	<input type="checkbox"/> A. Professional Growth Plans and Lesson plans <input type="checkbox"/> B. Calendar, sign-ins, End of year summary <input type="checkbox"/> C. Professional Growth Plans and Lesson plans, Agendas and sign-ins <input type="checkbox"/> D. Agendas and Sign-ins

TUSD TITLE I SCHOOLWIDE TYPE III PLAN

	7. How are technology standards embedded in classroom instruction?	<input type="checkbox"/> Create Vesey Teacher Professional Development Needs Assessment <input type="checkbox"/> Computer Lab Schedule and Site Tech <input type="checkbox"/> Technology PD group <input type="checkbox"/> Interactive Whiteboards <input type="checkbox"/> Document Cameras and projectors <input type="checkbox"/> Mobile Writing Lab <input type="checkbox"/> Computers for the computer lab	<input type="checkbox"/> PD Needs Assessment <input type="checkbox"/> Computer Tech to attend grade level meetings to review curriculum and instruction needs
	8. What barriers have been identified in this standard and how will they be addressed?	<input type="checkbox"/> Technology Committee – Training/Space/Equipment <input type="checkbox"/> Resources for Educational Materials <input type="checkbox"/> Increase parent understanding on how to support students' learning	<input type="checkbox"/> Professional Learning Community <input type="checkbox"/> Funding <input type="checkbox"/> Parent Workshops

TUSD TITLE I SCHOOLWIDE TYPE III PLAN

SCHOOL NEEDS ASSESSMENT

Using your needs assessment data, summarize your findings and recommendations in the space provided.

STANDARD 3	GUIDING QUESTIONS	RESPONSES	SUPPORTING ARTIFACTS/EVIDENCE
Classroom and School Assessments	1. How are you systemically collecting, disaggregating, and analyzing both formative and summative achievement data to make informed instructional decisions?	<input type="checkbox"/> Collection of Data and Analysis for groupings <input type="checkbox"/> Analysis at Grade Level meetings	<input type="checkbox"/> Assessment Folders/Binder <input type="checkbox"/> Agendas/minutes and sign-ins <input type="checkbox"/> TUSDstats <input type="checkbox"/> ATI <input type="checkbox"/> DIBELS
	2. How do teachers participate in decisions about/and use disaggregated assessment data to improve student achievement?	<input type="checkbox"/> Grade level meetings (2x a month including data analysis)	<input type="checkbox"/> Agendas/minutes and sign-ins
	3. How does the assessment system in place provide timely feedback at the student, class, and school level?	<input type="checkbox"/> Collection of Data and Analysis for groupings <input type="checkbox"/> Analysis at Grade Level meetings <input type="checkbox"/> Feedback to parents and students	<input type="checkbox"/> Agendas/minutes and sign-ins <input type="checkbox"/> Teacher and District Progress Reports <input type="checkbox"/> Parent Teacher Conferences, home communication-newsletters, emails, Vesey Website (teacher and school), phone calls home, behavior and academic notes home <input type="checkbox"/> TUSDstats
	4. What barriers have been identified in this standard and how will they be addressed?	<input type="checkbox"/> Lack of training for Formal Analysis of data <input type="checkbox"/> Formal Data Analysis with flexible groupings not done Schoolwide <input type="checkbox"/> Agendas and sign-ins not turned in <input type="checkbox"/> Resources for managing assessments	<input type="checkbox"/> Professional Development Calendar and Sign-ins

TUSD TITLE I SCHOOLWIDE TYPE III PLAN

SCHOOL NEEDS ASSESSMENT

Using your needs assessment data, summarize your findings and recommendations in the space provided.

STANDARD 4	GUIDING QUESTIONS	RESPONSES	SUPPORTING ARTIFACTS/EVIDENCE
School Culture, Climate, and Communication	1. What is your site doing to create a shared philosophy of commitment, ownership, vision, mission, and goals that promote a culture of excellence?	<input type="checkbox"/> Implementing shared expectations for behavior by the PBIS committee <input type="checkbox"/> Implementing the revised mission statement <input type="checkbox"/> Listing the necessities and priorities for budget resources by site council <input type="checkbox"/> Setting goals by the Title 1 committee <input type="checkbox"/> Supporting the Title 1 parent policy	<input type="checkbox"/> PBIS matrix, high paw coupon, Schoolwide weekly verbal recognition (High Paw Shout-out), PBIS Assembly schedule and rotations <input type="checkbox"/> Training agendas and sign-ins <input type="checkbox"/> Title 1 plan <input type="checkbox"/> Monthly Parent Bulletin <input type="checkbox"/> Parent Compacts and SCIPs <input type="checkbox"/> Weekly Wake Up and Title 1 Cafecito <input type="checkbox"/> Vesey Listserv <input type="checkbox"/> Vesey Facebook page
	2. What specifically is your site doing to ensure a safe, equitable learning environment for students and their families?	<input type="checkbox"/> Implementing the PBIS Behavior Matrix and High Paw Coupon <input type="checkbox"/> Math and Science Night <input type="checkbox"/> Open House/Title 1 Annual Meeting <input type="checkbox"/> Site Council <input type="checkbox"/> Field Trips <input type="checkbox"/> Community Representative <input type="checkbox"/> Learning Support Coordinator	<input type="checkbox"/> PBIS matrix, high paw coupon, Schoolwide weekly verbal recognition (High Paw Shout-out), PBIS Assembly schedule and rotations <input type="checkbox"/> Training agendas and sign-ins <input type="checkbox"/> Flyers and meeting notices <input type="checkbox"/> Registration forms <input type="checkbox"/> PO requisitions <input type="checkbox"/> Monthly Parent Bulletin
	3. What strategies are being implemented to increase parent involvement?	<input type="checkbox"/> Dr. Joyce Epstein Model – parenting, communicating, volunteering, learning at home, decision making, collaborating with the community <input type="checkbox"/> Move On Reading State Law	<input type="checkbox"/> Title 1 plan <input type="checkbox"/> Parent Compacts <input type="checkbox"/> Parent Policy <input type="checkbox"/> SCIPs <input type="checkbox"/> Move On Reading letters

CONSOLIDATED FUND SOURCES INCLUDE: State and Local Maintenance & Operations, Capital, Federal Entitlements (Titles, I, II, III, IV), and School Grant Funding. Blended funds support a comprehensive school environment including a full complement of educational, operational, administrative, and support, including programs, services, and personnel.

TUSD TITLE I SCHOOLWIDE TYPE III PLAN

	<p>4. What opportunities are provided for parent-community involvement in the school?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Using the Community Representative to contact parents and implement workshops <input type="checkbox"/> PTA meetings and functions <input type="checkbox"/> Newsletters/notes/flyers home <input type="checkbox"/> Vesey Website <input type="checkbox"/> PBIS committee with parent representatives <input type="checkbox"/> School Council <input type="checkbox"/> Parent Teacher Conferences <input type="checkbox"/> Open House <input type="checkbox"/> Teacher Assistance Teams <input type="checkbox"/> Family Math and Science Night <input type="checkbox"/> Parent Workshops <input type="checkbox"/> Annual Title I Parent Meeting and parent policy <input type="checkbox"/> Title I Parent Letter/mailings <input type="checkbox"/> Title 1 plan on website 	<ul style="list-style-type: none"> <input type="checkbox"/> Agendas and sign-ins <input type="checkbox"/> PTA Flyers home monthly <input type="checkbox"/> Vesey Website updated as needed <input type="checkbox"/> Monthly Family Bulletin <input type="checkbox"/> Weekly Listserv <input type="checkbox"/> Vesey Facebook page <input type="checkbox"/> Volunteer Sign-in <input type="checkbox"/> TAT binder
	<p>5. How have you notified parents of your school performance status and provided avenues for parent participation in school-wide planning?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Annual Title 1 meeting <input type="checkbox"/> Vesey Brochure <input type="checkbox"/> TUSD website <input type="checkbox"/> Site Council <input type="checkbox"/> PTA 	<ul style="list-style-type: none"> <input type="checkbox"/> Agendas and sign-ins <input type="checkbox"/> PTA flyers home monthly <input type="checkbox"/> Vesey Website updated as needed <input type="checkbox"/> Monthly Family Bulletin <input type="checkbox"/> Weekly Listserv <input type="checkbox"/> Volunteer Sign-in <input type="checkbox"/> Title 1 ppt.
	<p>6. Is there evidence of an effective school-wide discipline plan in place? Is the plan supported by all stakeholders?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> TUSD rights and Responsibilities and Vesey referrals <input type="checkbox"/> PBIS Behavior Matrix <input type="checkbox"/> Restorative Practices <input type="checkbox"/> Student/Parent Handbook <input type="checkbox"/> Faculty Handbook 	<ul style="list-style-type: none"> <input type="checkbox"/> Vesey Referrals <input type="checkbox"/> PBIS matrix, high paw coupon, School wide weekly verbal recognition (High Paw Shout-out), PBIS Assembly schedule and rotations <input type="checkbox"/> TUSD Rights and Responsibilities <input type="checkbox"/> Handbooks
	<p>7. What strategies are in place to bridge gaps when students are transitioning to your school, the next grade, a new school?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Fifth grades visits to Middle Schools <input type="checkbox"/> Kindergarten Round-up/Registration <input type="checkbox"/> Meet the Teacher during registration <input type="checkbox"/> Festival of Schools at Tucson Meet Yourself 	<ul style="list-style-type: none"> <input type="checkbox"/> Registration Packets <input type="checkbox"/> Flyers <input type="checkbox"/> Vesey Website

TUSD TITLE I SCHOOLWIDE TYPE III PLAN

	8. How is student achievement celebrated at your school?	<input type="checkbox"/> Quarterly Scholarly Assembly certificates and pins/medals <input type="checkbox"/> Monthly Vesey VIPS <input type="checkbox"/> Weekly High Paw Shout-outs <input type="checkbox"/> High Paw Coupons <input type="checkbox"/> Principal's MATHster Challenge <input type="checkbox"/> Fifth Grade Honor's Nights <input type="checkbox"/> Band and Orchestra Concerts	<input type="checkbox"/> Certificates, pins and medals <input type="checkbox"/> High Paw Coupons <input type="checkbox"/> Bulletin Board <input type="checkbox"/> Monthly and Quarterly Recognition Ceremonies
	9. How are you communicating to students and members of the school community, in language and format that is easily understood, about academic expectations and individual student progress towards meeting those expectations?	<input type="checkbox"/> Parent Teacher Compacts <input type="checkbox"/> Open House <input type="checkbox"/> Parent Teacher Conferences <input type="checkbox"/> Translation and Interpretation Services <input type="checkbox"/> Monthly Family Bulletin <input type="checkbox"/> Vesey Website <input type="checkbox"/> Progress Reports <input type="checkbox"/> Teacher Assistance Team <input type="checkbox"/> Homework <input type="checkbox"/> Move On Reading State Law <input type="checkbox"/> Developing an intervention plan	<input type="checkbox"/> Parent Teacher Compacts <input type="checkbox"/> Flyers, newsletters, agendas, sign-ins <input type="checkbox"/> Translation and Interpretation Services through Mojave <input type="checkbox"/> Monthly Family Bulletin <input type="checkbox"/> Vesey Website <input type="checkbox"/> Progress Reports <input type="checkbox"/> Teacher Assistance Team Binder <input type="checkbox"/> Move On Reading letters <input type="checkbox"/> SCIPS
	10. What evidence can you provide to demonstrate that your site is a professional learning community where communication and commitment to student learning is key?	<input type="checkbox"/> Grade Level Meetings <input type="checkbox"/> Vesey Website and brochure <input type="checkbox"/> Professional Development	<input type="checkbox"/> Grade Level Meeting Notes <input type="checkbox"/> Vesey Website and brochure <input type="checkbox"/> Agendas and sign-ins <input type="checkbox"/> PD Calendar <input type="checkbox"/> Common Formative Assessments
	11. What barriers have been identified in this standard and how will they be addressed?	<input type="checkbox"/> Lack of training on being a PLC <input type="checkbox"/> Home-school connection <input type="checkbox"/> Limited budget	<input type="checkbox"/> Updated Vesey Non-Negotiable list <input type="checkbox"/> Addressed on an Individual case

TUSD TITLE I SCHOOLWIDE TYPE III PLAN

CONSOLIDATED FUNDING STREAM & PROGRAM INTENTS

FUNDING STREAM	CURRENT YEAR FUND AMOUNT	PROGRAMMATIC FUND INTENTS
M&O	0	Daily Operational Expenses including salaries, benefits, utilities, office supplies, classroom and instructional supply and activities expenses,
CAPITAL		
TITLE I		<ol style="list-style-type: none"> 1. Conduct Comprehensive Needs Assessment 2. Improve the educational program of the entire school 3. Provide effective, timely support to students who are struggling academically 4. Instruction by HQT 5. HQT recruitment & retention 6. Teachers as decision-makers in the use of academic data 7. High Quality Professional Development 8. Student Transition Plan 9. Increase Parent Involvement 10. Coordination/Integration of federal, state, local programs and services
TITLE II	In-Kind	Recruitment & Retention of Highly Qualified Staff High Quality Professional Development – NSDC Standards
TITLE III	In-Kind	English Language Proficiency & Achievement of CORE academic standards for LEP students
TITLE IV	In-Kind	Safe & Drug Free Schools conducive to high levels of learning
GRANT		
GRANT		
GRANT		
TOTAL	\$ 0.00	

CONSOLIDATED FUND SOURCES INCLUDE: State and Local Maintenance & Operations, Capital, Federal Entitlements (Titles, I, II, III,), and School Grant Funding. Blended funds support a comprehensive school environment including a full complement of educational, operational, administrative, and support, including programs, services, and personnel.

TUSD TITLE I SCHOOLWIDE TYPE III PLAN

SCHOOL REFORM MODEL

DESCRIBE THE COMPREHENSIVE 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 SBR SCHOOLWIDE MODEL/OVERARCHING UMBRELLA THAT ADDRESSES THE MAJORITY OF YOUR SCHOOL/STUDENT NEEDS?

THINKING BEYOND SCHOOLS WHERE IT IS BUSINESS AS USUAL: YOUR SCHOOL RECEIVES TITLE I FUNDS TO IMPROVE STUDENT ACHIEVEMENT SYSTEMS.

YOU MUST ADDRESS THESE WITHIN YOUR REFORM MODEL

- 1. INITIATIVES/SYSTEMS YOUR SCHOOL HAS IN PLACE TO PROMOTE RIGOROUS ACADEMIC LEARNING & CLIMATE?**
- 2. SYSTEMS TO ENSURE TIMELY SUPPORT TO STUDENTS WHEN THEY ARE STRUGGLING ACADEMICALLY?**
- 3. A STATEMENT CONVEYING YOUR SCHOOL'S MISSION, BELIEFS, CORE VALUES**
- 4. WHAT THE SCHOOL'S CURRENT REFORM PRIORITIES ARE – HOW ARE THESE REFLECTED IN SOME OF YOUR PLAN GOALS/STRATEGIES**
- 5. WHO WAS INVOLVED IN THE PROCESS OF WRITING YOUR SCHOOLWIDE PLAN AND WHAT DATA WAS INCLUDED IN YOUR NEEDS ASSESSMENT**
- 6. THE RESEARCH BASE FOR YOUR SELECTED REFORM MODEL**

MISSION

Vesey Elementary School values and challenges every student to become a lifelong learner and contributing member of our diverse society.

CORRELATES OF EFFECTIVE SCHOOLS (LARRY LEZOTTE, 1991)

Instructional Leadership – We believe that administrators and faculty act as instructional leaders and effectively and persistently communicate the mission to the Vesey Community.

- Instructional Leaders – Administrators, Learning Support Coordinator, Classroom Teachers and Grade Level Liaisons
- Communication - Grade Level collaboration and planning, Professional Development resources, Curriculum Binder with Instructional Calendars

Clear and Focused Mission – We believe there is a clear commitment to the instructional goals, priorities, assessment procedures and accountability. All members are responsible for students' learning.

- Goals and Priorities – Supporting every student to meet or exceed the standards at grade level in all academic areas.
- Assessment – Consistent and on-going assessment with feedback
- Accountability – Assessments and data analysis are tools for learning, providing interventions, informing daily instructional decisions and differentiation of instruction

Frequent Monitoring of Student Progress - We believe that student academic progress should be measured frequently using a variety of assessments.

- Tools for Monitoring – DIBELS, TUSDstats, Professional Development sessions, DRA, Monthly and Quarterly Assessments, SCIPs, DIBELS Progress Monitoring, Grade Level Meetings including data analysis

CONSOLIDATED FUND SOURCES INCLUDE: State and Local Maintenance & Operations, Capital, Federal Entitlements (Titles, I, II, III), and School Grant Funding. Blended funds support a comprehensive school environment including a full complement of educational, operational, administrative, and support, including programs, services, and personnel.

TUSD TITLE I SCHOOLWIDE TYPE III PLAN

Opportunity to Learn, Time on Task - We believe that all learners should be actively engaged in the learning process.

- Science notebooks, Interactive Whiteboards, Standards/objectives communicated, instructional/procedural scaffolding, guided reading, I do-we do-you do, think-alouds, differentiated instruction, vertical and horizontal planning, flexible groupings, computer lab

Climate of High Expectations for Success - We believe that having high expectations is essential for student learning.

- PBIS, Vesey Pledge, SIOP, Positive Attitude + Working Hard=Success (PAWS)

Safe and Orderly Environment – We believe that a structured and positive environment at school, develops physical, emotional, and social well-being.

- Structures - Positive Behavior Intervention System, visitor badges and sign-in logs, secure campus and safety procedures, Learning Support Coordinator and Restorative Practices

Positive Home-School Relations – We believe that strong partnerships among the school community, students and families are established through trust, respect and effective communication.

- Multiple and varied forms of communication with parents and community

NEEDS ASSESSMENT TOOLS

TUSD District Improvement Plan

Standards and Rubrics School Improvement Survey Results for Vesey

Standards Assessment Inventory Survey

School Quality Survey Summaries for Parents, Students and Staff

AIMS, DIBELS, Quarterly Benchmark Data, DRA, Stanford 10 and

classroom assessment data

GROUP MEMBERS NAMES

Leah Dardis, Principal

Susan Bauer, Teacher

Kristen Kvaran, Teacher

Jennifer Culbertson, Teacher

Donna Svob, Teacher

Debra Scarborough, Teacher

Donita Montgomery, Teacher

TUSD TITLE I SCHOOLWIDE TYPE III PLAN

PRIORITIES FOR THIS YEAR

According to the results of the data from the needs assessment tools, the two priorities identified for this year are Reading and Math.

GOALS

The main goal that we want to accomplish is:

- To increase student achievement in Reading and Math, Vesey will use strategies to improve instruction and increase student engagement (i.e., Guided Reading groups, Differentiated Instruction, common formative assessments and TUSD Elementary Mathematics Foundational Instructional Expectations), the achievement data will demonstrate meeting AMO at each grade level.

CLOSING STATEMENT

- Vesey Elementary School is committed to providing a quality education for all students. To this end, data-driven decision making, comprehensive needs assessments, high quality instruction, implementation of strategies and the effective correlates of instruction schoolwide will establish meaningful involvement within the Vesey community.

TUSD TITLE I SCHOOLWIDE TYPE III PLAN

ACTION PLAN

SMART GOAL – Reading/Language Arts District- Reading/Language Arts Proficiency During the 2011 – 2012 school year, TUSD schools will improve reading scores as measure by the AIMS in order to meet or exceed the percent passing required by the Annual Measurable Objective(AMO) at all levels and in all subgroups, targeting those subgroups identified to be most at risk. SITE GOAL: Increase the percentage of Benchmark Kindergarten students on the DIBELS overall composite from 19% to 70% at the Spring Benchmark. Increase the percentage of Benchmark First Grade students on the DIBELS overall composite from 44% to 70% at the Spring Benchmark. Increase the percentage of Benchmark Second Grade students on the DIBELS overall composite from 54% to 70% at the Spring Benchmark. 81.2% of the Third Grade students will meet or exceed the standard on the Spring 2011-2012 AIMS Reading test. 78% of the Fourth Grade students will meet or exceed the standard on the Spring 2011-2012 AIMS Reading test. 77.2% of the Fifth Grade students will meet or exceed the standard on the Spring 2011-2012 AIMS Reading test.				Assessment/Benchmark Goals			
				Assessment Type	1 st Qtr DIBELS/ 10-11 AIMS	2 nd Qtr	3 rd Qtr DIBELS/ 11-12 AIMS
				Baseline K – 19% 1 –44% 2 –54 % 3 – % 4 – 64.3% 5 – 76.4%	K – % 1 –% 2 – % 3 – % 4 – % 5 – %	K – 70% 1 –70% 2 –70 % 3 – 81.2% 4 – 78% 5 – 77.2%	
DATA SUPPORTING GOAL: 1. STANFORD 10 – AIMS 2. DIBELS 3.		What is the concept level targeted area within the goal? A review of data indicates the following: Students in grades K, 1, and 2 will benefit from targeted instruction in phonics and comprehension. In grades 3, 4 and 5 will benefit from targeted instruction in the literary elements and overall comprehension.					
Reform Model Connections within this Goal		Lezotte’s Correlate - Instructional Leadership, Clear and Focused Mission, Frequent Monitoring of Student Progress, Opportunity to Learn, Time on Task, Climate of High Expectations for Success					
Strategies	RESEARCH BASED STRATEGY TO ACHIEVE GOAL	Strengthen instruction for all students					
Action	ACTIONS TO IMPLEMENT STRATEGY	PERSON(S) Accountable	METHOD TO MONITOR/EVALUATE ACTION(s)	TIMELINE		Estimated Funding Requirement	Which Program(s) Intents are addressed by this action?
				Begin	End		
Action	Guided Reading is small group reading instruction designed to provide differentiated teaching that supports students in developing reading proficiency.	All staff	Lesson Plans, Guided Reading Plans, PO Checklists, walk-throughs	08/11	05/12	\$8,500.00	M&O, Title I

CONSOLIDATED FUND SOURCES INCLUDE: State and Local Maintenance & Operations, Capital, Federal Entitlements (Titles, I, II, III,), and School Grant Funding. Blended funds support a comprehensive school environment including a full complement of educational, operational, administrative, and support, including programs, services, and personnel.

TUSD TITLE I SCHOOLWIDE TYPE III PLAN

Action	Common Formative Assessments- All classroom teachers will ensure delivery of grade level content and assess learning through the use of common formative assessments on a monthly and quarterly basis. Standards will be unwrapped and data analyzed to inform classroom practices.	All staff	Lesson plans, grade level meeting minutes, monthly and quarterly assessment data and spreadsheets	08/11	05/12		M&O, Title I
	RESEARCH BASED STRATEGY TO ACHIEVE GOAL	Intervention program for struggling students					
Action	ACTIONS TO IMPLEMENT STRATEGY	PERSON(S) Accountable	METHOD TO MONITOR/ EVALUATE ACTION(s)	TIMELINE		Estimated Funding Requirement	Which Program(s) Intents are addressed by this action?
				Begin	End		
Action	Students who are not meeting the standard in Reading will participate in intervention time throughout the day.	All staff	Lesson plans, walk-throughs	08/11	05/12		M&O, Title I
Action	Technology Based Interventions – Students who are not meeting the standard for Reading will participate in technology-based interventions throughout the day	All staff	K-1 Waterford 2-5 SuccessMaker	08/11	05/12	\$35,000.00	

TUSD TITLE I SCHOOLWIDE TYPE III PLAN

ACTION PLAN

SMART GOAL –MATH		Assessment/Benchmark Goals			
		Assessment Type	1 st Qtr	2 nd Qtr	3 rd Qtr AIMS
<p>District Goal: During the 2011 – 2012 school year TUSD schools will improve math scores as measured by the AIMS in order to meet or exceed the percent passing required by the Annual Measurable Objective (AMO) at all levels and in all subgroups, targeting those subgroups identified to be most at risk.</p> <p>SITE GOAL: 70% of the Kindergarten, First and Second Grade students will meet or exceed the standard on the 4th Quarter Envisions placement/diagnostic test. 77% of the Third Grade students will meet or exceed the standard on the Spring 2011-2012 AIMS Math test. 75% of the Fourth Grade students will meet or exceed the standard on the Spring 2011-2012 AIMS Math test. 72% of the Fifth Grade students will meet or exceed the standard on the Spring 2011-2012 AIMS Math test.</p>		K – %	K – %	K – 70%	
		1 – %	1 – %	1 – 70 %	
		2 – %	2 – %	2 – 70%	
		3 – %	3 – %	3 – 77%	
		4 – 64.2%	4 – %	4 – 75%	
		5 – 54.9%	5 – %	5 – 72%	
DATA SUPPORTING GOAL:	What is the concept level targeted area within the goal?				
Envisions Diagnostic/Placement Test AIMS	A review of data indicates the following: Students in K, 1, 2 will benefit from targeted instruction in counting and cardinality (Kindergarten), Operations and Algebraic Thinking (First Grade) and Number Sense and Numerical Operations. Students in 3, 4, and 5 will benefit from targeted instruction in number sense, data analysis, and probability.				
Reform Model Connections within this Goal	Lezotte’s Correlate – Instructional Leadership, Clear and Focused Mission, Frequent Monitoring of Student Progress, Opportunity to Learn, Time on Task, Climate of High Expectations for Success				

RESEARCH BASED STRATEGY TO ACHIEVE GOAL		Strengthen instruction for all students					
Action	ACTIONS TO IMPLEMENT STRATEGY	PERSON(S) Accountable	METHOD TO MONITOR/EVALUATE ACTION(s)	TIMELINE		Estimated Funding Requirement	Which Program(s) Intents are addressed by this action?
				Begin	End		
Action	Common Formative Assessments- All classroom teachers will ensure delivery of grade level content and assess learning through the use of common formative assessments on a monthly and quarterly basis. Standards will be unwrapped and data analyzed to inform classroom practices.	All staff	Lesson plans, grade level meeting minutes, monthly and quarterly assessment data and spreadsheets	08/11	05/12		M&O, Title I
Action	TUSD Elementary Mathematics Foundational Instructional Expectations – All classroom teachers will implement a 60 to 90 minute Math Block, Math Fact Fluency, Homework 4X/week, Topic Tests, Cohort Analysis and Fidelity to Standards	All staff	Lesson Plans, walk-throughs	08/11	05/12		M&O, Title I
RESEARCH BASED STRATEGY TO ACHIEVE GOAL		Intervention program for struggling students					
Action	Students who are not meeting the standard in Math will participate in intervention time throughout the day.	All staff	Lesson plans, walk-throughs	08/11	05/12		M&O, Title I
Action	Technology Based Interventions – Students who are not meeting the standard for Math will participate in technology-based interventions throughout the day	All staff	K-1 Waterford 2-5 SuccessMaker	08/11	05/12	\$35,000.00	

CONSOLIDATED FUND SOURCES INCLUDE: State and Local Maintenance & Operations, Capital, Federal Entitlements (Titles, I, II, III,), and School Grant Funding. Blended funds support a comprehensive school environment including a full complement of educational, operational, administrative, and support, including programs, services, and personnel.

TUSD TITLE I SCHOOLWIDE TYPE III PLAN

ACTION PLAN

SMART GOAL – ELL				Assessment/Benchmark Goals			
District Goal – TUSD will attain the Annual Measurable Achievement Objective (AMAO) of “Making Progress” toward English language proficiency by achieving an overall, district-wide 20% reclassification rate as measured by AZELLA. SITE GOAL: Vesey will increase from 43.5% to 55% reclassification rate as measured by AZELLA.				Assessment Type			
				Grade Level			
				Hampton Brown Avenues E-Assessment			
DATA SUPPORTING GOAL:		A review of data indicates the following:					
AZELLA, Reclassification Rates		Our school has 75 English Language Learners. We reclassified 43.5% of last year’s ELLs.					
Reform Model Connections within this Goal		Lezotte’s Correlate - Instructional Leadership, Clear and Focused Mission, Frequent Monitoring of Student Progress, Opportunity to Learn, Time on Task, Climate of High Expectations for Success					
Strategy	Title III – In-Kind	This school benefits from district Title III services. Services include Language Acquisition staff to assess and monitor student progress – AZELLA and a web-system for schools to track student progress. Provision of ELD curriculum materials. Professional development in the use of ELD materials and use of technology to improve student achievement as well as methods to support all language acquisition models; including the 4-hour block instruction, and effective sheltered instruction. Language Acquisition staff also conduct frequent instructional program monitoring.					
State	Site-Based SBR Strategy	Implementation of a State Approved English Language Instructional Model for all English Language Learners.					
Action	SITE-BASED SUPPLEMENTAL ACTIONS	PERSON(S) Accountable	METHOD TO MONITOR/EVALUATE ACTION(S)	TIMELINE		Estimated Funding Requirement	Which Program(s) Intents are addressed by this action?
				Begin	End		
Action	Provide a 4 hour self-contained ELD model per State Requirement	ELD teachers, principal	Lesson plans, walk-throughs, reclassification rate	08/11	05/12		M&O, Title I, Title III
Action	Implementation of the SIOP strategies, specifically posting clear language and content objectives	Teachers, principal	Walkthroughs	08/11	05/12		M&O, Title I, Title III

CONSOLIDATED FUND SOURCES INCLUDE: State and Local Maintenance & Operations, Capital, Federal Entitlements (Titles, I, II, III,), and School Grant Funding. Blended funds support a comprehensive school environment including a full complement of educational, operational, administrative, and support, including programs, services, and personnel.

TUSD TITLE I SCHOOLWIDE TYPE III PLAN

ACTION PLAN

SMART GOAL – Special Education District Proficiency Academic Proficiency for Special Education Students TUSD will reduce the number of students in our self contained classrooms by providing full inclusion for 10% (1-2 students per year) of these students in a minimum of 50% of our self-contained classrooms. SITE GOAL: 100% of SPED students will meet their Individual Education Plan (IEP) goals annually.								
DATA SUPPORTING GOAL: 1. Formative and Summative Assessments			What is the concept level targeted area within the goal? A review of data indicates the following: Exceptional Education students would benefit from targeted instruction based on their IEPs.					
Reform Model Connections within this Goal			Lezotte’s Correlate - Instructional Leadership, Clear and Focused Mission, Frequent Monitoring of Student Progress, Opportunity to Learn, Time on Task, Climate of High Expectations for Success					
Strat eg	RESEARCH BASED STRATEGY TO ACHIEVE GOAL		Modified SBR Instruction					
Action	ACTIONS TO IMPLEMENT STRATEGY		PERSON(S) Accountable	METHOD TO MONITOR/ EVALUATE ACTION(s)	TIMELINE		Estimated Funding Requirement	Which Program(s) Intents are addressed by this action?
Action	Modified Instruction that could be guided by data from Quarterly, Monthly Assessments, TAT (I.E.P. and 504) process and pacing guides		Teachers, principal	Lesson plans, walk-throughs	08/11	05/12		M&O

TUSD TITLE I SCHOOLWIDE TYPE III PLAN

ACTION PLAN

SMART GOAL – HQ Teachers and Para-Professionals District – By 2011 all teachers of core academic subjects will be highly qualified as measured by teacher certification and HQT documentation and school documentation of HQT alignment. Site Goal – All teachers will be Highly Qualified as measured by the HQT attestations.				Assessment/Benchmark Goals					
				Assessment Type	1 st Qtr	2 nd Qtr	3 rd Qtr		
				Principal Attestations HQT Staff Documentation/ Certification					
DATA SUPPORTING GOAL:		A review of site data indicates the following: All classroom teachers and paraprofessionals are highly qualified.							
Site Principal Attestation, Site Highly Qualified Staff Documentation									
Reform Model Connections within this Goal		Lezotte’s Correlate - Instructional Leadership, Clear and Focused Mission, Frequent Monitoring of Student Progress, Opportunity to Learn, Time on Task, Climate of High Expectations for Success							
Strategy	In-Kind Services	Our school benefits from in-kind Title II services. We utilize the TUSD Human Resources comprehensive system addressing highly qualified staff recruitment and retention. These services include district national recruitment of highly qualified staff, internal and external recruitment and placement procedures, and candidate screening processes. Teachers have access to professional coaches and mentors. Additionally, staff at our site have eligibility for internal grow our own programs, alternative certification pathways including AEPA study groups for Math, and tuition reimbursement programs for hard to fill areas including Math, Science, Special Education, and Reading Endorsements. Other In-Kind Services under Title II include eligibility to participate in district-sponsored professional development offerings.							
Strategy	Site-based SBR Strategy	Annually, the principal will assure and maintain that 100% of personnel meet the required HQT criteria.							
Action	SITE-BASED SUPPLEMENTAL ACTIONS	PERSON(S) Accountable	METHOD TO MONITOR/EVALUATE ACTION(s)	TIMELINE		Estimated Funding Requirement	Which Program(s) Intents are addressed by this action?		
				Begin	End				
Action	Annual HQT Teacher Certification by site	Principal	Principal Attestations HQT Staff Documentation/ Certification	08/11	05/12	Title II Central– In-Kind	Title II – HQT & PD		

CONSOLIDATED FUND SOURCES INCLUDE: State and Local Maintenance & Operations, Capital, Federal Entitlements (Titles, I, II, III,), and School Grant Funding. Blended funds support a comprehensive school environment including a full complement of educational, operational, administrative, and support, including programs, services, and personnel.

TUSD TITLE I SCHOOLWIDE TYPE III PLAN

ACTION PLAN

SMART GOAL –Leadership – How will your site develop shared leadership in the development, budgeting, implementation, and evaluation of this plan? SITE GOAL: Representatives of all key stakeholders will collaborate in the process of creating, disseminating, and evaluating this SWIII plan and ensure its implementation by the end of the 2011-2012 school year as documented by decision making group agendas and classroom walkthrough data.						Frequency of Monitoring				
						Implementation Monitoring	1 st Qtr	2 nd Qtr	3 rd Qtr	
						Walkthroughs Agendas	20% 2	40% 2	80% 2	
Describe how leadership is distributed to school stakeholders. How will you communicate your plan to all stakeholders in a pervasive manner? Site Council Meetings, PTA, Listserv, Monthly Family Bulletin, Vesey Website, Parent Teacher Conferences, Parent Compacts, Open House, Community Representative, Monthly Cafecitos with Principal, Family Nights, Flyers, Announcements, Counselors, Grade Level Liaisons										
Reform Model Connections within this Goal		Lezotte’s Correlate - Instructional Leadership, Clear and Focused Mission, Climate of High Expectations for Success, Positive Home-School Relations								
Strat egy	STRATEGY TO ACHIEVE GOAL	Leadership will use multiple and varied forms of communication to create, disseminate and evaluate the SWIII plan								
Action	ACTIONS TO IMPLEMENT STRATEGY	PERSON(S) Accountable	METHOD TO MONITOR/EVALUATE ACTION(s)	TIMELINE		Estimated Funding Requirement	Which Program(s) Intents are addressed by this action?			
				Begin	End					
Action	Title 1 team meets to create and evaluate the SWIII plan twice a year.	Title I team, principal	Approved plan, administrative walk throughs, Title I team meetings and decision making group agendas	08/11	05/12		M&O, Title I,			
Action	Disseminating information through varied and multiple forms of communication – See above	All staff	Annual Title I meeting, copies of information sent by school, SQS results	08/11	05/12		M&O, Title I,			

CONSOLIDATED FUND SOURCES INCLUDE: State and Local Maintenance & Operations, Capital, Federal Entitlements (Titles, I, II, III,), and School Grant Funding. Blended funds support a comprehensive school environment including a full complement of educational, operational, administrative, and support, including programs, services, and personnel.

TUSD TITLE I SCHOOLWIDE TYPE III PLAN

ACTION PLAN

SMART GOAL - Safe & Drug Free Schools Conducive to Learning District – Promote a district wide coordinated program using a team approach to support evidence-based curriculum and strategies to decrease drug and alcohol and violence use by 1% for all students as measured by drug and violence suspension reports. SITE GOAL: Using the PBIS Framework, all classroom teachers in grades K -5 will teach the behavior matrix initially in August and each month thereafter and give Positive Student Feedback to the Vesey Kindergarten through Fifth grade students on a regular basis, so that there is a decrease in the number of student discipline referrals.				Assessment/Benchmark Goals			
				School Suspension Data Student Referral Data	1 st Qtr	2 nd Qtr	3 rd Qtr
				K –			K – 40
				1 –			1 – 30
				2 –			2 – 40
				3 –			3 – 50
				4 –			4 – 40
				5 –			5 – 20
DATA SUPPORTING GOAL: School Suspension and Referral Data SAIS School-Wide Behavior Model Data		A review of data indicates the following: We have reduced the number of student discipline referrals.					
Reform Model Connections within this Goal		Lezotte’s Correlate - Safe and Orderly Environment					
Strat egy	Title IV In-Kind	Our school benefits from access to district services provided with Title IV funds. These services include access to prevention educators and FASST education programs for secondary schools. Elementary and Secondary school initiatives include anti-violence education programs, student leadership programs, and leadership training in restorative justice.					
Strat egy	Site-based SBR Strategy	Implement effective intervention programs					
	SITE-BASED SUPPLEMENTAL ACTIONS	PERSON(S) Accountable	METHOD TO MONITOR/ EVALUATE ACTION(S)	TIMELINE		Estimated Funding Requirement	Which Program(s) Intents are addressed by this action?
				Begin	End		
Ac tio	PBIS	All staff	Rotations, Assemblies, Vesey VIPs	08/11	05/12		M&O
Acton	Learning Support Coordinator	LSC, All Staff	Weekly Wake Up	08/11	05/12		M&O

CONSOLIDATED FUND SOURCES INCLUDE: State and Local Maintenance & Operations, Capital, Federal Entitlements (Titles, I, II, III,), and School Grant Funding. Blended funds support a comprehensive school environment including a full complement of educational, operational, administrative, and support, including programs, services, and personnel.

TUSD TITLE I SCHOOLWIDE TYPE III PLAN

ACTION PLAN

SMART GOAL – High School Graduation Rate and Transition Goal NCLB Goal High School Graduation - All students will graduate from high school District – TUSD will improve cohort graduation rates by 1% per year by increasing students’ continuous and sustained high school enrollment as measured by graduation rate data, student enrollment, and attendance data. SITE GOAL: Vesey will increase the attendance from 93.22% to 95% as measured by attendance records.				Assessment/Benchmark Goals			
				Assessment Type ATI, Grade Level	1 st Qtr	2 nd Qtr	3 rd Qtr
				HS Graduation Rates Attendance Data Transitional Program Data			
DATA SUPPORTING GOAL:		What is the targeted area within the goal?					
Attendance Data		A review of data indicates the following: That attendance at the school will be 95%.					
Reform Model Connections within this Goal		Lezotte’s Correlate – Opportunity to Learn, Time on Task, Climate of High Expectations for Success, Positive Home-School Relations					
Strategic	Site-based SBR Strategy	Create a program for fifth grade students to transition to middle schools					
Action	ACTIONS TO IMPLEMENT STRATEGY	PERSON(S) Accountable	METHOD TO MONITOR/EVALUATE ACTION(s)	TIMELINE		Estimated Funding Requirement	Which Program(s) Intents are addressed by this action?
				Begin	End		
Action	Middle school will visit Vesey	Fifth grade teachers, administrators	registration forms, student feedback	08/11	05/12		M&O, Title I
	Site-based SBR strategy	Provide Timely Supports To Students					
Action	ACTIONS TO IMPLEMENT STRATEGY	PERSON(S) Accountable	METHOD TO MONITOR/EVALUATE ACTION(s)	Timeline		Estimated Funding Requirement	Which Program(s) Intents are addressed by this action?
				Begin	End		
Action	Identify and provide interventions using data as documented by SCIPS, 504 plans and the TAT process.	Faculty , principal	504 plans, SCIPs, TAT binder	08/11	05/12		M&O, Title I

CONSOLIDATED FUND SOURCES INCLUDE: State and Local Maintenance & Operations, Capital, Federal Entitlements (Titles, I, II, III,), and School Grant Funding. Blended funds support a comprehensive school environment including a full complement of educational, operational, administrative, and support, including programs, services, and personnel.

TUSD TITLE I SCHOOLWIDE TYPE III PLAN

ACTION PLAN - PARENT INVOLVEMENT

SMART GOAL – PARENT INVOLVEMENT					
This goal addresses how sites will create and support meaningful parent involvement					
District Goal: TUSD will see a 5% increase at Title I schools in parent involvement as measured by participation in school and district-level decision making bodies, parent workshops and conferences between the 10-11 and 11-12 school years.					
Site Goal: Vesey will increase attendance for parent workshops, family nights, and cafecitos by 10% as measured by the sign-in sheets.					
Reform Model Connections within this Goal		Lezotte’s Correlate – Climate of High Expectations for Success, Positive Home-School Relations			
Strategic	RESEARCH BASED STRATEGY TO ACHIEVE GOAL	Implement the Joyce Epstein Model of Parent Involvement.			
ACTIONS/ACTIVITIES TO IMPLEMENT THE JOYCE EPSTEIN MODEL	PARENT INVOLVEMENT ACTIVITIES OUTLINE (The activities which will support the strategy listed at left)	PROPOSED ACTIVITY DATE(S)	MONITORING EVIDENCE /ARTIFACTS FROM ACTIVITY	PERSON RESPONSIBLE FOR IMPLEMENTATION	Which Program(s) Intents are addressed by this action?
Dedicated Parent Involvement Staff	FL/CR Training & Staff Development	Annually Monthly	Sign-In Sheets Training Materials	District Coordinator School Principal Site Liaison/Rep	Title I
Parenting	1. PBIS meetings	Annually	Sign-ins	Community Representative, Administrators	Title I
Communicating	1. Parent Involvement Policy 2. Parent Compact 3. Vesey Website 4. Weekly Announcements through principal listserv and a monthly Family Bulletin	Monthly and quarterly	Flyers, examples of each.	Community Representative, Administrators	Title I
Volunteering	1. Maintain parent volunteer meeting room with community representative to facilitate volunteer opportunities	On-going	Daily sign-ins	Community Representative, Teachers, Administrators	Title I
Learning at Home	1. MAPPS and MAWS program implemented with childcare and dinner (TBD)	Yearly	Sign-ins	Teachers, Administrators	Title I
Decision Making	1. Increase parent-attendance at PTA/School site council meetings	Monthly	Sign-ins	Community Representative, Teachers, Administrators	Title I
Collaborating with the Community	1. Make A Difference Day Adoption by Pantano Christian Church	Yearly	Newsletter and website	Teachers, Administrators	Title I

CONSOLIDATED FUND SOURCES INCLUDE: State and Local Maintenance & Operations, Capital, Federal Entitlements (Titles, I, II, III,), and School Grant Funding. Blended funds support a comprehensive school environment including a full complement of educational, operational, administrative, and support, including programs, services, and personnel.

TUSD TITLE I SCHOOLWIDE TYPE III PLAN

PRE-SUBMISSION CHECKLIST FOR THE

1. Data about the school and the students it serves are provided.
2. Data about the academic achievement of all students are provided.
3. A thorough school needs assessment was conducted using the ADE *Standards and Rubrics for School Improvement* and other data (Academic Data (AIMS), School Quality Survey, SAI Survey, etc.)
4. Responses were written for each Guiding Question in the School Needs Assessment.
5. All required goal area's are addressed with SMART (Specific, Measurable, Appropriate, Results-Oriented, Time-bound) format, appropriate level of rigor, reflecting an emphasis on student growth and/or other indicators of improved performance
6. All targeted academic goals are supported by an analysis of AIMS data disaggregated by concept and, if applicable, DIBELS, Terra Nova results.
7. Quarterly benchmarks reflect an adequate measure of growth.
8. The concept level targeted area aligns with the targeted goal and reflects specific strands and grade levels for academic goals.
9. Programs/Models currently in place have been analyzed in terms of whether they are scientifically research-based and are successfully addressing the targeted goals.
10. The implementation strategies appear likely to lead to the desired student results.
11. The professional development plan relates directly to the strategies to be implemented.
12. Adequate resources have been identified to implement the intervention/reform model.

TUSD TITLE I SCHOOLWIDE TYPE III PLAN

ATTACHMENTS & TIPS

Annual Attachments– Submit a copy of:	TIPS – Keep records/artifacts of:
<ol style="list-style-type: none"> 1. Updated Plan including: <ol style="list-style-type: none"> a. Needs Assessments b. Action Plans <ol style="list-style-type: none"> i. Current academic goals ii. Current quarterly benchmark goals iii. Current strategies (edit as necessary) c. Staff Development Calendar 2. Current 301 Goals 3. Current Parent Involvement Policy 4. Copy of Title I Parent Compact 5. Title I Budget 6. Technology Plan 	<ol style="list-style-type: none"> 1. Title I Events & Processes: <ol style="list-style-type: none"> a. Sign-In Sheets b. Agendas c. Notes/Minutes d. Needs Assessments e. Parent Events f. Letters/Notes/News Home 2. School Label/Improvement Notices or letters home 3. Title I Budget - Regular