



**Lt. Elmer J. McMahon Elementary School  
School Improvement Plan  
Timeline and Process Checklist**

<b>Overall Timeline</b>	<b>Action</b>	<b>Who is Responsible</b>	<b>By When</b>	<b>Complete?</b>
August 2011 Plan	Introduce DIP/SIP topics to principals <ul style="list-style-type: none"> <li>• Alignment between DIP &amp; SIP</li> <li>• SIP development process</li> <li>• Principles of SIP development</li> </ul>	Plan Ctte.	August 3	Yes
	Share model SIPs for guidance	Plan Ctte.	Early-August	Yes
	Review and analyze key school data	Principals	Mid-August	Yes
	Action plan and set school targets	Principals	Mid-August	Yes
	Provide core-message to use for communication	Plan Ctte.	August 22	<input type="checkbox"/>
	Complete DRAFT SIP: <ul style="list-style-type: none"> <li>• Introduce to school staff</li> <li>• Submit to Assistant Superintendent</li> </ul>	Principals	August 29	Yes
September 2011 Implement	Provide feedback on DRAFT SIPs to Principals	Plan Ctte.	September 6	<input type="checkbox"/>
	Provide support to Principals on feedback	Plan Ctte.	Mid-Sept	<input type="checkbox"/>
	Submit FINAL SIP to Assistant Superintendent	Principals	September 16	<input type="checkbox"/>
	Review and approve SIPs	School Ctte.	October 3	<input type="checkbox"/>
	Provide core-message to use for communication	Plan Ctte.	Early Oct	<input type="checkbox"/>
	Share SIP with parents and other stakeholders	Principals	Early Oct	<input type="checkbox"/>
	Share forum and timeline for monitoring progress	Plan Ctte.	Early Oct	<input type="checkbox"/>
Sept – June 2012 Monitor Progress	School Instructional Leadership teams meet regularly (TBD) to monitor progress on plan, analyze performance data, and action plan for future improvement <ul style="list-style-type: none"> <li>• School and district generate data for ongoing monitoring</li> <li>• SILT meeting topics focus on:               <ul style="list-style-type: none"> <li><input type="checkbox"/> Generating concrete intervention and improvement strategies</li> <li><input type="checkbox"/> Sharing what is working via measurable increases in student learning</li> <li><input type="checkbox"/> Analyzing performance data</li> <li><input type="checkbox"/> Updating quarterly data to display and share progress towards goals</li> </ul> </li> </ul>	Principals with District ILT support	School year	<input type="checkbox"/>
	Share progress towards goals with key stakeholders	Principals	School year	<input type="checkbox"/>

**Lt. Elmer J. McMahon Elementary School**  
**School Improvement Plan**  
**School Year 2011-2012**  
*Created by: The McMahon School Instructional Leadership Team*

**Overview of District and School Improvement Planning**

**District Improvement Planning:** The District Accelerated Improvement Plan was created in Summer 2011 to provide a focused plan for action in the Holyoke Public Schools. The plan focuses on improvements that can move the needle to help students this school year.

The plan includes three strategic objectives and 8 initiatives:

1. Instructional Quality
  - a. District Instructional Leadership Team(DILT)
  - b. School Instructional Leadership Team (SILT)
  - c. Teachers
2. Data and inquiry
  - a. District uses data and inquiry to inform instruction and evaluate programs
  - b. School uses data and inquiry to inform instruction and evaluate programs
  - c. Teachers use data and inquiry to inform instruction
3. Focus on literacy
  - a. Develop and implement an aligned standards-based curriculum
  - b. Use common formative assessments to inform instruction
  - c. Provide tiered intervention system to target student needs, particularly ELL and Special Education students

**School Improvement Planning:** McMahon's School Improvement Plan aligns to the District Improvement Plan by having school-specific Evidence of Change Activities for each District Strategic Objective. McMahon School has a newly-formed Instructional Leadership Team that includes representation from all key constituencies: administration, coaches and teachers from multiple grade levels and disciplines.

In addition to addressing the District Strategic Objective, McMahon's SIP includes an additional core objective:

4. Strengthening student performance in Mathematics
  - a. Continuous improvement of the Mathematics Workshop at all levels
  - b. Differentiated instruction targeted to ELL and SPED students
  - c. Appropriate interventions

## **School Analysis of Needs:**

**MEPA/ MCAS Analysis:** 2011 summative assessment data showed significant growth overall in student achievement in MEPA. In the aggregate, 67% of McMahon ELL students made progress. All grade spans showed significant results, with three of the four grade spans showing a 60% growth or higher (81% of K-2 students made progress). Grade span 5-6 showed a growth of 42%, which is lower than the other grade spans (this will be addressed through differentiated instruction strategies). 2011 data indicates more growth in Mathematics than ELA, but not significant growth. In the ELA aggregate, the CPI increased slightly to 74.0 (73.9 in 2010), while mathematics CPI increased to 61.7 (58.4 in 2010). All subgroups showed progress in ELA CPI, with SPED students showing a 7.5 increase and LEP students showing a 6.6 increase. All subgroups also showed progress in Mathematics CPI, with SPED students showing an 8.1 increase and LEP students showing a 5.9 increase.

### **Detailed Analysis:**

- **SPED Subgroup:** The McMahon SPED subgroup has shown positive increases in CPI. The English Language Arts CPI increased to 51.9 in 2011 (a 7.5 point increase) and increased in Mathematics to 43.5 (an 8.1 point increase). While these gains are being celebrated, the SPED subgroup is well below the State CPI. This discrepancy is also a top priority for scheduling, personnel and instruction for the 2011-2012 school year.
- **ELL Subgroup:** The McMahon subgroup has shown positive increases in CPI. The English Language Arts CPI increased to 49.6 in 2011 (6.6 point increase), while the Mathematics CPI increased to 40.1 (5.9 point increase). While these positive gains are being celebrated, the ELL subgroup is well below the State CPI. This discrepancy is also a top priority for scheduling, personnel and instruction for the 2011-2012 school year.

With this analysis in mind, the remainder of this document includes descriptions and action items for McMahon's school improvement objectives for 2011-12.

## **School Theory of Action:**

We, the McMahon SILT and Learning Community, believe that **IF:**

- McMahon's instructional leaders become increasingly effective in setting specific student performance goals and then facilitating with the McMahon learning community a continuous process of using assessment data to monitor progress, reflect, and plan instructional adjustments and improvements ; and
- All of McMahon's teachers become increasingly adept at implementing specific instructional practices—including practices supporting literacy and mathematics—that have been demonstrated to help improve student achievement; and
- ELL and SPED students receive high quality differentiated instruction to meet their individual needs; and
- McMahon students who need additional support in literacy and/or math receive high-quality interventions and students who need additional support in literacy receive it through high quality core instruction coupled with appropriate Tier II and Tier III interventions;

**THEN:**

*Student achievement at the Lt. Elmer J. McMahon School will consistently make Adequate Yearly Progress on MCAS, according to the MA state requirements.*

Grade Level	Indicator	Latest	Historic			
		2010-11	'09-'10	'08-'09	'07-'08	
Grades K-8	Student attendance	93.9%	93.2%	95.1%	94.4%	
	Teacher attendance	95.7%	93.0%	94.4%	95.6%	
	Disciplinary incidents	1,221	1,113	1,081	590	
Kindergarten	% reading at grade level (level B/C)	73.8%	43.3%			
Grade 1	% reading at grade level (level I/J)	16.6%	14.8%			
Grade 2	% reading at grade level (level L/M)	32.7%	46.8%			
Grade 3	ELA	MCAS proficient and above	36%	37%	39%	30%
		SGP	N/A	N/A	N/A	N/A
		CPI	70.5	70.9	69.5	62.5
	Math	MCAS proficient and above	34%	31%	26%	26%
		SGP	N/A	N/A	N/A	N/A
		CPI	64.7	54.1	60.0	60.2
Grade 4	ELA	MCAS proficient and above	38%	34%	47%	23%
		SGP	52.0	46.0	68.5	41.0
		CPI	74.4	72.6	75.0	56.9
	Math	MCAS proficient and above	31%	34%	20%	23%
		SGP	72.0	59.5	39.0	49.0
		CPI	71.5	69.5	60.8	60.3
Grade 5	ELA	MCAS proficient and above	41%	42%	29%	28%
		SGP	29.0	39.0	35.5	36.5
		CPI	69.9	76.1	65.3	63.0
	Math	MCAS proficient and above	30%	15%	13%	12%
		SGP	27.5	18.0	13.0	22.0
		CPI	65.1	46.8	39.2	43.5
Sci.	MCAS proficient and above	22%	4%	18%	22%	
Grade 6	ELA	MCAS proficient and above	42%	49%	32%	46%
		SGP	33.0	50.5	50.0	50.0
		CPI	73.1	69.5	68.4	76.0
	Math	MCAS proficient and above	31%	45%	34%	44%
		SGP	66.5	86.0	81.0	72.0
		CPI	60.3	73.1	66.7	69.8
Grade 7	ELA	MCAS proficient and above	43%	40%	33%	52%
		SGP	37.0	47.0	31.0	35.0
		CPI	73.8	72.2	70.3	79.3
	Math	MCAS proficient and above	17%	9%	11%	37%
		SGP	54.5	55.5	16.5	48.0
		CPI	53.0	55.6	46.3	66.4
Grade 8	ELA	MCAS proficient and above	56%	62%	63%	--
		SGP	55.0	35.0	42.0	--
		CPI	80.8	80.3	79.3	--
	Math	MCAS proficient and above	31%	19%	27%	--
		SGP	66.0	42.0	43.0	--
		CPI	57.4	53.8	53.7	--
	Sci.	MCAS proficient and above	2%	8%	7%	--

## Performance Targets

### District Performance Targets (based on 2010 data):

- District MCAS ELA proficiency will increase by the end of SY2011-12
  - 1<sup>st</sup> graders reading on grade level (I or J) will increase by 10 percentage points
  - 3<sup>rd</sup> grade MCAS proficiency will increase to 34% from 25%
  - 5<sup>th</sup> grade MCAS proficiency will increase to 31% from 23%
  - 7<sup>th</sup> grade MCAS proficiency will increase to 40% from 32%
  - 8<sup>th</sup> grade MCAS proficiency will increase to 52% from 44%
  - 10<sup>th</sup> grade MCAS proficiency will increase to 60% from 53%
- District MCAS Math proficiency will increase by the end of SY2011-12
  - 3<sup>rd</sup> grade MCAS proficiency will increase to 34% from 25%
  - 5<sup>th</sup> grade MCAS proficiency will increase to 31% from 23%
  - 7<sup>th</sup> grade MCAS proficiency will increase to 40% from 32%
  - 8<sup>th</sup> grade MCAS proficiency will increase to 52% from 44%
  - 10<sup>th</sup> grade MCAS proficiency will increase to 60% from 53%

### School performance targets (annual outcomes)

- McMahon's CPI for **ELA** will increase to **83.0** from **74.0** by the end of SY2011-12
  - Kindergarten students reading at or above grade level (Benchmark C) will increase to **75%**(based on the K cohort results from 2010)
  - 1<sup>st</sup> graders reading at or above grade level (Benchmark I) will increase to **75%**
  - 2<sup>nd</sup> graders reading at or above grade level (Benchmark M) will **be at least 50%**
  - 3<sup>rd</sup> grade MCAS proficiency will increase to **50%** from **36%**
  - 4<sup>th</sup> grade MCAS proficiency will increase to **50%** to from **36%** (based on grade 3 cohort results)
  - 5<sup>th</sup> grade MCAS proficiency will increase to **52%** from **38%** (based on grade 4 cohort results)
  - 6<sup>th</sup> grade MCAS proficiency will increase to **56%** from **41%** (based on grade 5 cohort results)
  - 7<sup>th</sup> grade MCAS proficiency will increase to **57%** from **42%** (based on grade 6 cohort results)
  - 8<sup>th</sup> grade MCAS proficiency will increase to **58%** from **43%** (based on grade 7 cohort results)
- McMahon's CPI for **Math** will increase to **75** from **61.7** by the end of SY2011-12
  - Kindergarten: **70%** AVMR Construct 2 (addition/ subtraction)
  - 1<sup>st</sup> grade: **75%** AVMR Construct 3, **25%** Construct 2 (addition/ subtraction)
  - 2<sup>nd</sup> grade: **75%** AVMR Construct 5, **25%** Construct 4 (addition/ subtraction)
  - 3<sup>rd</sup> grade MCAS proficiency will increase to **50%** from **34%**
  - 4<sup>th</sup> grade MCAS proficiency will increase to **50%** from **34%**(based on grade 3 cohort results)
  - 5<sup>th</sup> grade MCAS proficiency will increase to **46%** from **31%** (based on grade 4 cohort results)
  - 6<sup>th</sup> grade MCAS proficiency will increase to **50%** from **30%** ((based on grade 5 cohort results)
  - 7<sup>th</sup> grade MCAS proficiency will increase to **46%** from **31%** (based on grade 6 cohort results)
  - 8<sup>th</sup> grade MCAS proficiency will increase to **37%** from **17%** (based on grade 7 cohort results)
- \_\_\_\_\_
- McMahon's ELL's performance on the Spring 2012 **MEPA will improve as follows:**
  - **85%** of the students starting the year at Levels 1-4 will increase at least 1 level
  - **100%** of students starting the year at level 5 will achieve Formerly Limited English Proficient (FLEP status)

## School Performance Targets (mid-year outcomes)

*ELA: We are going to need “on target” and “improvement” goals for Benchmark*

- **100% first** graders at or above grade level, according to Benchmark in September, will increase by at least **three** guided reading levels by January
  - **65%** of **first** graders below grade level, according to Benchmark in September, will increase by at least **four** guided reading levels by January
  - **At least 60%** of **second** graders at or above grade level, according to the Benchmark in September, will increase by at least **three** guided reading levels by January
  - **All remaining second** graders at or above grade level, according to the Benchmark in September, will increase by **two** guided reading levels by January
  - **75%** of **second** graders below grade level, according to Benchmark in September, will increase by at least **three** guided reading levels by January
- **Grades 3-8:**
  - **100%** of **3<sup>rd</sup>-8<sup>th</sup>** graders at or above grade level, according to MAP in September, will increase their scores by **at least half** of the average annual growth for their grade levels on the January MAP
  - **50%** of **3<sup>rd</sup>-8<sup>th</sup>** graders below grade level, according to MAP in September, will increase by at least **75%** of the annual growth for their grade levels on the January MAP (on target for gaining the equivalent of 1.5 grades by spring)

### Math:

- **60%** if 1<sup>st</sup> and 2<sup>nd</sup> grade student will score at least **70%** on the January Envisions assessment
- **100%** of **3<sup>rd</sup>-8<sup>th</sup>** graders at or above grade level, according to MAP in September, will increase their scores by **at least half** of the average annual growth for their grade levels on the January MAP
- **50%** of **3<sup>rd</sup>-8<sup>th</sup>** graders below grade level, according to MAP in September, will increase by at least **75%** of the annual growth for their grade levels on the January MAP (on target for gaining the equivalent of 1.5 grades by spring)

## Strategic Objective #1: Build instructional quality

### District Activities:

- Forming a district-wide instructional leadership team
- Forming school-based instructional leadership teams
- Defining effective instruction
- Implementing a walkthrough tool that measures effective instruction
- Using data from walkthroughs and assessments to examine and improve instructional quality

### School Non-Negotiables

- Build an instructional leadership team
- Build a common understanding of what is effective instruction
- Use data and inquiry to identify student needs and improve instruction

Evidence of Change	Activity	Person(s) Responsible	Target Date	Complete ?
<i>School ILT is formed as a problem-solving team designed to build the capacity of staff to improve student achievement.</i>	<i>Instructional Leadership Team created consisting of: administration, coaches and grade level teachers from different grade levels and disciplines</i>	<i>Principal</i>	<i>8/25/11</i>	<i>Yes</i>
	<i>SILT meeting schedule is established</i>	<i>Principal, SILT members</i>	<i>8/25/11</i>	<i>Yes</i>
	<i>SILT mission, vision, strategies and expectations are decided</i>	<i>Principal, SILT members</i>	<i>8/25/11</i>	<i>Yes</i>
	<i>Initial meetings are convened</i>	<i>Principal, SILT</i>	<i>8/25/11</i>	<i>Yes</i>
<i>Principal walk-throughs reveal 100% of McMahon teachers are consistently developing and implementing instructional plans and instruction grounded in clear and specific student learning and language objectives by June 2012</i>	<i>Professional development for staff on student learning and language objectives</i>	<i>Principal, SILT</i>	<i>8/30/11 9/12/11</i>	<i>Yes</i>
	<i>Initial Principal walk through to gather baseline data on student learning and language objectives</i>	<i>Principal</i>	<i>9/7/11</i>	<i>Yes</i>
	<i>SILT determines next steps for teacher professional learning about student learning and language objectives</i>	<i>SILT</i>	<i>9/26/11</i>	<i>Yes</i>
	<i>Professional development on student learning and language objectives</i>	<i>SILT</i>	<i>10/3/11</i>	<i>Yes</i>
	<i>Weekly reviews of lesson plans to obtain data about the implementation of student learning and language objectives</i>	<i>Principal</i>	<i>10/17/11</i>  <i>Weekly reviews</i>	
	<i>Weekly walk-throughs to gather data about student learning and language objectives</i>	<i>Principal</i>	<i>10/17/11</i>  <i>Weekly walk-throughs</i>	

<i>Principal will spend at least 2 hours daily in classrooms observing reviewing teacher lesson plan documents, observing instruction and LASW (looking at student work) by June 2012</i>	<i>Meet with SILT to create schedule and protocol</i>	<i>Principal, SILT</i>	<i>10/17/11</i>	
	<i>Disseminate schedule and protocol to staff</i>	<i>Principal, SILT</i>	<i>10/24/11</i>	
	<i>Daily 2 hour classroom visits to review lesson plans, observe instruction and LASW</i>	<i>Principal</i>	<i>11/1/11</i>	

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## Strategic Objective #2: Use data and inquiry

### District Activities

- Developing and implementing a common district-wide inquiry process focused on improving instruction
- Consistently collecting, analysing and using quality data at the district, school and classroom level
- Using data from formative assessments to examine and improve instructional quality

### School Non-Negotiables

- Use an inquiry process in ILT, PLC, data team settings to analyze data focused on improving instruction
- Develop a system to input and verify quality of school data
- Administer ELA and math assessments and use data templates to submit assessment data to data warehouse

Evidence of Change	Activity	Person(s) Responsible	Target Date	Complete ?
<i>School data team is formed as a problem-solving team designed to build the capacity of staff to improve student achievement.</i>	<i>Data Team created consisting of: administration, coaches and grade level teachers from different grade levels and disciplines</i>	<i>Principal</i>	<i>8/25/11</i>	<i>Yes</i>
	<i>Data Team meeting schedule is established</i>	<i>Principal, Data Team members</i>	<i>8/25/11</i>	<i>Yes</i>
	<i>Data Team mission, vision, strategies and expectations are decided</i>	<i>Principal, Data Team members</i>	<i>8/25/11</i>	<i>Yes</i>
	<i>Initial meetings are convened</i>	<i>Principal, Data Team members</i>	<i>8/25/11</i>	<i>Yes</i>
<i>Short-term benchmarks, end of year benchmarks, assessment calendar and data meetings communicated to all staff by September 12, 2011</i>	<i>Develop and finalize short-term benchmarks</i>	<i>Principal, Data Team members</i>	<i>8/30/11</i>	<i>Yes</i>
	<i>Finalize annual outcome benchmarks</i>		<i>8/30/11</i>	<i>Yes</i>
	<i>Develop and finalize assessment calendar</i>	<i>Principal, Data Team members</i>	<i>8/30/11</i>	<i>Yes</i>
	<i>Distribute and review targets and assessment calendar to staff</i>		<i>9/12/11</i>	<i>Yes</i>
<i>Assessments are carried out according to the calendar with 100% of students participating in all assessments</i>	<i>Plan for administration of assessments (develop schedules, gather materials, etc.)</i>  <i>Administer assessments according to calendar, including making provisions for make-ups for absent students</i>	<i>Coaches, teachers</i>	<i>Per calendar</i>	

<p>100% of data is verified for quality at the school level and submitted to the district within 10 days of completion of assessments</p>	<p>Receive and review district data planning and submission tools</p> <p>Submit data to school leadership according to protocols established by district</p> <p>Review and submit data to district according to protocols</p>	<p>Principal, Data Team</p> <p>Teachers</p> <p>Coaches, Principal</p>	<p>Pending receipt from district</p> <p>Within 5 school days of assessment completion</p> <p>Within 10 days of assessment completion</p>	
<p>SILT examines, analyzes and disseminates data reflective of progress in Tier II ad Tier III interventions and revises intervention plans to meet the needs of students</p>	<p>Develop protocols for grade-level data review meetings (identifying areas of strength &amp; weakness, prioritizing, and action planning)</p> <p>Monthly grade-level data review meetings carried out according to protocols</p> <p>SILT reviews grade-level data review meeting results and compares data to short-term benchmarks and disseminates to staff. Staff reviews data in grade level teams and PLCs to make decisions about individual student needs, flexible groups and daily instructional practices</p>	<p>SILT</p> <p>Principal, Coaches, Teachers</p> <p>SILT</p>	<p>8/30/11</p> <p>Oct.-May per calendar</p> <p>Oct.-May per calendar</p>	<p>Yes</p> <p>Yes</p>

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**Strategic Objective #3: 85% of all Holyoke children will be proficient readers by the end of third grade by 2014**

**District Activities:**

- Identifying and implementing effective early literacy instruction
- Implementing and analyzing data from walkthroughs and assessments to ensure instruction is meeting the needs of every K-3 student
- Providing ongoing professional development and technical assistance to instructional staff to ensure best practices (K-3) are being implemented across all schools
- Developing parent centers at each school that will serve to provide parents/guardians with appropriate information and guidance in helping to advance the reading ability of their students to proficiency
- Providing regular communication and outreach to parents of young children focused on the importance of early literacy skills and being prepared to succeed in school
- Initiating a citywide effort to increase public awareness of the district's 85% literacy proficiency goal and providing professional development to all early childhood education providers and caretakers on best practices in early literacy and school readiness

**School Non-Negotiables**

- Implement effective early literacy instruction
- Use data and inquiry to ensure instruction is meeting the needs of every K-3 student
- Develop a parent center that will serve to provide parents/guardians with information and guidance in helping students become proficient readers
- Provide focused communication and outreach to parents of young children focused on the importance of early literacy skills and becoming proficient readers

<b>Evidence of Change</b>	<b>Activity</b>	<b>Person(s) Responsible</b>	<b>Target Date</b>	<b>Complete ?</b>
<i>100% of K-3 teachers are consistently developing and implementing instructional plans based on effective early literacy practices.</i>	<i>Standards-based literacy lesson plans created to reflect Readers/ Writers Workshop</i>	<i>Literacy Teachers, Literacy Coach</i>	<i>10/15/11</i>	<input type="checkbox"/>
	<i>Refresher trainings for experienced literacy teachers, and initial training for new teachers in Readers/ Writers Workshop</i>	<i>Humanities Director, Literacy Coach</i>	<i>District calendar</i>	<input type="checkbox"/>
	<i>Professional development in differentiated instruction</i>	<i>Humanities Director, Coaches, Teachers</i>	<i>District calendar</i>	<input type="checkbox"/>
	<i>Professional learning in Guided Reading and Interactive writing for K-3 teachers</i>	<i>Humanities Director</i>	<i>January –June 2012</i>	<input type="checkbox"/>
	<i>Professional learning in Leveled Literacy Intervention for Literacy Specialist teachers in grades 1-3</i>	<i>Humanities Director</i>	<i>Quarterly</i>	<input type="checkbox"/>

	<i>Targeted individual coaching for teachers based on identified needs</i>	<i>Literacy Coach</i>	<i>Ongoing</i>	
<i>Tier II and Tier III students receive high quality interventions, with groups and strategies analyzed and revised based on ongoing assessment of student needs</i>	<i>Identification of tiered instructional needs of students in grades 1-3 based on Fall Benchmark Assessment results</i>	<i>Classroom &amp; Literacy teachers</i>	<i>10/10/11</i>	<input type="checkbox"/>
	<i>Development of prioritized list of students for classroom groupings and supplementary literacy interventions (Guided Reading &amp; LLI grades 1-3; Systems 44 in Grade 3)</i>	<i>Literacy teachers</i>	<i>10/14/11</i>	
	<i>Implementation of tiered instruction for students in grades 1-3 based on prioritized list above</i>	<i>Literacy teachers</i>	<i>10/20/11</i>	<input type="checkbox"/>
	<i>Team and individual teacher presentations in data meetings focused on progress and continued areas of student needs</i>	<i>Classroom teachers, Literacy Coach, Principal</i>	<i>Monthly beginning 11/15/11 (beginning 2/1/12 for Kindergarten)</i>	<input type="checkbox"/>
				<input type="checkbox"/>
				<input type="checkbox"/>
<i>80% of students are successful at demonstrating proficiency on answering open response questions related to different literary genres</i>	<i>Monthly OR and SR assessments for Grade 3 students based on MCAS and MCAS released reading passages</i>	<i>Grade 3 teachers, Literacy Coach, Principal</i>	<i>Monthly beginning 11/1/11-5/1/12</i>	<input type="checkbox"/>
	<i>Utilization of OR rubric to determine individual student strengths and continued needs</i>	<i>Grade 3 teachers, Literacy Coach</i>	<i>Monthly beginning 11/1/11-5/1/12</i>	<input type="checkbox"/>
	<i>Targeted instruction to build on identified strengths, and address identified needs on OR and SA questions</i>	<i>Grade 3 teachers, Literacy Coach</i>	<i>11/1/11-5/1/12</i>	<input type="checkbox"/>
<i>65% of K,1 &amp; 2 students will reach their Guided Reading Level benchmarks by June, 2012</i>	<i>Administer benchmark assessment to students</i>	<i>Teachers,</i>	<i>10/10/11</i>	<i>Yes</i>
	<i>Create Guided Reading groups based on initial benchmark data</i>	<i>Teachers, Literacy Coach</i>	<i>10/25/11</i>	<input type="checkbox"/>
	<i>Implement weekly progress monitoring and create individual student action plans</i>	<i>Teachers, Literacy Coach</i>	<i>11/1/11</i>	<input type="checkbox"/>
	<i>Administer end of year benchmark</i>	<i>Teachers,</i>	<i>6/15/11</i>	
<i>80% of parents articulate that they understand the importance of early literacy skills and can identify a plan for assisting with this outside of school.</i>	<i>Initial survey for parents based on literacy goal</i>	<i>Principal</i>	<i>11/1/11</i>	<input type="checkbox"/>
	<i>Create contract with K-3 parents on the importance of early literacy and the home literacy plan</i>	<i>Principal</i>	<i>12/1/11</i>	<input type="checkbox"/>
	<i>Parent information night pertaining to early literacy and</i>	<i>Principal</i>	<i>12/15/11</i>	<input type="checkbox"/>
	<i>End of the year survey relating to the goal</i>	<i>Principal</i>	<i>6/1/12</i>	<input type="checkbox"/>
				<input type="checkbox"/>

**Strategic Objective #4: Focus on literacy in grades 4-8**

**District Activities**

- Measuring and monitoring student progress in literacy
- Improving achievement of students who struggle through the implementation and monitoring of interventions in literacy
- Identifying skills required for increasing student achievement in literacy and providing teachers with professional development and instructional coaching

**School Non-Negotiables**

- Identify struggling readers and schedule appropriate interventions with the most qualified literacy staff
- Administer assessments and analyze data to improve instruction to meet student needs
- Provide job-embedded coaching and professional development to improve the quality of literacy instruction

<b>Evidence of Change</b>	<b>Activity</b>	<b>Person(s) Responsible</b>	<b>Target Date</b>	<b>Complete ?</b>
<i>100% of McMahon Literacy teachers in grades 4-8 are explicitly implementing standards-based instruction with fidelity through Readers/ Writers Workshop by June 2012</i>	<i>Standards-based literacy lesson plans created to reflect Readers/ Writers Workshop</i>	<i>Literacy Teachers, Literacy Coach</i>	<i>10/15/11</i>	
	<i>Refresher trainings for experienced literacy teachers, and initial training for new teachers in Readers/ Writers Workshop</i>	<i>Humanities Director, Literacy Coach</i>	<i>District calendar</i>	
<i>100% of McMahon teachers are consistently implementing differentiated instruction in the CORE to meet the needs of ELL and SPED students by June 2012</i>	<i>Professional development in differentiated instruction</i>	<i>Humanities Director, Coaches, Teachers</i>	<i>District calendar</i>	
	<i>Professional development in Category trainings</i>	<i>ELL Director, ELL Coach, Teachers</i>	<i>District calendar</i>	
	<i>Create ELD I classes for level 1 &amp; 2 students</i>	<i>Principal, Assistant Principal</i>	<i>9/12/11</i>	<i>Yes</i>
	<i>Lesson plans reflect SEI instruction for levels 3, 4 and 5 students</i>	<i>Teachers, ELL Coach, Principal</i>	<i>10/30/11</i>	
	<i>Monthly ELL PLCs in grade 5 grounded in LASW (looking at student work), analyzing data and highlighting best teaching practices</i>	<i>3-5 Teachers, ELL Coach</i>	<i>Nov. - May</i>	

<i>Tier II and Tier III students receive high quality interventions, with groups and strategies analyzed and revised based on ongoing assessment of student needs</i>	<i>Refresher professional development for experienced literacy teachers, and initial training for literacy teachers in the Benchmark Assessment</i>	<i>Humanities Director Literacy Coach</i>	<i>District calendar</i>	
	<i>Fall Benchmark assessment administered in grades 4-8</i>	<i>Literacy Coach, Literacy Teachers</i>	<i>10/10/11</i>	
	<i>All interventions implemented during the instructional day (Read 180, Systems 44 and LLI)</i>	<i>Literacy Coach, Read 180 Teacher, Systems 44 Teacher, LLI Interventionists</i>	<i>10/15/11</i>	
	<i>Monthly grade level data meetings to analyze classroom data, individual student data and intervention data to revise student intervention plans</i>	<i>Principal, Literacy Coach, Grade Level Teams</i>	<i>10/17/11  Monthly per schedule</i>	
	<i>Before and after school programs to further assist Tier II and Tier III students in literacy</i>	<i>Literacy Coach, Literacy Teachers</i>	<i>11/1/11</i>	
<i>Literacy Coach provides appropriate support and professional development in differentiated instruction to improve the instructional quality of Literacy by June 2012</i>	<i>Coach submits yearly goals to Principal</i>	<i>Literacy Coach, Principal</i>	<i>8/30/11</i>	<i>Yes</i>
	<i>Coach submits weekly schedule to Principal and SILT</i>	<i>Literacy Coach, Principal, SILT</i>	<i>9/8/11 Weekly</i>	<i>Yes</i>
	<i>Refresher professional development for experienced literacy teachers, and initial training for literacy teachers in the Benchmark Assessment</i>	<i>Literacy Coach</i>	<i>9/15/11</i>	<i>Yes</i>
	<i>Professional development in workshop model and differentiated instruction to literacy teachers</i>	<i>Literacy Coach</i>	<i>Ongoing</i>	
	<i>Monthly vertical literacy team meetings grounded in LASW ( looking at student work), analyzing data and highlighting best teaching practices</i>	<i>Literacy Coach, Literacy Teachers</i>	<i>11/1/11 Monthly</i>	
<i>Principal walk-throughs reveal consistent utilization of high-quality instructional practices in 100% of literacy classrooms by June 2012</i>	<i>Principal walk-throughs to identify degree of implementation of high quality instructional in literacy classrooms</i>	<i>Principal, SILT</i>	<i>Weekly beginning 10/17/11</i>	

**Strategic Objective #5: Focus On Mathematics**

**District Activities**

- Measuring and monitoring student progress in mathematics
- Improving achievement of students who struggle through the implementation and monitoring of interventions in mathematics
- Identifying skills required for increasing student achievement in mathematics and providing teachers with professional development and instructional coaching

**School Non-Negotiables**

- Identify struggling mathematics students and schedule appropriate interventions with the most qualified mathematics staff
- Administer assessments and analyze data to improve mathematics instruction to meet student needs
- Provide job-embedded coaching and professional development to improve the quality of mathematics instruction

<b>Evidence of Change</b>	<b>Activity</b>	<b>Person(s) Responsible</b>	<b>Target Date</b>	<b>Complete ?</b>
<i>100% of McMahon Mathematics teachers K-8 are explicitly implementing standards-based instruction with fidelity through Math Investigations (K-5) and CMP (6-8) by June 2012</i>	<i>Standards-based mathematics lesson plans created to reflect Math Investigations (K-5) and CMP (6-8)</i>	<i>Mathematics Teachers, Math Coach</i>	<i>10/15/11</i>	
	<i>Refresher trainings for experienced mathematics teachers, and initial training for new teachers in Math Workshop</i>	<i>Math Director, Math Coach</i>	<i>10/30/11</i>	
<i>100% of McMahon teachers are consistently implementing differentiated instruction in the CORE to meet the needs of ELL and SPED students</i>	<i>Professional development in differentiated instruction</i>	<i>Humanities Director, Coaches, Teachers</i>	<i>District calendar</i>	
	<i>Professional development in Category trainings</i>	<i>ELL Director, ELL Coach, Teachers</i>	<i>District calendar</i>	
	<i>Lesson plans reflect SEI instruction for levels 3, 4 and 5 students</i>	<i>Teachers, ELL Coach, Principal</i>	<i>10/30/11</i>	
	<i>Monthly ELL PLCs in grade 5 grounded in LASW (looking at student work), analyzing data and highlighting best teaching practices</i>	<i>3-5 Teachers, ELL Coach</i>	<i>Nov. - May</i>	
<i>Tier II and Tier III students receive high quality interventions, with groups and strategies analyzed and revised based on ongoing assessment of student needs</i>	<i>Intervention plan completed</i>	<i>Math Coach</i>	<i>9/1/11</i>	<i>Yes</i>
	<i>Professional development for all mathematics teachers in AVMR</i>	<i>Math Director, Math Coach</i>	<i>Per District Calendar</i>	

	<i>Math interventions implemented (ALEKS, AVMR, My Skills Tutor) during the instructional day</i>	<i>Math Teachers, Math Coach, Technology Teacher</i>	<i>10/17/11</i>	
	<i>Monthly grade level data meetings to analyze classroom data, individual student data and intervention data to revise student intervention plans</i>	<i>Principal, Math Coach, Grade Level Teams</i>	<i>10/17/11</i>  <i>Monthly per schedule</i>	
	<i>Before and after school programs to further assist Tier II and Tier III students in math</i>	<i>Math Coach, Math Teachers</i>	<i>11/1/11</i>	
<i>Math Coach provides appropriate support and professional development in differentiated instruction to improve the instructional quality of Math by June 2012</i>	<i>Coach submits yearly goals to Principal</i>	<i>Math Coach</i>	<i>8/30/11</i>	<i>Yes</i>
	<i>Coach submits weekly schedule to Principal and SILT</i>	<i>Math Coach, Principal, SILT</i>	<i>9/8/11</i> <i>Weekly</i>	<i>Yes</i>
	<i>Professional development in workshop model and differentiated instruction to math teachers</i>	<i>Math Coach</i>	<i>Ongoing</i>	
	<i>Monthly vertical math team meetings grounded in LASW ( looking at student work), analyzing data and highlighting best teaching practices</i>	<i>Math Coach, Math Teachers</i>	<i>11/1/11</i> <i>Monthly</i>	
<i>Principal walk-throughs reveal consistent utilization of high-quality instructional practices in 100% of math classrooms by June 2012</i>	<i>Principal walk-throughs to identify degree of implementation of high quality instructional in math classrooms</i>	<i>Principal, SILT</i>	<i>Weekly beginning 10/17/11</i>	