



**Morgan Elementary School  
School Improvement Plan  
Timeline and Process Checklist**

Overall Timeline	Action	Who is Responsible	By When	Complete?
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	<input type="checkbox"/>
	Share model SIPs for guidance	Plan Ctte.	Early-August	<input type="checkbox"/>
	Review and analyze key school data	Principals	Mid-August	<input type="checkbox"/>
	Action plan and set school targets	Principals	Mid-August	<input type="checkbox"/>
	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	<input type="checkbox"/>
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"/>

**Morgan Elementary School  
School Improvement Plan  
School Year 2011-2012**

**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 four strategic objectives:

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
- 3/4. Focus on literacy (Pre K-3) and (4-12)
  - d. Develop and implement an aligned standards-based curriculum
  - e. Use common formative assessments to inform instruction
  - f. Provide tiered intervention system to target student needs, particularly ELL and Special Education students

**School Improvement Planning:** Morgan School's Improvement Plan (SIP) aligns to the District Improvement Plan by having school specific Evidence of Change and Activities for each District Strategic Objective. Morgan has a School Instructional Leadership Team that includes representation from all key constituencies in the school: administration, instructional coaches, teachers from multiple grade levels and disciplines, and guidance/adjustment counselors.

In addition to addressing the District Strategic Objectives, Morgan's SIP includes two additional core objectives and related initiatives:

5. Focus on Math
  - a. Identify struggling students of math and schedule appropriate interventions with the most qualified math staff.
  - b. Administer assessments and analyze data to improve students'
6. Enhance parent support of student learning and create a student centered culture.
  - a. Implement Full Service Community School Model
  - b. Implement Wrap Around Zone
  - c. Increase home school communication
  - d. Refine comprehensive school wide behavior model

**School Analysis of Needs:** Morgan School is designated a Level 4 Turnaround school. The entire Morgan community accepts the importance of making significant gains in student achievement data across all grade levels and content areas, and is committed to realizing a significant portion of those gains in the 2011-2012 school year.

The 2010-2011 CPI for English Language Arts at Morgan was 56, a 7 point increase over 2010. The target for 2011 was 60, and the school’s target CPI for 2012 is 65. To meet these targets, Morgan will need to provide continued professional development in effective instructional practices, particularly for ELL students.

Morgan’s Mathematics CPI increased from 35.6 to 44.97 during the 2010-2011 school year. The school’s annual goal, however, was a CPI of 50. The goal for the 2011-2012 school year is to meet a targeted CPI of 60. Preliminary analysis of grade level data indicates a need for increased instructional coaching focused at several grade levels.

The student population at Morgan School requires that personnel have expertise not only in academic and social areas, but also in working with English Language Learners. With a student population To that end, Morgan School should obtain professional development in strategies for working with ELL’s, complete all four levels of ELL Category training, and/or seek ELL teaching certification. In 2010-2011, Morgan began its focus on Category training for all staff in an effort to increase overall MEPA scores and will continue that initiative in 2011-2012.

% of Morgan Teachers Trained in one Category.	% of Morgan Teachers Trained in two Categories.	% of Morgan Teachers Trained in three Categories.	% of Morgan Teachers Trained in all four Categories.
10%	17%	21%	46%

With a student population that is approximately 90% Latino and more than 98% low income a focus on racial or economic subgroups is of limited use for Morgan. Thus the ELL (Limited English Proficient) and Special Education subgroups, which comprise approximately 44% and 22% of the school’s population respectively, are the most critical groups for analysis and potential action. As the table below makes clear significant achievement gaps remain between the performance of students in these subgroups and aggregate student performance at Morgan.

Test	Group/Subgroup	2010 CPI	2011 CPI	CPI Gain
ELA	Aggregate	49	56.9	7.9
	LEP/FLEP (ELL’s)	35.6	45.1	9.5
	Special Education	30.4	41.8	11.4
Math	Aggregate	35.6	45.3	9.7
	LEP/FLEP(ELL’s)	28.6	38.3	9.7
	Special Education	19.9	28.1	8.2

So as the table above makes clear significant achievement gaps remain between performance in ELL and SPED subgroups and aggregate student performance at Morgan. Encouraging news is that, CPI gains among the students in these subgroups were greater than aggregate CPI gains in ELA, which means that the achievement gap was slightly decreased in ELA overall.

As the table above makes clear, our LEP students and our aggregate made a 9.7 CPI gain. Our Special Education subgroup made a gain of only 8.2. With this said, we have implemented a tiered model of instruction to support those student groups in math.

Behaviorally, Morgan is establishing a culture of civility across all grades. Students and staff are using consistent positive language and are focused on creating educational environments where all students are afforded the opportunity to achieve academic excellence. Historically an analysis of disciplinary data over the past 3 years has shown that while overall disciplinary incidents decreased very significantly (by approximately 52%). However, the overall number of disciplinary incidents, suspension rates, and days lost to suspension at Morgan remain too high, with too much time on learning being lost as a result. In 2010-2011 we contracted with School Based Services to help establish a school wide behavior management initiative which will continue throughout the 2011-2012 school year.

**School Theory of Action:**

“We at Morgan School believe that **IF**:

- a Full Service Community School and Wrap Around Zone is established
- a civil, respectful, safe, healthy school environment is created
- our instructional leaders become increasingly effective in setting specific student performance goals and then facilitating with the Morgan’s faculty a continuous process of using assessment data to monitor progress, reflect, and plan instructional adjustments and improvements
- All of Morgan’s teachers become increasingly adept at implementing specific instructional practices—including practices supporting literacy and English Language Learning instruction—that have been demonstrated to help improve student achievement

***THEN** overall student achievement will increase according to our measurable annual goals as reflected in our Turnaround Plan.*

Grade Level	Indicator		Latest	Historic		
			2010-11	'09-'10	'08-'09	'07-'08
Grades K-8	Student attendance		93.3%	93.1%	91.5%	92.7%
	Teacher attendance		95.35%			
	Disciplinary incidents		1,305	1,985	2,693	2,168
Kindergarten	% reading at grade level (Benchmark level B/C)		59%	n/a	n/a	n/a
Grade 1	% reading at grade level (Benchmark level I/J)		22%	n/a	n/a	n/a
Grade 2	% reading at grade level (Benchmark level L/M)		46%	n/a	n/a	n/a
Grade 3	ELA	MCAS proficient and above	10%	4%	10%	11%
		SGP	N/A	N/A	N/A	N/A
		CPI	52.3	44.5	44.6	44.1
	Math	MCAS proficient and above	21.9%	4%	17%	15%
		SGP	N/A	N/A	N/A	N/A
		CPI	45.6	30.4	48.8	40.5
Grade 4	ELA	MCAS proficient and above	7.8%	10%	4%	2%
		SGP	32	30.0	18.0	7.0
		CPI	41.5	47.0	34.3	31.0
	Math	MCAS proficient and above	3.8%	16%	8%	0%
		SGP	46.5	46.0	25.0	32.0
		CPI	40.3	50.6	36.5	29.3
Grade 5	ELA	MCAS proficient and above	25%	15%	2%	7%
		SGP	53	50.0	17.0	15.0
		CPI	59.7	48.4	32.6	40.6
	Math	MCAS proficient and above	20%	4%	2%	0%
		SGP	27	34.0	27.0	18.5
		CPI	47.9	31.5	19.9	27.5
	Sci.	MCAS proficient and above	2%	11%	0%	0
Grade 6	ELA	MCAS proficient and above	23.4%	19%	7%	5%
		SGP	55	46.0	41.5	19.0
		CPI	57.9	48.6	45.4	40.9
	Math	MCAS proficient and above	8.5%	3%	8%	2%
		SGP	60	45.0	37.5	21.0
		CPI	43.3	35.4	33.2	25.9
Grade 7	ELA	MCAS proficient and above	34.3%	9%	14%	--
		SGP	77	39.0	46.0	--
		CPI	70.4	50.0	47.4	--
	Math	MCAS proficient and above	3.1%	6%	2%	--
		SGP	84	52.0	49.0	--
		CPI	45.4	32.4	28.5	--
Grade 8	ELA	MCAS proficient and above	27%	29%	16%	--
		SGP	59.5	49.0	34.5	--
		CPI	64.5	55.2	45.4	--
	Math	MCAS proficient and above	16.6%	8%	0%	--
		SGP	90.5	74.0	52.0	--
		CPI	50	34.9	25.0	--

	Sci.	MCAS proficient and above	2%	4%	3%	--
All Grades	ELA	MCAS proficient and above	21.26			
		SGP	53	44.5		
		CPI	56.9	49		
All Grades	Math	MCAS proficient and above	12.3			
		SGP	67.5	53		
		CPI	45.3	35.6		

### Performance Targets

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

Holyoke Public Schools												
Composite Performance Index Improvement Goals												
ELA												
	All Students		LEP/FLEP		Special Education		Low Income		Hispanic		White	
	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012
Grade 3	55	<b>65</b>	42	<b>52</b>	33	<b>43</b>	52	<b>62</b>	50	<b>60</b>	74	<b>81</b>
Grade 4	53	<b>63</b>	40	<b>50</b>	31	<b>41</b>	51	<b>61</b>	49	<b>59</b>	76	<b>83</b>
Grade 5	59	<b>69</b>	43	<b>53</b>	34	<b>44</b>	56	<b>66</b>	54	<b>64</b>	83	<b>90</b>
Grade 6	62	<b>72</b>	42	<b>52</b>	43	<b>53</b>	57	<b>67</b>	55	<b>65</b>	84	<b>91</b>
Grade 7	72	<b>82</b>	54	<b>64</b>	45	<b>55</b>	70	<b>80</b>	69	<b>79</b>	81	<b>88</b>
Grade 8	74	<b>84</b>	47	<b>57</b>	52	<b>62</b>	72	<b>82</b>	69	<b>79</b>	91	<b>98</b>
Grade 10	85	<b>91</b>	60	<b>70</b>	61	<b>71</b>	82	<b>90</b>	81	<b>90</b>	96	<b>100</b>

Holyoke Public Schools

Composite Performance Index Improvement Goals

Math

	All Students		LEP/FLEP		Special Education		Low Income		Hispanic		White	
	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012
Grade 3	63	<b>73</b>	55	<b>65</b>	51	<b>61</b>	62	<b>72</b>	60	<b>70</b>	75	<b>85</b>
Grade 4	55	<b>65</b>	46	<b>56</b>	43	<b>53</b>	53	<b>63</b>	52	<b>62</b>	70	<b>80</b>
Grade 5	52	<b>62</b>	43	<b>53</b>	41	<b>51</b>	49	<b>59</b>	48	<b>58</b>	76	<b>86</b>
Grade 6	57	<b>67</b>	41	<b>51</b>	46	<b>56</b>	53	<b>63</b>	51	<b>61</b>	78	<b>88</b>
Grade 7	53	<b>63</b>	42	<b>52</b>	42	<b>52</b>	50	<b>60</b>	50	<b>60</b>	61	<b>71</b>
Grade 8	54	<b>64</b>	39	<b>49</b>	40	<b>50</b>	51	<b>61</b>	49	<b>59</b>	71	<b>81</b>
Grade 10	75	<b>85</b>	50	<b>60</b>	48	<b>58</b>	69	<b>79</b>	69	<b>79</b>	95	<b>100</b>

**School performance targets (annual outcomes)**

- **ELA CPI will increase from 56.9 to 65 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 CPI will increase from 52.3 to 57.5
  - 4<sup>th</sup> grade MCAS CPI will increase from 41.5 to 53.5
  - 5<sup>th</sup> grade MCAS CPI will increase from 59.7 to 63.5
  - 6<sup>th</sup> grade MCAS CPI will increase from 57.9 to 70.5
  - 7<sup>th</sup> grade MCAS CPI will increase from 70.4 to 72.5
  - 8<sup>th</sup> grade MCAS CPI will increase from 64.5 to 75.5

- **Math CPI will increase from 45.3 to 58.3 by the end of SY201-12**

- 3<sup>rd</sup> grade MCAS CPI will increase from 45.6 to 57.5
- 4<sup>th</sup> grade MCAS CPI will increase from 40.3 to 55.5
- 5<sup>th</sup> grade MCAS CPI will increase from 47.9 to 59
- 6<sup>th</sup> grade MCAS CPI will increase from 43.3 to 57.5
- 7<sup>th</sup> grade MCAS CPI will increase from 45.4 to 58
- 8<sup>th</sup> grade MCAS CPI will increase from 50 to 62

- **Morgan LEP's performance on the Spring 2012 MCAS will improve as follows:**

- **LEP/ELA**

- 3<sup>rd</sup> grade ELA MCAS CPI will increase from 39.6 to 50
- 4<sup>th</sup> grade ELA MCAS CPI will increase from 36.9 to 50
- 5<sup>th</sup> grade ELA MCAS CPI will increase from 35.9 to 48
- 6<sup>th</sup> grade ELA MCAS CPI will increase from 30.9 to 45
- 7<sup>th</sup> grade ELA MCAS CPI will increase from \*\_\_\_\_\_ to 45
- 8<sup>th</sup> grade ELA MCAS CPI will increase from 46.2 to 50

\* The 7<sup>th</sup> grade sub-group was too small to be measured (the majority of the group was level 1 ELL and their test score was not officially counted).

- **LEP/MATH**

- 3<sup>rd</sup> grade Math MCAS CPI will increase from 32.7 to 44.7
- 4<sup>th</sup> grade Math MCAS CPI will increase from 38.1 to 50.1
- 5<sup>th</sup> grade Math MCAS CPI will increase from 35.7 to 47.7
- 6<sup>th</sup> grade Math MCAS CPI will increase from 26.5 to 40
- 7<sup>th</sup> grade Math MCAS CPI will increase from \_\_\_\_\_\* to 40
- 8<sup>th</sup> grade Math MCAS CPI will increase from 26.9 to 40

\* The 7<sup>th</sup> grade sub-group was too small to be measured (the majority of the group was level 1 ELL and their test score was not officially counted).

**Morgan's LEP Performance on the Spring 2012 MEPA will improve as follows:**

- 80% of the students starting the year at Levels 1-4 will increase at least one level.
- 100% of the students starting the year at Level 5 will achieve the level Formerly Limited English Proficient (FLEP) status.

**School performance targets (short term outcomes)**

**ELA:**

Kindergarten: 100% of Kindergarten students will have the pre reading skills necessary to begin guided reading groups by January 2012 as evidenced by the Benchmark subtests.

Grades 1 and 2:

- 100% of first graders who were at or above grade level according to the Benchmark in September will increase by at least 3 guided reading levels by January 2012.
- 80% of the first graders who were below grade level according to the Benchmark in September will increase by at least 4 guided reading levels by January 2012.
- 100% of second graders who were at or above grade level according to the Benchmark in September will increase by at least 2 guiding reading levels by January 2012.
- 80% of second graders who were below grade level according to the Benchmark in September will increase by at least four guided reading levels by January 2012.

*These goals are in place in order to progress at the rate needed to meet our 85% Reading Initiative.*

Grades 3-8:

- 100% of 3-8 graders who were at or above grade level according to the MAP in September will increase their scores by at least  $\frac{1}{2}$  of the average annual growth for their grade levels on the January MAP.
- 50% of 3-8 graders who were below grade level according to the MAP in September will increase their scores by at least 75% of the average annual growth for their grade levels on the January MAP (and will be on target for gaining the equivalent of 1.5 grades in the spring).
- *These goals are in place in order to progress at the rate needed to meet our 85% Reading Initiative.*

MATH:

Grades 1 and 2:

- 60% of first and second graders will score at least 70% on the January Envisions assessment.

Grades 3-8:

- 100% of 3-8 graders who were at or above grade level according to the MAP in September will increase their scores by at least  $\frac{1}{2}$  of the average annual growth for their grade levels on January MAP.
- 50% of 3-8 graders who were below grade level according to the MAP in September will increase their scores by at least 75% of the average annual growth for their grade levels on January MAP (and will be on target for gaining the equivalent of 1.5 grades by the 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**

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

<b>Evidence of Change</b>	<b>Activity</b>	<b>Person(s) Responsible</b>	<b>Target Date</b>	<b>Complete ?</b>
100% of Morgan teachers will continue to implement instructional plans that include content and language objectives.	Weekly ILT meetings which are 100% focused on data and instruction.	Principal, VP and Coaches	9/15/11	<input type="checkbox"/>
	Continual professional development for faculty on student learning objectives and the 8 cognitive context strategies for maximizing student achievement	Principal, VP and Coaches	9/15/11	<input type="checkbox"/>
	Continuation of teacher planning documents to obtain updated data about student learning objective and the 8 Cognitive Context	Principal, VP and Coaches	9/15/11	<input type="checkbox"/>
	ILT will continue to use data to identify student needs and improve student achievement.	Principal & ILT	9/15/11	<input type="checkbox"/>
Principal will spend 5 hours a week in classrooms	Principal monitors effective instructional practices by conducting walk-throughs daily. Walk-through data is analyzed by Principal and Assistant principal in order to make informed decisions about instructional practices.	Principal & V.P.	9/6/11-6/30/12	

Develop an Instructional Leadership Team	Instructional Leadership Team formed in order to focus on data and instruction.	Principal	9/15/11	

**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, grade level team meetings and data team settings to analyze data focused on improving instruction
- Adopt 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

<b>Evidence of Change</b>	<b>Activity</b>	<b>Person(s) Responsible</b>	<b>Target Date</b>	<b>Complete ?</b>
Formative assessments are administered to all students.	Finalize annual outcome targets	Principal, VP and ILT	Oct. 2011	<input type="checkbox"/>
	Develop and finalize short-term outcome targets	Principal, VP and ILT	Oct. 2011	<input type="checkbox"/>
	Develop and finalize full –year assessment calendar	Principal, VP and ILT	Sept. 15	<input type="checkbox"/>
	Distribute and review targets and assessment calendar to faculty	Principal, VP and ILT	Per Calendar	<input type="checkbox"/>
				<input type="checkbox"/>
Assessments are carried out according to the calendar with at least 100% of students participating in all assessments	Plan for administration of assessments (develop schedules, gather materials, etc.)	Coaches and teachers	Per Calendar	<input type="checkbox"/>
	Administer assessments according to calendar, including making provisions for make-ups for absent students	Coaches and teachers	(pending receipt from district)	<input type="checkbox"/>

100% of data is verified for quality at the school level and submitted to the district within 10 days	Receive and review district data planning and submission tools.	Principal	(pending receipt from district)	<input type="checkbox"/>
	Submit data to school leadership according to protocols established by district.	Teachers	Within 5 days of assess. completion	<input type="checkbox"/>
	Review and submit data to district according to protocols.	Principal, VP and Coaches	Within 10 days of asses. completion	<input type="checkbox"/>
				<input type="checkbox"/>
Inquiry process is in place and used at SILT and PLC meetings to monitor intervention and assessment data by Dec. 1	Develop protocols for grade-level data review meetings (identifying areas of strength and weakness, prioritizing, and action planning)	Coaches to consult with VP and Principal	8/30/11	<input type="checkbox"/>
	Monthly grade-level data review meetings carried out according to protocols	Principal, VP, Coaches and Teachers	Oct.-May per calendar	<input type="checkbox"/>
	ILT reviews of grade-level data review meeting results and mid-year outcomes compared to targets.	Principal, VP, Coaches and Teachers	Oct.-May per Calendar	<input type="checkbox"/>
95% of teachers use data effectively to improve core instructional practices and complete progress monitoring in order to make revisions and changes based on students' needs.	Teachers complete data analysis and reflect changes to instructional practice in lesson planning and classroom instruction.  Coaches provide support to teachers on effective instructional practice.  Instructional walkthroughs provide evidence of improved instructional practice in classrooms.	Teachers Coaches Principal	Oct.-June	

**Strategic Objective #3: 85% of All Holyoke Children Will Be Proficient Readers by the End of Third Grade by 2014**

**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**

- Implement effective early literacy instruction.
- 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>
90% of K-3 teachers are consistently developing and implementing instructional plans based on effective early literacy practices.	Fall Benchmark (BAS) assessments in grades K-3	Teacher and Coaches	10/14/11	□
	Leveled Literacy Interventions initiated in grades 1-3 based on analysis of benchmark assessment. As well as Systems 44 (grade 3 students only).	Teacher and Coaches		
	Continuous Progress Monitoring in LLI groups, and grade level literacy classrooms, with intervention revision and reassignment based on this assessment.	Teachers and Coaches		
	Professional development will be provided to help teachers determine the instructional needs	Principal/ coaches		

	of their students.			
Data is analyzed to determine the needs of literacy students in grades K-3 and these needs are provided according to the three tiers of instruction.	Teachers will be trained in a Balanced Literacy Model emphasizing the most effective early literacy practices. (trained by Sanford Roth)	Principal, Coach and Sanford Roth		
Grade 2 and Grade 3 students will complete monthly Open Response questions using MCAS release items.	PD on the 8 Cognitive Contexts for maximum student achievement with emphasis on lesson plan template and essential questions.	Principal and Ribas and Associates	Oct.- May per calendar	<input type="checkbox"/>
	Lesson Study/Grade Levels/Vertical Team Meetings	Principal and Ribas and Associates	Oct.- May per calendar	<input type="checkbox"/>
	Teachers meet during grade level team meetings to monitor their plans and determine where students fit in the tiered instructional model.			<input type="checkbox"/>
	Teachers will correct the Open Response questions using the MCAS rubric and develop an action plan that addresses the needs of the students.	Coaches and Teachers	Monthly -10/11-6/12	<input type="checkbox"/>
Effective early literacy instruction will be supported directly by coaches on a daily basis.	Lesson Study/Grade Levels/Vertical Team Meetings/PLC's	Coaches	Oct.- May per calendar	<input type="checkbox"/>
	Coaching and Conferencing <ul style="list-style-type: none"> <li>New teachers and teachers identified as in need of additional support will receive targeted individual coaching from building literacy coaches.</li> </ul> <p>Walk-throughs conducted by Principal and Assistant Principal, data collected, and used to develop a Professional Development/Coaching Plan.</p>	Coaches	Sept.- June	<input type="checkbox"/>

Develop a Parent Family Literacy Resource Room with information and guidance in helping students become proficient readers.	Activites/Workshops built around Literacy. Parents will have opportunities to learn how to support their young child's literacy needs.	Principal/ Family Engagement Coordinator	Dec.- June	
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**Strategic Objective #4: Focus on literacy 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>
Assessment and intervention plans are in place and intervention groups and strategies are revised/re-developed over the course of the year based on ongoing assessment of student progress and needs.	Students are prioritized for immediate intervention in grades 4-8 (Systems 44, Read 180) based on prior-year assessment data.	Coaches and Read 180 Teacher	8/31/11	<input type="checkbox"/>
	Fall Benchmark (BAS) assessments in grades 4-8	Teacher and Coaches	10/14/11	<input type="checkbox"/>
100% of assessments are administered by teachers/coaches during all administrations.	Continuous progress monitoring in S44 & R180 classes, and grade-level literacy classrooms, with intervention revision & reassignments based on this assessment.	Coaches and Teachers	Oct.- May per calendar	<input type="checkbox"/>

85% of teachers are implementing effective core instructional practices.	<p>Professional development provided with ongoing support from ELA coach.</p> <p>Walk-throughs conducted by Principal and Assistant Principal, data collected, and used to develop a Professional Development/Coaching Plan.</p>	Principal and V.P.	Oct. - May	<input type="checkbox"/>
100% of teachers are implementing practices related to the 8 Cognitive Context Strategies, learned in Professional Development.	PD on the 8 Cognitive Contexts for maximum student achievement with emphasis on lesson plan template and essential questions.	Principal and Ribas and Associates	Oct.- May per calendar	<input type="checkbox"/>
	Lesson Study/Grade Levels/Vertical Team Meetings	Principal and Ribas and Associates	Oct.- May per calendar	<input type="checkbox"/>
Effective literacy instruction will be supported directly by coaches on a daily basis.	Lesson Study/Grade Levels/Vertical Team Meetings/PLC's	Coaches	Oct.- May per calendar	<input type="checkbox"/>
	Coaching and Conferencing	Coaches	Sept.- June	<input type="checkbox"/>

**Strategic Objective #5 Focus on Math**

**District Activities**

**School Non-Negotiable**

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

<b>Evidence of Change</b>	<b>Activity</b>	<b>Person(s) Responsible</b>	<b>Target Date</b>	<b>Complete?</b>
<p>Assessment and intervention plans are in place and intervention groups and strategies are revised/re-developed over the course of the year based on on-going assessment of student progress and needs</p>	<p>Teachers will be trained in My Skills Tutor</p> <p>Alex intervention components will be utilized</p> <p>Continuous progress monitoring of Math Workshop and Math intervention classes for revision and reassignments based on these assessments.</p>	<p>Principal, VP and Math Coach, Teachers</p>	<p>Dec. 2011</p> <p>Dec. – June 2012</p> <p>2011-2012 School Year</p>	
<p>85% of all teachers will deliver effective instructional practices of the core program.</p>	<p>Professional development provided with ongoing support from ELA coach.</p> <p>Walk-throughs conducted by Principal and Assistant Principal, data collected, and used to develop a Professional Development/Coaching Plan.</p>	<p>Principal and Assistant Principal</p>	<p>Oct.-June</p>	

**School Based Strategic Objective #6: Enhance parent support of student learning and create a student centered culture**

**School Strategic Objective**

- Implement a Full Service Community School Model
- Implement Wrap Around Zone
- Increase home/school communication
- Refine comprehensive school-wide behavior

**School Non-Negotiables**

- Hire a Full Service Community School Project Manager
- Expand mental health services through River Valley Counseling
- Hiring a Full Service Community School Project Manager
- Continued Professional Development regarding student behavior

<b>Evidence of Change</b>	<b>Activity</b>	<b>Person(s) Responsible</b>	<b>Target Date</b>	<b>Complete ?</b>
The percent of family involvement will increase by 20%.	Hire a Full Service Community School Project Manager by Sept. 15	Interview team	9/15/11	<input type="checkbox"/>
				<input type="checkbox"/>
	Teachers will contact every parent a minimum of four times a year.	Teachers	School Year 2011-2012	<input type="checkbox"/>
	Analyze data regarding parent attendance at all school functions/events and compare to school year 2010-2011.	Full Service Community Project Manager/Title 1 Coordinator	School Year 2011-2012	<input type="checkbox"/>

<p>By targeting students mental health needs academic performance will increase as evidenced by district mandated assessments.</p>	<p>River Valley will expand services at Morgan to meet the needs of more students. The Project Manager will monitor the number of times students who were sent out of class prior to using the River Valley services compared to after using the services.</p>	<p>Full Service Community Project Manager, Counselors</p>	<p>School Year 2010-2011</p>	<p><input type="checkbox"/></p>
<p>100% of faculty will be trained in effective strategies for teaching the traumatized child</p>	<p>Teachers will be trained in behavior modification strategies, which will include teaching the traumatized and working with children with ADHD</p>	<p>Principal</p>	<p>School Year 2011-2012</p>	<p><input type="checkbox"/></p>