

# **SCHOOL DISTRICT OF UNIVERSITY CITY SCHOOL WIDE IMPROVEMENT PLAN**

2011-2012 SY



**Joylynn Pruitt, Superintendent**  
Monica Hudson, Principal

**SCHOOL DISTRICT OF UNIVERSITY CITY MISSION:** The School District of University City is committed to academic excellence for all students. We will educate and graduate students who have mastered a comprehensive body of knowledge, developed critical thinking skills, value creativity, respect diversity and make responsible life choices.

## **MISSION, VISION, GOALS & VALUES**

A. Provide your school-wide mission statement that clearly articulates why your school functions to exist, the work you do as a whole and the nature of your work.

The Mission of Barbara C. Jordan is to become a well rounded learning community with high expectations for all students and staff to ensure success for all.

B. Provide your school-wide vision that clearly articulates what your school hopes to become as well as what your school must become in the future to accomplish its purpose.

The administration and staff at Barbara C. Jordan Elementary School believe that through focused, data-driven instruction, high expectations, and parent/community involvement, students will be motivated and expected to reach high academic success in a positive and safe learning environment. This environment fosters self-worth, pride in school and community and the ability to compete globally.

C. Provide your school-wide goals as steps in which you are taking to mark the school's progress, also clearly articulate how the goals are monitored.

**Goal 1:** To improve student achievement in communication arts and math through high expectations, frequent monitoring of student progress, and staff development activities utilizing the learning cycle of the Instructional Core with an emphasis on student engagement.

- a. Create Pre/Post assessments as a tool to measure students progress towards the learning goals
- b. Analyze results from assessment data in collaborations to create instructional responses for students
- c. Internal Measure of Progress: Teams will post essential learning objectives (ELOs), assessment results and instructional responses, staff survey results regarding professional development, and principal walk-through data/feedback regarding student engagement (Teachers will utilize the assessment results to develop instructional student groups, develop strategies for disengaged students, and to determine lesson for enrichment or remediation.)

- d. External Measure of Progress: Monthly student assessment using Tungsten, MAP assessment results, spring DRA, results will be used to monitor progress
- e. Implementation of a leadership team consisting of a cross-section of the building K-6 that meets weekly to monitor the school improvement process. The school's progress will be monitored through artifacts, audit of leadership team agendas, and Monthly tungsten benchmark data
- f. Weekly grade-level collaboration meetings for staff to collaborate using the framework of the instructional core to monitor student success, discuss students, and analyze data. This will be monitored through pre/post test data compiled during collaborations and monthly Tungsten benchmark data

**Goal 2:** To cultivate and provide a positive and safe learning environment through the implementation of Positive Behavior Intervention and Supports (PBIS) with an emphasis on third year prevention.

- a. Implementation of school-wide systems for students displaying at-risk behaviors
- b. Continue the implementation of primary preventions for school-wide and classroom-wide PBIS system
- c. External Measure of Progress: SET Evaluation for 2011-2012 school year
- d. Internal Measure of Progress: Monthly buddy room data, discipline referral data, running record of students recognized monthly, and suspension data will be collected and shared with staff (Data will be utilized to provide support to students that frequently visit buddy rooms through PBIS secondary interventions and to identify the location of infractions in an effort to evaluate supervision in those areas.)

**Goal 3:** To increase student attendance to ensure student exposure to rigorous instructional practices with an emphasis on cooperative learning structures.

- a. Continue the implementation of school-wide attendance incentives, use of school reach system, and parent conferences
- b. Internal Measure of Progress: Weekly/Monthly attendance data will be collected and shared with staff and students, monthly attendance targets utilizing the Student Information System (SIS)
- c. External Measure of Progress: End of the Year attendance totals as reported by the Department of Elementary and Secondary Education (DESE)
- d. Parents will be notified weekly, monthly, quarterly, and yearly regarding Barbara C. Jordan's attendance goal through newsletters, public display of attendance data, and letters sent home informing parents of our progress regarding the attendance goal. Parents will also receive information regarding attendance progress at monthly PTO meetings.

D. Provide your school-wide values that articulate how the school is changing its behavior in order to achieve the school's vision.

We will provide a safe and conducive learning environment.

We will engage students in authentic learning experiences.

We will build a community of learners through a shared approach among student, staff, and parents.

We will assess and address student needs by analyzing instructional practices that will impact student achievement.

## **BUILDING LEADERSHIP TEAM MEMBERS**

A. List, by name and title, all members of the Building Leadership Team (this should include: building administrators, classroom teachers, support teachers, parents who are not school employees and community members).

<b>Name</b>	<b>Title/Position</b>
<b>Nancy Luebbers</b>	<b>Teacher</b>
<b>Lillian Blackshear- Summers</b>	<b>Teacher</b>
<b>Katina Willis</b>	<b>Teacher</b>
<b>LaTasha Nelson</b>	<b>Teacher</b>
<b>Jill Rogers</b>	<b>Literacy Coach</b>
<b>Kim Jones</b>	<b>Parent/PTO President</b>
<b>Kristopher Dury</b>	<b>Title I Math Specialist</b>
<b>Monica Rice</b>	<b>Teacher</b>
<b>Monica Hudson</b>	<b>Principal</b>

B. Insert record of Building Leadership Team meetings here. Include dates and times of meetings.

August 18	Time: 9:00 – 11:00 a.m.
September 1 & 15	Time: 8:00 – 8:40 a.m.
October 6 & 20	Time: 8:00 – 8:40 a.m.
November 3 & 17	Time: 8:00 – 8:40 a.m.
December 1 & 15	Time: 8:00 – 8:40 a.m.
January 5 & 19	Time: 8:00 – 8:40 a.m.
February 2 & 16	Time: 8:00 – 8:40 a.m.
March 1 & 15	Time: 8:00 – 8:40 a.m.
April 5 & 19	Time: 8:00 – 8:40 a.m.
May 3 & 17	Time: 8:00 – 8:40 a.m.

**MAP DATA BY SUBGROUP 2010-2011**

<b>Performance Goal (Indicator)</b>	<b>Subgroups</b>	<b>Proficient/Advanced</b>	<b>Previous Year's Goals</b>	<b>Goal Met/Not Met</b>
Math	Black	25.0	41.1	Not Met
	FRL	22.4	36.4	Not Met
	Total	24.4	41.5	Not Met

<b>Performance Goal (Indicator)</b>	<b>Subgroups</b>	<b>Proficient/Advanced</b>	<b>Previous Year's Goals</b>	<b>Goal Met/Not Met</b>
Communication Arts	Black	29.3	41.1	Not Met
	FRL	28.2	37.3	Not Met
	Total	28.6	41.5	Not Met

## PROGRAM OBJECTIVES, STRATEGIES AND ACTION STEPS

B. Describe how the schoolwide instructional programs/strategies/interventions complement the District Comprehensive School Improvement Plan (CSIP/CSIP Focus).

The building school improvement plan is aligned to the District Comprehensive School Improvement Plan and the overarching goals of student performance, teacher quality, facilities, support and instructional resources, parent-community involvement and governance.

C. List four measurable academic objectives that include both mathematics and communication arts and the strategies and structures that you will create to achieve these objectives. Your objectives should be aligned with the instructional core outlined in the CSIP Focus: essential learning, formative, assessment, student engagement, and instructional leadership. As you and your team respond to this question consider “How will these strategies help us change the level of work to raise the level of challenge for our students?”

For **Math grades 3-5** our building should increase the MPI from **713.1 to 724.9**. To achieve a MPI of 724.9 we will need to have the following percent of students at each performance level.

**Below Basic** - No more than 8.1% of students grade 3-5 (2% reduction)

**Basic** - No more than 66.7% of students grade 3-5 (2% reduction)

**Proficient** - At least 18.2% of students grade 3-5 (1% reduction)

**Advanced** - At least 7.0% of students grade 3-5 (5% increase)

School Year	Baseline	Progress	Target	Target Met
<b>AYP</b>				
2009-2010	22.6	35	30.3	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
2010-2011	35	24.4	45	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A
<b>APR</b>				
2011-2012	24.4		25.2	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

**Strategy 1:** Classroom teachers and Title I Math Coach will progress monitor and regularly collaborate around the following areas of need based on Spring 2011 MAP data: *complete problems (N3C)*, *count and compute money (MID)*, *model problem situations using graphs, tables or number sentence (A1A & A3A)*.

<p><b>Strategy 2:</b> Supplemental resources will be used for extending learning opportunities in the targeted areas of <i>compute problems (N3C)</i>, <i>count and compute money (M1D)</i>, <i>model problem situations using graphs, tables or number sentence (A1A &amp; A3A)</i> as identified using Spring 2011 MAP data.</p>		
Action Steps	Check-In Date	Completion Date
1. After school tutoring will be implemented for students in grades 3 – 5 with a primary focus on providing instructional responses in the targeted areas of need: N3C, M1A, A1A and A3A.	10/3/2011	3/15/2012
2. Classroom teachers will incorporate Buckle Down Missouri MAP workbooks into weekly instruction with a particular focus on sections that cover N3C, M1A A1A and A3A. Classroom teachers will also use MAP released items, teacher-created assessments and activities, and other resources to teach and model various test-taking strategies related to the aforementioned targeted areas.	9/26/2011	05/30/2012
3. Supplemental materials will be purchased in order to support the systematic and complete implementation and reinforcement of the targeted areas of computing problems, counting and computing money, and data analyze into mathematics instruction.	10/3/2011	3/15/2012

For **Communication Arts grades 3-5** our building should **increase the MPI from 722.2 to 727.2**. To achieve a MPI of 727.2 we will need to have the following percent of students at each performance level.

**Below Basic** - No more than 10.1% of students grade 3-5 (1% reduction from 2011)

**Basic** - No more than 59.6% of students grade 3-5 (1% reduction from 2011)

**Proficient** - At least 23.2% of students grade 3-5 (Same as 2011)

**Advanced** - At least 7.1% of students grade 3-5 (2% increase from 2011)

School Year AYP	Baseline	Progress	Target	Target Met
2009-2010	25.3	35	32.8	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
2010-2011	35	28.6	45	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A
<b>APR</b>				
2011-2012	28.6		30.3	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

**Strategy 1:** Classroom teachers and Title I Reading Coach will progress monitor and regularly collaborate around the following areas of need based on Spring 2011 MAP data: *details from text (R2C), drawing conclusions (R1H), text elements (R3C), spelling and punctuation (W2E).*

Action Steps	Check-In Date	Completion Date
1. Classroom teachers, with assistance from Title I Reading Coach and the Principal will create Essential Learning Objectives (ELO) planners and create, score, and analyze pre and post-assessments related to the targeted areas: R2C, R1H, R3C, and W2E; and plan the appropriate instructional responses. Teachers will also use the data collected to monitor student progress and revise the instructional response if necessary.	8/29/2011	05/30/2012
2. Title I Reading Coach will collaborate with teachers during weekly Wednesday collaborations and offer resources and instructional support to teachers related to their ELO which focus on the targeted MO Grade Level Expectations: R2C, R1H, R3C, and W2E.	8/29/2011	05/30/2012
3. Title I Reading Coach will align interventions with classroom instruction to reinforce the targeted areas of need: vocabulary, drawing conclusions, text elements, punctuation, and spelling.	8/29/2011	05/30/2012

<b>Strategy 2:</b> Supplemental resources will be used for extending learning opportunities in the targeted areas of details from text ( <i>R2C</i> ), drawing conclusions ( <i>R1H</i> ), text elements ( <i>R3C</i> ), spelling and punctuation ( <i>W2E</i> ) as identified using Spring 2011 MAP data.		
<b>Action Steps</b>	<b>Check-In Date</b>	<b>Completion Date</b>
1. After school tutoring will be implemented for students in grades K-5 with a primary focus on providing instructional responses in the targeted areas of need: <i>R12C</i> , <i>R1H</i> , <i>R3C</i> , and <i>W2E</i> .	10/3/2011	05/24/2012
2. Classroom teachers will incorporate Buckle Down Missouri MAP workbooks into weekly instruction with a particular focus on sections that cover <i>R2C</i> , <i>R1H</i> , <i>R3C</i> , and <i>W2E</i> . Classroom teachers will also use MAP released items, teacher-created assessments and activities, and other resources to teach and model various test-taking strategies related to the aforementioned targeted areas.	9/26/2011	05/30/2012
3. Supplemental materials will be purchased in order to support the systematic and complete implementation and reinforcement of the targeted areas of Spelling and Vocabulary into Communication Arts instruction.	10/3/2011	3/15/2011

**3. Reading Proficiency Objective: 60% of students in grades 1 – 5 will be reading on grade level as determined by the DRA for the 2011 – 2012 school year.**

School Year	Baseline	Progress	Target	Target Met
2010- 2011	45	56	55	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
2011 -2012	56		60	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
				<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

<b>Strategy 1:</b> Classroom teachers and Title I Reading Coach will design quality formative assessments to regularly assess all students reading below grade level and use assessment data to monitor growth and inform instruction in reading.		
Action Steps	Check-In Date	Completion Date
1. Teachers in grades 1 – 5 will use various types of formative assessments to regularly progress monitor all students reading below grade level. Formative assessments may include, but are not limited to: running records, scoring guides, literacy checklists, and anecdotal notes.	9/7/2011	05/30/2012
2. Teachers will create a Reading Intervention Plan (RIP) for each student reading significantly below grade level. The RIP will include a focus for specific interventions that will address each student’s discovered area(s) of need in reading. The RIP will be updated quarterly and the focus for instruction and interventions may be revised based on changing assessment data.	10/18/2011	05/30/2012
3. Classroom teachers and Title I Reading Coach will create and use an assessment wall to continuously monitor the progress of students reading below grade level and alter, if necessary, the instructional response based on the most recent reading assessment data.	10/3/2011	05/30/2012

<b>Strategy 2:</b> Provide support for Balanced Literacy instruction in grades K - 5.		
<b>Action Steps</b>	<b>Check-In Date</b>	<b>Completion Date</b>
1. Title I Reading Coach will provide monthly professional development in various areas of literacy. Title I teachers will also model lessons and observe classroom instruction during the literacy block in an effort to offer support in Balanced Literacy instruction.	9/19/2011 (2nd Monday of each month)	05/30/2012
2. Supplemental high quality and engaging guided reading text sets (levels A – J) will be purchased to support the full implementation of guided reading in the primary grades. High interest – low readability texts will be purchased for intermediate classrooms to support intermediate students who are reading below grade level.	10/30/2011	05/30/2012
3. Communication Arts Intervention Teacher will be hired to implement Guided Reading Plus to for grade 1 -3. (School Improvement Funds)	9/12/2011	05/30/2012

**4. Fourth Objective: The percentage of fifth grade students scoring proficient or advanced will increase by 5% on the 2012 science MAP from 11.1% to 15%.**

School Year	Baseline	Progress	Target	Target Met
2010- 2011	11.5	11.1	22	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A
2011-2012	11.1		16	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

**Strategy 1: Teachers will use the Scientific method (observation and description, formulate hypothesis, use hypothesis to predict, perform experiment, draw conclusion) in the implementation of Foss and completion of science fair projects.**

Action Steps	Check-In Date	Completion Date
1. Science coordinator or will in-service teachers on scope and sequence and implementation of FOSS curriculum.	9/19/2011	9/12/2011
2. Students and teachers will develop and follow a science project plan / timeline with check points to evaluate parts of the process. Class science projects will be required for grades K-3, and partner or group projects required for grades 4 and 5 .	10/3/2011	12/9/2011
3. An assessment portfolio checklist will be used at the end of each unit to evaluate students' progress and provide a way for students to reflect on what they learned.	9/19/2011	05/30/2012

<b>Strategy 2: Teachers will use the Inquiry (development of questions during each step of the process) approach to implement the Foss program and complete science fair projects.</b>		
<b>Action Steps</b>	<b>Check-In Date</b>	<b>Completion Date</b>
1. Science coordinator will in-service teachers on Inquiry.	10/18/2011	10/18/2011
2. MAD science will be incorporated into the science program at 4 <sup>th</sup> through 5 <sup>th</sup> grades to extend student learning of the inquiry process.	10/5/2011 ( session I) 3/1/2012 (session II)	12/1/2011  4/30/2012
3. Science notebooks (detailed record of his/her engagement and questions for each experiment) for each student will be maintained to evaluate students' ability to dig beneath the surface (gain a deeper understanding) to explore a topic.	ongoing	ongoing

## **CRITICAL ISSUES**

Identify at least two critical issues that impact the academic environment (structural, cultural, or other). Develop measurable academic objectives tied to the CSIP Focus and instructional core or your PBIS goals.

**Critical Issue 1: Maintain a student attendance rate of 96.2% for the 2011-2012 school year.**

<b>School Year</b>	<b>Baseline</b>	<b>Progress</b>	<b>Target</b>	<b>Target Met</b>
2009- 2010	96.3	96.6	97	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A
2010 - 2011	96.6	96.2	96.6	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A
2011-2012	96.2		96.7	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

<b>Strategy 1: Differentiated instruction and student engagement will be implemented to meet attendance goals</b>		
<b>Action Steps</b>	<b>Check-In Date</b>	<b>Completion Date</b>
1. Instruction will be designed around the needs and interest of the students.	9/12/2011	05/30/2012
2. Cooperative structures will be used to increase student engagement.	9/12/2011	05/30/2012

<b>Strategy 2: Involve parents in attendance goal</b>		
<b>Action Steps</b>	<b>Check-In Date</b>	<b>Completion Date</b>
1. Communicate attendance goal and program to parents.	9/7/2011 (reminder as needed)	9/7/2011
2. SIS notify parent when student is absent.	9/6/2011	05/30/2012
3. Counselor/social worker will contact parents of students with attendance concerns to offer support for resolving attendance issues.	9/27/2011	05/30/2012
4. Teachers will make home visits.	9/12/2011	11/22/2011

**Critical Issue 2: Reduce school-wide suspension rate by 10% for the 2011-2012 school year from 30 to 27.**

<b>School Year</b>	<b>Baseline</b>	<b>Progress</b>	<b>Target</b>	<b>Target Met</b>
2009-2010	32	34	32	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A
2010-2011	34	30	32	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
2011-2012	30		27	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

<b>Strategy 1: Teacher will implement PBIS with fidelity by targeting specific (refusing staff request/directions and endangering safety of other) behaviors.</b>		
<b>Action Steps</b>	<b>Check-In Date</b>	<b>Completion Date</b>
1. Teachers will implement weekly PBIS lessons.	8/29/2011	05/30/2012
2. PBIS committee will meet monthly to analyze data and set objectives to be shared with staff on the 4 <sup>th</sup> Monday of each month.	9/26/2011	05/30/2012
3. Students will be recognized quarterly for meeting PBIS expectations in school wide assembly.	10/27/2011	05/30/2012 (quarterly)
4. Formed "New Comers Groups."	9/12/2011	05/30/2012

<b>Strategy 2: Implement Tier 2 interventions (example: Check in/Check Out, social groups), for students that do not respond to school-wide system</b>		
<b>Action Steps</b>	<b>Check-In Date</b>	<b>Completion Date</b>
1. Teachers will record data on offenses and make referral to care team.	9/12/2011	05/30/2012
2. Care Team will meet weekly to analyze data and develop intervention strategies. Teachers will commit to implementation of strategies and compiling data.	9/13/2011 (Tuesday afternoon)	05/30/2012
3. Intervention strategies will be reviewed and adjusted every 4 - 6 weeks as needed.	9/13/2011	05/30/2012

**PROFESSIONAL DEVELOPMENT—Insert PD Planning Format here**

*High quality professional development is ongoing and sustained throughout the school year. Effective teacher professional development is a set of activities that produce a demonstrable and measurable effect on student academic achievement. Any professional development activity must be aligned to the School Improvement Plan which is grounded in the CSIP. One-day and short-term workshops and conferences that stand alone are not recognized as high quality professional development.*

**PROFESSIONAL DEVELOPMENT – Barbara C. Jordan**

Academic School Improvement Goals:	Instructional Core Focus: What area of the Instructional Core will support our work towards our goals?	Evidence: How will we measure the impact of the professional development on the classroom (i.e. Pre and Post Data such as: Walk-through Data, Edison Data, Assessment Data, Collaboration Data)?
Communication Arts Objective: Increase from 28.6% to 29.3% of students in all identified subgroups (Total School, African Americans and Free/Reduced lunch) will score proficient or advanced on the 2012 communication arts MAP.	Essential Learning – Formative Assessment	Pre and Post Data teacher made assessments, Tungsten, Collaboration Data, MAP Data, Progress monitoring data (Easy CBM)
Mathematics Objective: Increase from 24.4% to 25.2% of students in all identified subgroups (Total School, African Americans and Free/Reduced Lunch) will score proficient or advanced on the 2012 Math MAP.		
Reading Proficiency Objective: 60% of students in grades 1 – 5 will be reading on grade level as determined by the DRA for the 2011 – 2012 school year.		
Fourth Objective: The percentage of fifth grade students scoring proficient or advanced will increase by 5% on the 2012 science MAP from 11.1% to 16%.		

**Instructional Core PD Focus Area: Essential Learning**

Date	Time	PD Type	Activity
8/23/2011	AM PD	Building PD	PLC – Who: PLC Team; Resources Needed : PLC Training, Chart Paper, markers, copies of mission and vision, Cracker Barrel Game Circles
	PM PD	Building PD	PBIS – Who: PBIS Team; Resources Needed: PBIS Lessons, PBIS matrix
9/27/2011	ERD	Building PD	PLC- Who: PBIS Teams; Resources Needed: Sept. PLC Training- Data Analysis; GLEs, chart paper, data,
10/28/2011	AM PD (PM Records)	Instructional Core PD	Essential Learning – UbD (Formative Assessment); Who: Rebecca O’Connell; Resources Needed: Understanding by Design Guide to Create High Quality Units
11/23/2011	ERD	Building PD	PLC – Who: PLC Team; Resources Needed: November PLC Training; Resources Needed (TBA)
12/22/2011	ERD	Building PD	RTI – Who: BLT Team; Resources Needed: RTI books for all staff members
1/13/2012	AM PD	Instructional Core PD	Essential Learning – UbD (Formative Assessment); Who: Janet Nease, Authentic Education; Resources Needed: Understanding by Design Guide to Create High Quality Units
	PM PD	Instructional Core PD	Essential Learning – UbD (Formative Assessment); Who: Janet Nease, Authentic Education; Resources Needed: Understanding by Design Guide to Create High Quality Units
2/17/2012	AM PD	Instructional Core PD	Essential Learning – UbD (Formative Assessment); Who: Rebecca O’Connell; Resources Needed: Understanding by Design Guide to Create High Quality Units
	PM PD	Instructional Core PD	Essential Learning – UbD (Formative Assessment); Who: Rebecca O’Connell; Resources Needed: Understanding by Design Guide to Create High Quality Units
3/16/2012	AM PD (PM Records)	Building PD	RTI -Who: BLT Team; Resources Needed: RTI books for all staff members
4/27/2012	ERD	Instructional Core PD	Essential Learning – UbD (Formative Assessment); Who: C&I Presenter; Resources Needed: Understanding by Design

**Instructional Core PD** – Your school/group can choose to participate in one of the ongoing PD Strands options offered by the district or your building is responsible for providing PD on the Instructional Core. If you choose a district PD Strand, you are committing to all four dates below. District Instructional Core PD – 10/28/11 ERD, 1/13/12, 2/17/12, 4/27/12 ERD

## Monday Meeting Schedule

Date	Focus (i.e. PBIS, Staff meeting, Committee meeting, Collaboration, Additional PD)
1 <sup>st</sup> Monday of month	Staff Meeting
2 <sup>nd</sup> Monday of month	Staff Meeting/EDM PD/Balanced Literacy PD
3 <sup>rd</sup> Monday of month	PBIS
4 <sup>th</sup> Monday of month	PLC
5 <sup>th</sup> Monday of month	Collaborations

## PARENT INVOLVEMENT

*Describe the activities to be used to increase parent and family involvement as part of this school improvement plan. The following three areas must be addressed: 1) Communication, 2) Shared responsibility for high student performance, 3) Building parents capacity for involvement in school.*

A. Describe the strategies that will be used to partner with parents including events that actively link parents to learning.

School Year	Baseline	Progress	Target	Target Met		
2010 - 2011	40%	41%	50%	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	<input type="checkbox"/> N/A
2011-2012	41%		50%	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
				<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A

**Parent Involvement Objective: To increase parental involvement by 10% every year at each grade level.**

**Strategy 1: Barbara C. Jordan will involve parents in the learning process by providing opportunities for learning at home.**

Action Steps	Check-In Date	Completion Date
1. Teachers will provide information for families on skills required for students in all subject areas at each grade.	8/29/2011 (quarterly)	05/30/2012
2. Monthly school newsletter will provide information and ideas to families about how to help students at home with homework and other curriculum related activities, decisions and planning.	9/7/2011	05/30/2012
3. Parents will be required to sign and return weekly folder.	9/29/2011	05/30/2012

**Strategy 2: Recruit and organize parents to help and support.**

Action Steps	Check-In Date	Completion Date
1. Teachers will recruit room parents to volunteer and support the classroom.	9/6/2011	05/30/2012
2. PTO will solicit parents through survey to identify all available talents, times and locations of parent volunteers.	9/6/2011	12/14/2011
3. Parents will be included in school decisions (Leadership Team and PBIS Committee), developing parent leaders and representatives.	8/10/2011	05/30/2012

B. Discuss how student assessment results will be reported in a language and format that parents can understand as required by the provisions of NCLB.

Student assessment results will be reported to parents using parent friendly language annually and quarterly. In addition, student assessment results will be given to and explained to parents during curriculum night.

- Tungsten
- MAP
- Each semester parents will be provided with DRA reports (formative assessment inclusive of strategies for parents).
- Assessment results are posted in the main hallway and outside of each classroom for stakeholders to view.
- Parent teacher conferences are held twice a year so that parents can discuss their students' grades, successes, and challenges in school.

## **PERSISTENCE TO GRADUATION/GRADE LEVEL TRANSITION**

*Students entering the School District of University City as early as prekindergarten have a predetermined destination for graduation upon entering the educational system. It is the District's responsibility to take measures to assist every student on their journey toward graduation.*

Describe the strategies, structures and procedures your school takes in order to ensure graduation of each student at the grade levels in which your school services.

Barbara C. Jordan will focus on student learning by implementing instructional strategies that strengthen and support students so that they achieve grade-level targets in communication arts, math, and science.

Barbara C. Jordan will focus on increasing student attendance by monitoring and promoting excellent attendance. Research projects that students who attend school on a regular basis invariably perform better academically.

Barbara C. Jordan will focus on culture among students through instruction from the guidance counselor, study skills, goal setting, study habits, test taking skills, and social development skills.

Barbara C. Jordan will focus and share information during P.T.O. meeting and parent involvement events regarding career education opportunities and academic goals and programming correlated to middle school course requirements.

**Teachers and counselors will engage in the following:**

- Employ research based strategies such as cooperative learning structures that will provide opportunities for peer interaction.
- Implement PBIS strategies that will focus on decreasing the number of suspensions.

**The building principal will engage in the following:**

- Provide leadership through student council to keep students informed in the school improvement process as well as school-wide academic goals and to elicit feedback regarding school-wide goals.

Describe the strategies, structures and procedures your school takes in order to ensure the transition of students from individual grades as well as grade spans (Pre K-K, 5-6, 8-9, 12-Post Graduation).

- Kindergarten Open House will be held twice a year with the intent to recruit family by exposing them to the KG curriculum and expectations. KG teachers will also participate in IEP meetings for incoming Kindergarten students. A kindergarten meet and greet will also be held over the summer in order for incoming students and parents to meet.
- Counselor will visit elementary school to give course selection information in January. Followed by a transition meeting in March at BWMS with elementary school counselors and 6<sup>th</sup> grade counselors to ensure appropriate placement in classes and teams.
- Various forms of communication will be used and meetings will be held for 6<sup>th</sup> grade parents to inform them about programs, curricula, and requirements at Brittany Woods Middle School and to help them become skilled in dealing with issues related to the middle school transition. Followed by a 6<sup>th</sup> grade social function in May to introduce them to Brittany Woods Middle School.
- Meet with the Brittany Woods Middle School administrators to share information, prior to the inception of the school year, about the student's strengths, challenges, interests, support needed, and accommodations provided during the fifth grade year in an effort to develop a support plan for enrichment or remediation if required.
- 6<sup>th</sup> grade parent social function in May to familiarize them with the campus and to meet other families.

## RESPONSE TO INTERVENTION

*Each school must take responsibility for all students academically, socially and emotionally. In doing so, each school is to integrate assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems.*

A. What structures have been created this school year to support prevention of academic and behavioral failures? How will the structures be monitored and evaluated?

- Barbara C. Jordan's Care Team will provide a system to support academic achievement by analyzing data, applying a problem-solving process to assist "at risk" students, and to provide teachers with an action plan inclusive of interventions to implement.
- Extended learning opportunities available to students not making adequate progress correlated to IBD's and ELO's. This will be measured by tracking students' progress utilizing monthly Tungsten benchmark data and by the percentage of students participating as indicated by sign-in sheets
- After school tutoring will provide small group instruction to students not making adequate progress; this will be measured by tracking students' progress utilizing monthly Tungsten benchmark data and MAP data.
- Time will be built into the schedule for students to engage in MAP Days in response to 2011 MAP data.
- Based on the monthly Tungsten data student in grades 2-5 will set goals and identify what they can do to improve their learning.
- Provide enrichment for students through extended learning opportunities.

B. Describe how teachers will be involved in using data for making instructional decisions to improve individual student achievement and the overall instructional program.

During the weekly collaboration meetings, teachers utilize data to gain information that will assist them in identify key areas of focus and so that they may track student data. Teachers collaboratively develop instructional responses that will have an exponential impact on student achievement. Teachers, therefore, engage in the following:

- Analyze and use the results from pre/post formative assessments to create instructional responses to meet the individual needs of students.
- Analyze DIAL, CAP, DRA, Edison and MAP data to establish a baseline regarding interventions and the development of learning goals
- Use of guided reading binders: weekly running records, anecdotal notes, and other forms of formal assessment during collaborations to identify reading miscues and behaviors and to identify areas for intervention and enrichment.

C. How will the school know if the needs of ALL students (struggling and advanced) are being met? List the types of monitoring and evaluation tools that will be used periodically through the year to assist the school in knowing that the needs of ALL students are being supported.

Because data drives all instructional decisions at Barbara C. Jordan, through our collaborative teams we have identified following tools to monitor the progress of our goals:

- Monthly Tungsten data is utilized to identify learning goals aligned to the Essential Learning Objectives and IBD's.
- Making Meaning and Everyday Math Assessments will be analyzed to develop instructional responses to meet the needs of all students.