

Title IA Addendum 2011-12

Reviewed or Revised 10/17/11 ap

Title IA Components SWP	Our Status	School Strategy/Action	Timeline Person Responsible Budget
<p>1. A comprehensive needs assessment of the entire school based on information which includes the achievement of children in relation to the state academic content standards described in ESEA 1111(b)(1)</p>	<p>We did not meet our goal for reading or math in the 2010-11 as measured by OAKS. We did meet our writing goal as measured by our in-house school wide prompt, but not as measured by the 4th grade state writing test. We also did not make AYP in the area of math in two sub-categories: Limited English Proficient Students and Students with Learning Disabilities.</p>	<p>We have realized that we need to make more specific goals that are directly aligned with the District's Strategic plan. The goals listed in the 2011-12 School Improvement Plan are directly tied to the College and Career Readiness benchmarks outlined by the Student Educational Plan and Profile (StEPP). StEPP 1: Percentage of proficient kinder students in Reading and Math as measured by the Kindergarten Assessment. StEPP 2: Percentage of proficient 2nd grade students in reading comprehension in a non-fiction text as measured by the DRA. StEPP 3: Percentage of proficient 5th graders in the areas of reading, writing and math as measured by OAKS reading and math as well as the 4th grade writing assessment. Because of not meeting math AYP in the two areas, we also understood the need to write two very specific goals to meet Safe Harbor.</p>	<p>The 2011-12 School Year McKinley Staff All budgets are aligned to support these goals.</p>
<p>2. Schoolwide reform strategies based on scientific research that</p>	<p>In Progress.</p>	<p><u>Action #1: Conferencing</u> Teachers will implement one-to-one reading and writing conferencing & side-by-side instruction for</p>	<p>The 2011-12 School Year McKinley Staff</p>

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<p>strengthen the core academic program, increase the amount and quality of learning time and include strategies to address the needs of low achieving students.</p>		<p>reading and writing by setting up classroom structures (such as Daily 5, etc...) within the Reading/Writing Workshop that support conferencing time. Teachers will provide students with authentic reading & writing opportunities, make connections between reading & writing, set goals, give immediate and focused feedback, match students to high interest texts, help students understand how to select "just right" books and build stamina when reading & writing, and actively increase the amount of leveled books in their classroom libraries</p> <p>Outcome: Every student will receive timely and specific feedback regarding progress toward learning targets.</p> <p>Evidence: % of students at each grade level who read and comprehend non-fiction text at or above grade level, % of students at or above grade level in writing</p> <p>Action #2: SIOP</p> <ul style="list-style-type: none">• Further study of SIOP principles on the part of school staff• Overview of SIOP and implementation of content and language objectives in Math (and other content areas as teachers are ready).• Teachers inserviced on the eight components of SIOP.• Teachers create "look fors" in their classrooms• Incorporate SIOP into PLCs.	<p>All budgets are aligned to support these goals.</p>
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		<p>Outcome:</p> <ul style="list-style-type: none"> • Teaching staff will broaden repertoire of best instructional practices. • Teachers will work with each other to articulate learning from one grade level to another, which will help with developing vocabulary and determining what background has been taught. • Teachers will have opportunities to participate in structured observations of SIOP strategies of one another ("look fors"). <p>Evidence:</p> <ul style="list-style-type: none"> • Teachers will begin to use SIOP features in their lesson design (planning) and instruction. • Teachers will become comfortable using SIOP to scaffold instruction for all learners. 	
<p>3. Instruction by Highly Qualified teachers, as defined by federal law.</p>	<p>Completed.</p>	<p>All teachers at McKinley Elementary are Highly Qualified.</p>	<p>The 2011-12 School Year</p>
<p>4. High quality, on-going professional development based on scientifically-based research for teachers, principals, instructional paraprofessionals, and if appropriate, pupil services personnel, parents and other staff in accordance with ESES 1119</p>	<p>In Progress.</p>	<p>Our 2011-12 Professional Development Plan is three-fold.</p> <p>1) A building wide focus on SIOP through a professional book study and one staff meeting a month dedicated to going deeper through discussion, reflection and making commitments to incorporate SIOP components into classroom instructions – specifically in the are of math but not limited to. Grade level and instructional teams rotate the responsibility of facilitating this learning during their assigned staff meeting.</p>	<p>The 2011-12 School Year</p> <p>McKinley Staff</p> <p>All budgets are aligned to support these goals and professional development plans.</p>

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		<p>2) Staff Development Days (pre-service, 10/14/11, 11/10/11, 1/27/12 and one staff meeting a month are dedicated to developing our collective understanding of effective one-on-one conferencing with readers and writers. Professional Development opportunities will include developing a common language around conferencing, sharing conferencing strategies, structures and record keeping techniques. Teams will collaborate as grade level teams as well as vertical teams.</p> <p>3) We are also working on refining our PLC process and incorporating the RTI process. Grade level teams are supported through this work with 2.5 Title/Intervention teachers that facilitate the PLC protocol, collect/ organize and maintain student data. ESL teachers and other specialist including the counselor are often a part of this process. The goal of this work is both to strengthen the core by looking for trends in the data, brainstorming strategies, agreements to incorporate strategies and collect more data, as well as to identify students in need of intervention services and decide who, how and when the interventions will be delivered and progress monitored.</p>	
<p>5. Strategies to attract Highly Qualified teachers to high need schools.</p>	<p>In Progress.</p>	<p>McKinley provides teachers with a highly supportive environment with an emphasis on team collaboration through the PLC process and other collaboration opportunities. New teachers are paired up with building level mentors as well as District level mentors. We are working on ways to increase teacher collaboration with Title/Intervention teachers, ESL</p>	<p>The 2011-12 School Year</p>

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		<p>teachers and the SpEd teacher to provide classroom teachers additional support students with language learning needs or learning disabilities. The Admin team includes a counselor and a student supervisor to support teachers with behavior and social/emotional issues. Teachers are also provided with release time to go and observe other teachers within our building or within the District.</p>	
<p>6. Strategies to increase parental involvement, such as family literacy services in accordance with ESEA 1118</p>	<p>In Progress.</p>	<p>Throughout the school year the staff plans for and facilitates several evening events for families: Family Literacy Night, Family Math Night, Parent Literacy Trainings, ESL Family Nights, OMSI Night (transportation provided), and International Night. We send monthly newsletters that include articles about academic achievement in the areas of literacy and math. For the second year in a row, we have done the school wide One School One Book program, in which every family is provided with their own copy of the selected book (available in both English and Spanish), a pacing guide and weekly quizzes with incentives. This event culminates in our Family Literacy Night.</p> <p>We also tried a new summer program of keeping the library open all summer long 3 days a week in coordination of the summer lunch program, with the goal of encouraging families to come and read together.</p>	<p>The 2011-12 School Year</p> <p>McKinley Staff</p> <p>Parent Involvement</p> <p>Budget</p>
<p>7. Plans for assisting preschool children in the transition from early childhood programs to local elementary school</p>	<p>In Progress.</p>	<p>In the spring, we offer our Kinder Round Up – an orientation to kindergarten and support with the enrollment forms. Translation is provided. We also provide two summer opportunities to help preschool children transition into kindergarten: Leap Start, a 7-</p>	<p>Summer 2011</p> <p>Selected Teachers</p> <p>Title Budget</p>

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<p>programs</p>		<p>week program and Kinder Academy. Both of these programs include the Kinder Assessment – allowing us to do a better job at grouping students and create balanced classes as well as start targeted instruction at the beginning of the year.</p> <p>We also tried a new summer program of keeping the library open all summer long 3 days a week in coordination of the summer lunch program, with the goal of encouraging families to come and read together.</p>	
<p>8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111 (b) (3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.</p>	<p>In Progress.</p>	<p>Through the PLC/RTI process, teachers are included in analyzing the student data and making decisions on how to meet the instructional needs. Teachers are also engaged in Committee Meetings (PBIS, Equity, Safety & Leadership). Each committee has a representative from each grade level to look at data, give input and make decision. Three teachers also participate on Site Council, along with 3 parents – together this team monitors the School Improvement Plan. As a Leadership team we look at and make decisions based on District and staff surveys.</p>	<p>The 2011-12 School Year</p>
<p>9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by ESEA 1111(b)(1) are provided with effective, timely additional assistance</p>	<p>In Progress.</p>	<p>This is at the heart of our PLC/RTI process. A Universal Screen (the Easy CBM) is administered 3 times a year, this data is triangulated with DRA data and classroom observation data to determine which students are in need of interventions. The PLC/RTI team then determines which interventions are appropriate for each intervention group. Students in intervention groups are progress monitored once a week or once every two weeks, depending on the intervention. When the PLC/RTI team reconvenes, the team looks at the progress monitoring data to</p>	<p>The 2011-12 School Year</p> <p>McKinley Staff</p> <p>All budgets are aligned to support these goals.</p>

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		<p>determine if the students are responding to the intervention instruction. If they are it is continued, if they are not the intervention is documented and an additional intervention is added. As mentioned in #4, a huge component of the PLC process is to strengthen the instructional core. We have discovered that in order to truly meet our needs of our students, as a whole, our core instruction needs to fit the needs of the students in the yellow and green categories – as determined by the Universal Screener. Interventions are reserved for students in the red category.</p>	
<p>10. Coordination and integration of federal, state and local services and programs including all titles in ESEA, violence prevention, nutrition, and house programs, Head Start, adult education, vocational and technical education and job training ESEA 1114 (b)</p>	<p>In Progress.</p>	<p>The most effective strategy we have found has been what we call Kid Chat. This is a weekly meeting that includes the counselor, the student supervisor, the principal, the psychologist and the Youth Services Coordinator, as well as other participants as needed, such as the Special Education Facilitator or a classroom teacher. At this meeting we discuss individual students who are popping up because of behavior, academics, social emotional issues or family issues. We discuss ways to support each student. Sometimes this involves alerting DHS or referring the family to Life Works, the Morrison Center, Western Psychological Services, etc. We also have our regular counselor interventions with students and lessons on bully-proofing, study skills, etc...</p>	<p>The 2011-12 School Year</p>