

# Stratford Academy

## Johnson House



## School Improvement Plan

2011 - 2012

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## **Reading, Writing and Math Objectives – Stratford Academy – Johnson House**

**Student performance on the CMT will improve as follows:**

### **Reading - The AYP target for Reading is 89% for 2012**

- Whole school went from 88.3% proficiency in 2010 to 91.0% proficiency in 2011. All students will be expected to make at least a 5% gain to meet CMT target goals: 2012 to 94%; 2013 to 98%.
- African American cohort went from 83.5% proficiency in 2010 to 80.7% proficiency in 2011. Students in this cohort group did not make AYP. This cohort group will be expected to make at least a 13% gain to reach the 2012 CMT target goal of 94%
- Economically Disadvantaged cohort went from 79.7% proficiency in 2010 to 87.2% proficiency in 2011. Students in this cohort group did not make AYP. This cohort group will be expected to make at least a 6.8% gain to reach the 2012 CMT target goal of 94%

### **Writing - The AYP target for Writing is 70% for 2012**

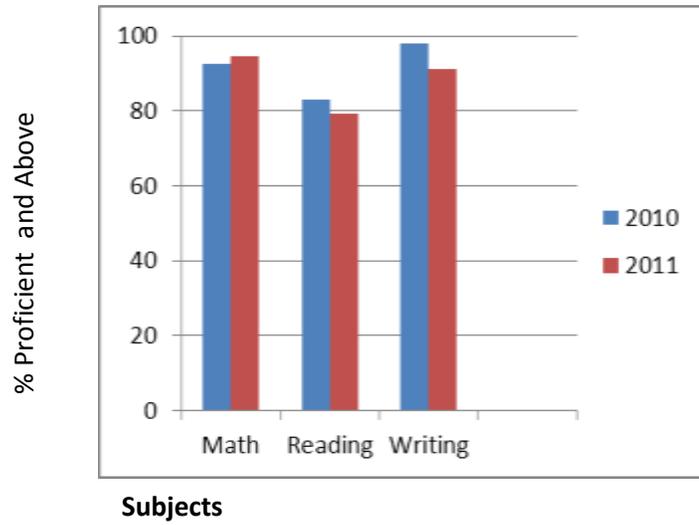
- Students at Johnson House achieved 92.5% proficiency in 2011 CMT. Our goal is to make an increase of 2% proficiency for 2012 CMT.

### **Math - The AYP target for Math is 91% for 2012**

- Whole school went from 94.4% proficiency in 2010 to 96.5% proficiency in 2011. All students will be expected to make at least a 5% gain to meet the CMT target goals: 2012 to 96%; 2013 to 100%
- Economically Disadvantaged cohort went from 86.6% proficiency in 2010 to 91.9% proficiency in 2011. Students in this cohort group made AYP. This cohort group will be expected to make at least a 5% gain from 2011 CMT results.
- African American cohort went from 87.9% proficiency in 2010 to 90.1% proficiency in 2011. Students in this cohort group did not make AYP; it was missed by .9%. This cohort group will be expected to make at least a 5% gain from 2011 CMT results.

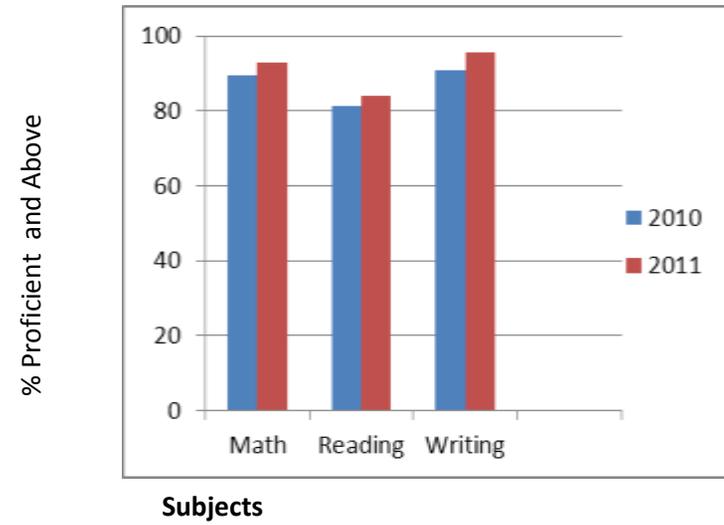
### Grade 3 – CMT Data

	Math	Reading	Writing
2011	94.5	79.1	91.2
2010	92.6	83	97.9
Diff +/-	+1.9	-3.9	-6.7



### Grade 4 – CMT Data

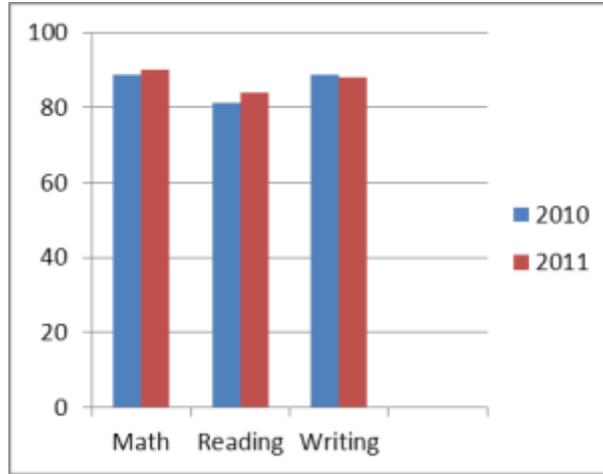
	Math	Reading	Writing
2011	92.9	84.1	95.6
2010	89.4	81.4	91.4
Diff +/-	+3.5	+2.7	-3.5



### Grade 5 CMT Data

	Math	Reading	Writing
2011	90.2	84	88.2
2010	88.7	81.3	88.7
Diff +/-	+1.5	+2.7	-.5

% Proficient and Above

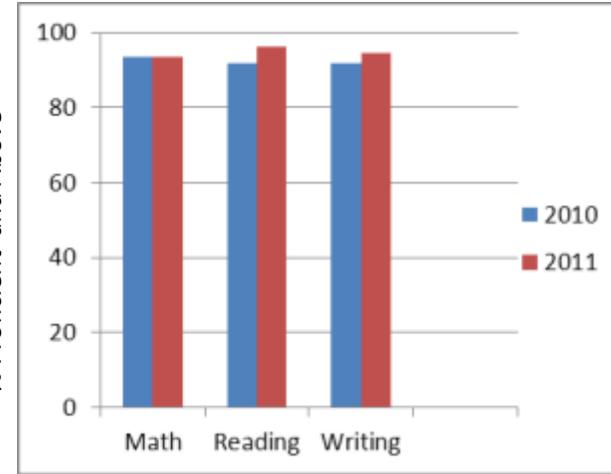


Subjects

### Grade 6 CMT Data

	Math	Reading	Writing
2011	93.6	96.3	94.5
2010	93.6	91.7	91.9
Diff +/-	0	+4.6	+2.6

% Proficient and Above



Subjects

*Needs Assessment: (Identify student learning and reference sources of data).*

The goals and objectives outlined in the Stratford Academy Improvement Plan for Reading are based on the analysis of performance by students in grades 3-6 on the reading portion of the 2011 CMT.

**Third Grade:**

Data from the reading portion of the 2011 CMT indicates that 79.1 percent of students performed at the proficient or above range, while 74.5 percent of third grade students in the district performed within the same range. Data indicates a 3.9 percentage point decrease in the at proficiency range when comparing 2010 to 2011 performance in reading.

**Fourth Grade:**

Data from the reading portion of the 2011 CMT indicates that 84.1 percent of students performed at the proficient or above range, while 77.7 percent of fourth grade students in the district performed within the same range. Data indicates a 2.7 percentage point increase in the at proficiency range when comparing 2010 to 2011 performance in reading.

**Fifth Grade:**

Data from the reading portion of the 2011 CMT indicates that 84 percent of fifth grade students performed at the proficient or above range, while 79.6 percent of fifth grade students in the district performed within the same range. Data indicates a 2.7 percentage point increase in the at proficiency range when comparing 2010 to 2011 performance in reading.

## Reading Stratford Academy-Johnson House

### Reading - The AYP target for Reading is 89% for 2012

- Whole school went from 88.3% proficiency in 2010 to 91% proficiency in 2011. All students will be expected to make at least a 5% gain from 2011 CMT results. CMT target goals: 2012- 94%; 2013- 98%
- African American cohort went from 83.5% proficiency in 2010 to 80.7% proficiency in 2011. Students in this cohort group did not make AYP. This cohort group will be expected to make at least a 13% gain to reach the 2012 CMT target goal of 94%
- Economically Disadvantaged cohort went from 79.7% proficiency in 2010 to 87.2% proficiency in 2011. Students in this cohort group did not make AYP. This cohort group will be expected to make at least a 6.8% gain to reach the 2012 CMT target goal of 94%

Identified Need	Code	Strategies	Person Responsible	Time Line	Evidence
Stratford Academy CMT results for students at or above proficient in reading for 2011 Gr. 3 – 79.1% Gr. 4 – 84.1% Gr. 5 – 84% Gr. 6 – 96.3%	ON	Tier I: Create and support data teams to collect, analyze and report instructional changes based on assessment data.	- Teachers - Reading Consultants - Principals	Annually	Agendas from Data Team meetings and plans for student achievement. Data Teams will identify students who are struggling or at risk and develop student success plans for each. Monthly progress reports will be developed by building data team.
	ON	Tier I: Maintain a daily 160-minute literacy block for students in grades 3 – 6. Literacy block will include writing and reading instruction based on curricula.	- Elementary Curriculum Coordinator - Principal - Teachers - Reading Consultants	Annually	Building grade level instructional schedules.
	New	Tier 1: Progress Monitoring in Reading	-Tutors - Principal - Teachers - Reading Consultants	Bi-weekly	Scientific Data will be collected from progress monitoring assessments.

	<b>ON</b>	Tier II: Provide scientific research-based interventions in reading to students identified as achieving below grade level and develop a system of coordinated services to accelerate learning.	<ul style="list-style-type: none"> <li>- Teachers</li> <li>- Reading Consultants</li> <li>- Special Education</li> <li>- Tutors</li> <li>- CIAs</li> <li>- Principals</li> <li>- Elementary Curriculum Coordinator</li> </ul>	Annually	Trajectory goals to achieve grade level mastery established within student success plans will be monitored frequently. Reports will be reviewed every two weeks for all Tier III students and every six weeks for all Tier II students. Monthly progress reports will be developed by building data team.
	<b>ON</b>	Tier II: Increase reading fluency by assessing and providing a scientific research-based intervention for fluency – Read Naturally – to all students who need practice in grades 3-6.	<ul style="list-style-type: none"> <li>- Teachers</li> <li>- Reading Consultants</li> <li>- Tutors</li> <li>- Principals</li> </ul>	Annually	Progress monitoring of fluency data including DIBELS benchmarks.
	<b>ON</b>	Tier II: Increase reading comprehension skills through daily implementation of reading curriculum enhanced by scientific research-based interventions that increase vocabulary, the understanding of narrative and expository text structures, and the development of content knowledge.	<ul style="list-style-type: none"> <li>- Teachers</li> <li>- Reading Consultants</li> <li>- Tutors</li> </ul>	Annually	Comprehension skills will be measured by common formative assessments, student work that includes written and oral retellings, proficiency on DRP, and responses to mastery-like questions covered in the reading curriculum. Monthly progress reports will be developed by building data teams.

	<b>New</b>	Tier II: Increase reading fluency through a home based fluency program.	<ul style="list-style-type: none"> <li>- Teachers</li> <li>- Tutors</li> <li>- Reading Consultants</li> <li>- Parents</li> </ul>	6 weeks during the summer	Fluency levels of participants hold steady or improve over the summer.
	<b>ON</b>	Tier II: Incorporate read alouds, turn and talk, and “think alouds” by Library Media Specialist to increase comprehension.	<ul style="list-style-type: none"> <li>- Library Media Specialist</li> </ul>	Each class will visit library one time a week for a read aloud.	Library Media lesson plans, weekly walkthroughs by Building Principal
	<b>ON</b>	Tier I and II: Purchase books for Library Media Center and for the grade six book closet that correlate with reading units of study to foster comprehension.	<ul style="list-style-type: none"> <li>- Library Media Coordinator</li> <li>- Principals</li> </ul>	Book purchases annually.	Books purchased and used including mentor texts that align with Nancy Boyle’s methods of teaching reading and writing.
	<b>ON</b>	Tier II: Promote explicit teaching of CMT reading strands in content areas of math, science, and social studies.	<ul style="list-style-type: none"> <li>- Math and Science Lead Teachers</li> <li>- Teachers</li> </ul>	September through June each school year	<p>Lesson plans reviewed by principals</p> <p>Monthly progress reports will be developed by building data team.</p>
	<b>ON</b>	Tier II: Continue to integrate reading comprehension skills in fiction and non-fiction content areas.	<ul style="list-style-type: none"> <li>- Teachers</li> <li>- Reading Consultants</li> </ul>	September through June each school year	Students will increase fiction and non-fiction reading strategies as evidenced by an increase in the number of students reading at grade level by approximately 5% annually to achieve 99% by 2013.
	<b>ON</b>	TIER II: Develop vocabulary by selecting Tier II words from Rigby read alouds, classroom literature, and leveled readers. Implement an explicit approach to measure vocabulary growth, i.e., Marzano or Beck and McKeown.	<ul style="list-style-type: none"> <li>- Teachers</li> <li>- Reading Consultants</li> </ul>	September through June each school year	Students will increase vocabulary and comprehension as evidenced on benchmark and district assessments.

	<b>ON</b>	Tier II: Continue to train all instructional tutors in small group instruction techniques to work with struggling and at risk students.	<ul style="list-style-type: none"> <li>- Reading Consultants</li> <li>- Teachers</li> <li>- Elementary Curriculum Coordinator</li> </ul>	Annually	Professional development provided by internal and external facilitators.
	<b>ON</b>	Tier I and II: Create Flex groups to meet the targeted needs of student – not mastered skills.	<ul style="list-style-type: none"> <li>- Teachers</li> <li>- Reading Consultant</li> <li>- Tutors</li> <li>- Special Ed. Staff</li> <li>- Principals</li> </ul>	Annually	Small group instruction plans, schedules, Student Success Plans
	<b>ON</b>	Tier II: After school tutorial program and Saturday Academy for targeted students and parents	<ul style="list-style-type: none"> <li>- Staff</li> <li>- Parents</li> <li>- Tutors</li> <li>- Principal</li> </ul>	Annually	Attendance logs, student portfolios, pre and post data.
	<b>ON</b>	Tier I and II: Continue a staff study group around reading strategies (SRBI, Best Instructional Practices, TBD)	<ul style="list-style-type: none"> <li>- Principals monitor</li> <li>- Tutors</li> <li>- Teachers</li> <li>- Reading Consultant</li> </ul>	Annually	Attendance logs, evidence of learning in lessons
	<b>ON</b>	Tier I and II: Honeyspot and Johnson – 2 <sup>nd</sup> /3 <sup>rd</sup> grade teachers to continue data discussion to bridge student achievement between the two buildings	<ul style="list-style-type: none"> <li>- Principals,</li> <li>- Reading Consultant</li> <li>- Teachers</li> </ul>	3X a year Fall, Winter, Spring	Agenda, minutes and action plan
	<b>ON</b>	Tier II: Provide learning environments for reading that focus on real life experiences with an emphasis on 21 <sup>st</sup> century skills for students in grades 3-6.	<ul style="list-style-type: none"> <li>- Teachers</li> <li>- Principal</li> <li>- Elementary Curriculum Coordinator</li> <li>- Assistant Superintendent</li> </ul>	Annually	Lesson and unit plans that incorporate technology, such as SMART Boards, internet, and district technology programs.
	<b>NEW</b>	Tier II: Provide literacy workshops for parents.	<ul style="list-style-type: none"> <li>- Teachers</li> <li>- Tutors</li> <li>- Reading Consultant</li> <li>- Principals</li> </ul>	Annually	Attendance Logs. Parent Feedback.
	<b>NEW</b>	Tier I and II: Create building-based School Climate Data Team including a School Climate	-All Staff	2011-2012	Data including, but not limited to, the following will be collected and

		Specialist. The School Climate Data Team will parallel academic data teams; data will be collected in all areas that relate to climate and provide scientific research based intervention for Tier I, II, III students. A school bullying plan shall be the task of the administrators, faculty and the School Climate Data Team			analyzed at the data team meetings: -Absences -Tardies -Office referrals, -Bus referrals -In-School/Out-of-school suspensions
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*Needs Assessment: (Identify student learning and reference sources of data).*

The goals and objectives outlined in the Stratford Academy Improvement Plan in writing were developed after analyzing the 2011 CMT student performance in writing. Total writing scores are developed by calculating performance on the Direct Assessment of Writing, which counts for sixty percent of the total writing score along with performance on two strands (composing/revising, and editing), which account for forty percent of the total writing score.

Overall 2011 CMT writing performance indicates improvement in the holistic writing scores. The students in grades 3-6 scored 92.55% proficiency or better on the writing portion of the CMTs. The weak strand was the Composing/Revising strand with an average of 68.0 % meeting proficiency or better.

## **Writing Stratford Academy – Johnson House**

### **Writing - The AYP target for Writing is 70% for 2012**

- **Students at Johnson House achieved over 92% proficiency in 2011 CMT. Our goal is to make an increase of 2% proficiency for 2012 CMT.**

#### ***Objectives:***

- To increase the percentage of students mastering the strand of composing/revising as measured by performance on the 2011 CMT.

<b>Identified Need</b>	<b>Code</b>	<b>Strategies</b>	<b>Person Responsible</b>	<b>Time Line</b>	<b>Evidence</b>
Stratford Academy CMT results for students at or above proficient in writing for 2011 Gr. 3 – 91.2% Gr. 4 – 95.6% Gr. 5 – 88.2% Gr. 6 – 94.5%	<b>ON</b>	Tier I: Continue to implement, with fidelity, the Writing curriculum with an emphasis on Writers’ Workshop and deliver 50 minutes of writing instruction to all students in Grades 3-6. .	- Teachers - Writing Leaders - Principals - Elementary Curriculum Coordinator - Assistant Superintendent - Reading Consultants	Annually	Pacing Guides, lesson plans, and the results of district writing assessments. Weekly walkthroughs by Building Principals.
	<b>ON</b>	Tier II: Daily writing conferences with students during writing workshop to differentiate writing instruction and log students’ goals and plans for writing.	- Teachers	Daily during Writer’s Workshop	Conference notebooks will be reviewed by Building Principals during walkthroughs.
	<b>ON</b>	Tier I and II: Teach daily writing strategies utilizing Units of Study for Teaching Writing Grades 3-6 which are developed each month.	- Teachers - Reading Consultants - Elementary Curriculum Coordinator - Principals - Assistant Superintendent	Annually	Lesson plans with Writing Workshop Units of Study; weekly walkthroughs with Building Principals
	<b>ON</b>	Tier II: Increase student writing stamina to 45 minutes per day in school and at home increasing weekly by 5 minute intervals.	- Teachers - Reading Consultants - Principals	Annually	Quality of student work reflected in writing scores on district prompts and reports to principal from teachers.
	<b>ON</b>	Tier II: Develop interactive word walls in each classroom to develop and enhance vocabulary.	- Teachers -Specialists	Update Word Walls routinely to align with units of study across the curriculum.	Vocabulary from word wall incorporated into student writing, writing rubrics to include evidence of new vocabulary.
	<b>ON</b>	Tier II: Utilize CMT materials to familiarize students with test vocabulary, test format, and to	- Teachers - Reading Consultants - Principals	Begin weekly lessons in January and increase in time	Building Principals will review lesson plans. District assessment

		build test taking stamina.		just before CMT tests in March	results. Students will increase CMT test taking strategies and increase writing CMT scores by yearly increments of 5%.
	<b>ON</b>	Tier II: Implement Editing and Revising Curriculum (supplement to existing Writing Curriculum) in small groups based on need to give students explicit instruction on editing, composing, and revising.	<ul style="list-style-type: none"> <li>- Teacher</li> <li>- Reading Consultants</li> <li>- Principals</li> </ul>	Begin weekly lessons in September 2011, using new curriculum.	<p>Building Principals will review lesson plans. Writer's notebook</p> <p>Students will increase CMT test taking strategies and increase writing CMT scores by yearly increments of 5%; writing samples, writing notebooks, and rubrics.</p>
	<b>ON</b>	Tier I: Create and support data team to collect, analyze and report instructional changes based on assessment data.	<ul style="list-style-type: none"> <li>- Teachers</li> <li>- Reading Consultants</li> <li>- Principals</li> </ul>	Annually	Agendas from Data Team meetings and plans for student achievement. Data Teams will identify students who are struggling or at risk and develop student success plans for each. Monthly progress reports will be developed by building data team.

*Needs Assessment: (Identify student learning and reference sources of data).*

The goals and objectives outlined in the Stratford Academy Mathematics School Improvement Plan are based on analysis of the 2011 CMT mathematics performance data for students in grades three through five.

**Third Grade:**

2011 CMT data indicates that 94.5 percent of Stratford Academy's third grade students performed at or above proficiency, while 86.5 percent of the district's third grade students performed at the same level. Data indicates a 1.9 percentage point increase when comparing Stratford Academy School's third grade performance at proficient or above from 2010 to 2011.

Third grade students demonstrated strength in the following strands:

- Strand #1 Numerical and Proportional Reasoning (96% mastery)
- Strand #2 Pictorial Representations of Numbers (98% mastery)
- Strand #4 Order Magnitude and Rounding of Numbers (100% mastery)
- Strand #6 Place Value (95% mastery)
- Strand #7 Computation with Whole Numbers and Decimals (99% mastery)
- Strand #9 Solve Word Problems (95% mastery)
- Strand #10 Numerical Estimation Strategies (96% mastery)
- Strand #14 Time (99% mastery)
- Strand #16 Customary and Metric Measures (93% mastery)
- Strand #17 Geometric Shapes and Properties (100% mastery)
- Strand #19 Tables, Graphs, & Charts (100% mastery)
- Strand #21 Probability (100% mastery)
- Strand #22 Patterns (93% mastery)
- Strand #24 Classification and Logical Reasoning (93% mastery)

The CMT highlighted several areas in need of improvement. They are as follows:

- Strand #11-Estimating Solutions to Problems
- Strand #15-Approximating Measures
- Strand #25-Mathematical Applications

#### **Fourth Grade:**

2011 CMT data indicates that 92.9 percent of Stratford Academy's fourth grade students performed at or above proficiency while 85.7 percent of the district's fourth grade students performed at the same level. Data indicates a 3.5 percentage point increase when comparing Stratford Academy School's fourth grade performance at proficient or above from 2010 to 2011.

Fourth grade students demonstrated strength in the following strands:

- Strand #1 Place Value (93% mastery)
- Strand #2 Pictorial Representation of Numbers (99% mastery)
- Strand #4 Order, Magnitude and rounding of Numbers (98% mastery)
- Strand #5 Models of Operation (96% mastery)

- Strand #6 Basic Facts (97% mastery)
- Strand #7 Computation with whole numbers and decimals (94% mastery)
- Strand #10 Numerical Estimation Strategies (96.2% mastery)
- Strand #21 Probability (95.2% mastery)

The CMT highlights the following strands in need of improvement:

- Strand #11-Estimating Solutions to Problems
- Strand #14-Time (problem solving-conversions and elapsed time)
- Strand #15-Approximating Measures
- Strand #25-Mathematical Applications

### **Fifth Grade:**

2011 CMT data indicates that 90.2 percent of Stratford Academy's students performed at or above the proficient range, while 89.4 percent of the district's fifth grade students performed at the same level. Data indicates a 1.5 percentage point increase when comparing Stratford Academy School's fifth grade performance at proficient or above from 2010 to 2011.

Fifth grade students demonstrated strength in the following strands:

- Strand #1-Place Value (96% mastery)
- Strand #6 Basic Facts (91% mastery)
- Strand #8-Computation with Fractions and Integers (95% mastery)
- Strand #10-Numerical Estimation Strategies (91% mastery)
- Strand #17 Geometry and Measurement (92% mastery)
- Strand #19 Tables, Graphs, & Charts (97% mastery)

The strands in need of improvement are as follows:

- Strand #7-Comp. W/ Whole Numbers & Decimals
- Strand #11-Estimating Solutions to Problems
- Strand #14-Time
- Strand #15-Approximating Measures
- Strand #16-Customary and Metric Measurement

**Math - The AYP target for Math is 91% for 2012**

*Mathematics Goal:*

- Whole school went from 94.4% proficiency in 2010 to 96.5% proficiency in 2011. All students will be expected to make at least a 5% gain from 2011 CMT results. CMT Target Goals: 2012-96%; 2013-100%.
- Economically Disadvantaged cohort went from 86.6 % proficiency in 2010 to 91.9% proficiency in 2011. Students in this cohort group made AYP. This cohort group will be expected to make at least a 5% gain from 2011 CMT results.
- African American cohort went from 87.9% proficiency in 2010 to 90.1% proficiency in 2011. Students in this cohort group did not make AYP. This cohort group will be expected to make at least a 5% gain from 2011 CMT results.

*Objective:*

*To improve student achievement as measured by the percent of students mastering each strand with particular emphasis on #11- Estimating Solutions to Problems, #15-Approximating Measures, and #25-Mathematical Applications as measured by the 2011 CMT*

Identified Need	Code	Strategies	Person Responsible	Time Line	Evidence
Stratford Academy CMT results for students at or above proficient in math for 2010 Gr. 3 – 94.5% Gr. 4 – 92.9% Gr. 5 – 90.2% Gr. 6 – 93.6%	ON	Tier I: Continue to implement, with fidelity, the math curriculum for grades 3-6 and deliver 60 minutes of math instruction to all students in Grades 3-6.	- Teachers - Math Lead Teacher - Principal - Elementary Curriculum Coordinator - Assistant Superintendent	Annually	Pacing Guides, lesson plans, and the results of district math assessments. Weekly walkthroughs by Building Principals.
	NEW	Tier II: Provide scientific research-based interventions in math to students identified as achieving below grade level and develop a system of coordinated services to accelerate learning.	- Teachers - Math Lead Teacher - Special Education - Tutors - CIAs - Principals - Elementary	Annually	Trajectory goals to achieve grade level mastery established within student success plans will be monitored frequently. Reports will be reviewed every two

			Curriculum Coordinator		weeks for all Tier III students and every six weeks for all Tier II students. Monthly progress reports will be developed by building data team.
	<b>ON</b>	Tier II: Differentiate math instruction and math homework for all students in Grades 3-6. Lessons will address specific math strands in need of improvement.	- Teachers - Principal - Math Lead Teacher	Daily	Differentiated lesson based on math curriculum, walkthroughs by Building Principal and Math Lead Teacher. Monthly focuses walkthroughs determined by unit of study and teacher implementation.
	<b>ON</b>	Tier II: Develop math word walls to enhance math vocabulary	- Teachers	Annually	All grades 3-6 teachers will have math word walls in classrooms that articulate with math unit of study.
	<b>ON</b>	Tier II: Utilize CMT practice materials to familiarize students with testing content and structure, and provide students with frequent problem solving practice that emulate CMT math problems.	- Teacher	Daily	Increase in math achievement on CMT's by yearly increments of 5% and on district math assessments and benchmarks.
	<b>ON</b>	Tier II: Provide small group instruction and maximize direct instruction time for those students achieving below grade level in math.	- Teachers - Tutors - CIAs	Daily	Schedule of coordinated services by grade level that reflects an increase of direct instruction by flexible groupings. Increase in math achievement on CMTs by yearly increment of 5% and on district math assessments and benchmarks.

	<b>ON</b>	Tier II: Individual student success plans for students who are in need of improvement in math.	- Teachers	Monthly	Monthly progress reports will be developed by building data teams and reviewed by principal.
	<b>ON</b>	Create Flex groups to meet the targeted needs of all students – differentiated instruction	- Tutors - Reading Consultant - Teachers - Principals monitor	Annually	Increase in math achievement on CMT's by yearly increments of 5% and on district math assessments and benchmarks.
	<b>ON</b>	Tier II: Provide learning environments for math that focus on real life experiences with an emphasis on 21 <sup>st</sup> century skills for students in grades 3-6.	- Teachers - Principal - Elementary Curriculum Coordinator - Lead Math Teacher - Assistant Superintendent	Annually	Lesson and unit plans that incorporate technology, such as SMART Boards, internet, and district technology programs (Study Island).

### Section 3

Resources and Professional Development Needed	Resources Available
<ul style="list-style-type: none"> <li>● <b>PD on Effective Teaching Strategies, Differentiation and SRBI</b></li> <li>● <b>Professional Resource books – for Professional Library and Study Group</b></li> <li>● <b>Teacher collaboration time</b></li> <li>● <b>Professional Development in Tier I progress monitoring</b></li> <li>● <b>Rich literature for monitoring small group instruction</b></li> <li>● <b>Smart Board training</b></li> <li>● <b>Professional Development on vocabulary instruction for ELL students.</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Library Media Specialist</b></li> <li>● <b>Trained tutors in Read Naturally</b></li> <li>● <b>Reading Consultants trained in Haskins, Sopris West and in the (Mentors in Training) M.I.T. program</b></li> <li>● <b>Administration</b></li> <li>● <b>Curriculum Supervisor</b></li> <li>● <b>Coordinator of Math and Science</b></li> <li>● <b>Uninterrupted literacy block for all classrooms</b></li> <li>● <b>Smart Boards in every 4-6 classroom</b></li> <li>● <b>Dedicated teachers/staff that always go above and beyond.</b></li> <li>● <b>K-12 Literacy Coordinator</b></li> </ul>

### Section 4

Possible Constraints	Contingency Plan in View of Constraints
<ul style="list-style-type: none"> <li>● <b>Budget</b></li> <li>● <b>Time for professional development and collaboration, planning, data team meetings, writing and reviewing plans, student work reviews</b></li> <li>● <b>Increased time for collaborative planning with grade partners/PPS staff</b></li> <li>● <b>Parent participation of students who are at risk.</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Grants</b></li> <li>● <b>Creative use of all staff and resources – Giving up staff meetings and/or grade level meetings</b></li> <li>● <b>Utilization of 8:30 to 9:00 block for teacher collaboration one time per week. Specialists and resource staff will cover homerooms on a rotating basis.</b></li> <li>● <b>Tap support of PTA (financially and human resource)</b></li> <li>● <b>Mentors - “in house” and district</b></li> <li>● <b>Utilize volunteers – reading and math facts</b></li> <li>● <b>Business adopting our school – Milford Bank</b></li> <li>● <b>Utilize building substitute for teacher release coverage for collaboration and professional development</b></li> <li>● <b>Utilize building subs to provide additional support to students when not substituting for a teacher.</b></li> </ul>

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