

Pine Point School Wide Plan

Measurable Mathematics Goal and Action Plan:

The percentage of All students in grades 3-8 who receive a score indicating proficiency on the 2013 MCA-II in math will increase by at least 4% on the 2014 MCA-II.

Disadvantaged Subgroup goals:

The percentage of All Free-Reduced Price Lunch students in grades 3-8 (combined) who receive a score indicating proficiency on the 2013 math MCA-II will increase by 4% on the 2014 MCA-II.

The percentage of All American Indian students in grades 3-8 (combined) who receive a score indicating proficiency on the 2013 math MCA-II will increase by 4% on the 2014 MCA-II.

School Profile data which relates to this goal: 2013-2014 MCA results for Pine Point students					
Description of how student progress toward this goal will be measured: (local math assessment) Student progress will be measured by Target RIT growth as recommended by STAR Math assessments, expanded math curriculum measures and proficiency scores on the MCA II math assessment.					
Description of procedures for reporting student progress toward this goal to parents: During parent-teacher conferences, parents receive printouts and written explanation of assessment results. Classroom teachers explain student progress. Those who do not attend conferences receive information by telephone or written correspondence. All district parents receive a copy of the Systems Accountability Report that explains each school's progress towards its goals. Parents will be informed about increased math curriculum measures.					
Strategy, Method or Action What will you do?	Who is Responsible? Who will provide the leadership to assure that this strategy is accomplished?	Timeline When will this strategy or action begin and end?	Resources What existing resources (or resources you will have as you implement this plan) will you use to accomplish this strategy?	Evidence What indicators will demonstrate progress in the implementation of this strategy?	Evaluation Methods How will you gather the evidence needed to demonstrate progress and achievement of this strategy?
Instructional Strategies to support this goal: Focus on specific priority area strand spatial sense, geometry and measurement, and other areas that show significant need using differentiation and strategies for multiple intelligences. Continue research-based strategies for teaching critical thinking and problem solving, differentiated instruction strategies. Provide intervention small group or 1-1 instruction for students whose scores suggest they are at-risk.	Principal Teachers Title Teacher NCLB	Ongoing 2014-2015	Increased Math supplements Accelerated Math Math Facts in a Flash Testing Practice books Reflex Math	Teacher use of strategies such as differentiated instruction, use of tiered instruction, and lesson plans that show evidence of consciously using multiple intelligence strategies in teachers' math instruction.	Student assessment results. On-going teacher/classroom assessments
Professional Development to support this mathematics goal. Math Topic for PLC District options for staff development	District Title Teacher PLC leaders District Staff Development Committee	Continue professional development in math curriculum and research based mathematics instructional strategies at district level and school PLC topic throughout school year.	Computer technology, training videos, other supplies as necessary. Title Teacher	Documentation of training attendance. Meeting notes and teacher survey results.	Training evaluations by teachers, PLC action plan documentation of implementation and student successes. Student assessment results.

<p>Family/Community Involvement Activities to support mathematics goal. Prioritize activities that support specific need areas. Family Activity Nights with math/reading topics. Family Letters from curriculum sent home on regular basis. Classrooms send home additional activities. Parent classes offered through district. Continue/increase parent communication about ways to work with students at home.</p>	<p>Principal, All licensed staff. Districts Title I teacher.</p>	<p>Family Day/Night with focus on math and reading goals held in the months of October, December, February & April of 2014-2015 There will be other district trainings for parents related to this goal during SY. Classroom information.</p>	<p>-Family Fun Day/Night activity resources -District provided materials for parent classes. Math Facts in a Flash Reflex Math</p>	<p>Attendance records. Survey results.</p>	<p>Parent surveys and/or documentation of parent use of materials.</p>
<p>Other: (please specify)</p>					

Measurable Reading Goal and Action Plan:

The percentage of All students in grades 3,-8 who receive a score indicating proficiency on the 2013-2014 MCA-II in reading will increase by at least 4% on the 2014-2015 MCA-II.

Disadvantaged Subgroup goals:

The percentage of All Free-Reduced Price Lunch students in grades 3-8 (combined) who receive a score indicating proficiency on the 2013-2014 reading MCA-II will increase by 4% on the 2014-2015 MCA-II.

The percentage of All American Indian students in grades 3-8 (combined) who receive a score indicating proficiency on the 2013-2014 reading MCA-II will increase by 4% on the 2014-15 MCA-II.

School Profile data which relates to this goal: 2013-2014 MCA II					
Description of how student progress toward this goal will be measured: (local reading assessment) Student progress will be measured by growth in subtests of the DIBELS for grades K-8. Progress will be measured by STAR Reading growth for grades K-8, assessments available from the reading curriculum (McGraw Hill) and proficiency scores on the MCA-II reading assessment. Classroom or intervention assessments.					
Description of procedures for reporting student progress toward this goal to parents: During parent-teacher conferences parents receive printouts of assessment data and classroom or intervention teacher explains the progress of students. Written reports go home after progress monitoring in reading. All district parents receive a copy of the Systems Accountability Report that explains each school's progress towards its goals.					
Strategy, Method or Action What will you do?	Who is Responsible? Who will provide the leadership to assure that this strategy is accomplished?	Timeline When will this strategy or action begin and end?	Resources What existing resources (or resources you will have as you implement this plan) will you use to accomplish this strategy?	Evidence What indicators will demonstrate progress in the implementation of this strategy?	Evaluation Methods How will you gather the evidence needed to demonstrate progress and achievement of this strategy?
Instructional Strategies to support this goal: Increase/intensify-- *instruction on specific priority area strand comprehension. * writing practice to support comprehension. * differentiation and integration (i.e. multiple intelligences) of instruction for all students. * continue research based strategies for teaching vocabulary and critical thinking skills. *Guided Reading groups *intervention instruction for students at risk for comprehension.	Principal Classroom teachers Specialists Special Education Teachers Title Teacher	Ongoing 2014-2015	DIBELS American Reading Company Read Naturally Earobics Accelerated Reading Technology for 21 st Century Literacy skills	Teacher use of strategies such as small group instruction, use of graphic organizers, integration of the fine arts in reading instruction. Teacher surveys and schedules will show differentiation	MCA II Star Reading Dibels assessments Classroom assessment
Professional Development to support this reading goal. PLC topics District trainings	PLC Facilitators SWP Title Teacher Classroom teachers Administration	Opportunities ongoing, Differentiation strategies, comprehension strategies, PLCs meet regularly throughout school year.	Resources for PLCs, American Reading company Earobics Accelerated reading Star Reading	Documentation of PLC and training attendance. Meeting notes and teacher survey results.	Training evaluations by teachers, PLC action plan documentation of implementation and student successes. Student assessment results.

<p>Family/Community Involvement Activities to support reading goal Prioritize activities that support specific need areas. *Family activity nights with math/reading topics. *Classrooms send home additional activities. *Parent letters informing about progress of *Paired reading lessons for parents given by Title 1 intervention teacher</p>	<p>Family Night(s): Title 1 Schoolwide Program Facilitator, principal, all staff. Parent classes: Training for parents of at-risk: Title I Community Involvement: Classroom teacher(s) PTO Parent letters: classroom teachers and/or intervention teacher</p>	<p>Family Day/Night with focus on math and reading goals held in the months of October, December, February & April of 2014-2015 There will be other district trainings for parents related to this goal during SY. Classroom information</p>	<p>-Family Fun Day/Night activity resources -District provided materials for parent classes.</p>	<p>Attendance records. Survey results. Documentation of use of materials.</p>	<p>Parent surveys</p>
<p>Other: (please specify)</p>					

