

**Meadow Homes Elementary School
School Improvement Plan
2010/11**

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I. INTRODUCTION

Meadow Homes Elementary School is a K-5 school located in the Monument Corridor of Concord, California, operating within the Mt. Diablo Unified School District. Meadow Homes is currently a School wide Title 1, Program Improvement Year 5 school with an enrollment of 1,000 students. 94 of the 1,000 Meadow Homes students are overflowed to other district elementary schools. Meadow Homes' had a significant increase in enrollment for the 2009/10 school year and it appears that the enrollment will increase again the 2010/11 school year. To date, over 190 kindergartners have already enrolled for next year. This is the highest kindergarten enrollment the school has experienced at this time in the school year. We anticipate that kindergarten enrollment for next year will continue to grow in the next few months. Meadow Homes continues to maintain Class Size Reduction (CSR) in all grades, 20:1 in kindergarten through 3rd and 25:1 in 4th and 5th grades. CSR is made possible because of a Quality Education Investment Act (QEIA) grant.

School demographics are as follows:

89% (812)	Latino
2% (15)	African American
4% (39)	Caucasian
1% (9)	Filipino
3% (22)	Others
85% approximately,	English Learners
85% approximately,	Socioeconomically Disadvantaged (Free and Reduced Price Meals Eligibility)
3% approximately,	Students with Disabilities (SED)
1% approximately,	Gifted and Talented Education (GATE)

During the past seven years Meadow Homes has implemented the following strategies and improvements to improve student learning:

- Implemented Reading First from 2003 through 2008
- Hired Reading, Math and English Language Development (ELD) coaches
- Implemented an Extended Day program to provide Language Arts, Math and ELD support to students performing below grade level
- Added two extra days of school psychology intern services to support students in need of counseling
- Implemented a mandatory uniform policy requiring all students to wear a school uniform, with provision of uniforms for low income families
- Provided a significant increase in paid teacher collaboration time to enable grade levels to plan, coordinate and build cohesive and consistent curriculum goals and materials
- Worked extensively with an External Entity who provided oversight and guidance to the administrator and staff regarding implementation of the new programs and initiatives

- Implemented a comprehensive intervention program during the instructional day starting in 2006 that served 200- 250 students each year
- Implemented a K-3 Bilingual program that expanded to 4th grade two years ago and to 5th grade this year
- Incrementally met Annual Performance Index (API) goals six of the seven past years
- Gained 47 API points the previous two years

II. NEEDS ANALYSIS

The Meadow Homes Elementary school community is very concerned about its recent status as one of the district's Persistently Lowest Achieving Schools. Although there has been gradual API progress over the years, it is recognized that higher gains at a faster pace are much needed. The Meadow Homes school community recognizes that change is needed in its instructional program, including a greater focus on grade level standards and more effective use of data.

It is important to note that Meadow Homes has functioned without a vice principal this past year (2009-10) although it is the district's largest elementary school serving the highest number of English Language Learners (ELL), the majority of whom come from very low income households. The enrollment at Meadow Homes is larger than 80% of the district's middle schools.

There is a strong belief and commitment by the Meadow Homes community that the strategies included in this Improvement Plan will result in the attainment of at least 700 API or greater within the next two years. The school's plan has been reviewed by staff, parent leaders and the school's Alternative Governance Team (AGT). The Improvement Plan Team was developed by Mary Vizcay (Kindergarten bilingual teacher), Sue Talarico (2nd grade bilingual teacher), Stacy Rieboldt (Kindergarten Structured English Immersion (SEI) teacher), Jen Gabor (5th grade SEI teacher), Margo Peckham (district English Language Development (ELD) teacher), Mika Phinney (Intervention Coordinator), Stephanie Roberts (AGT member), Myra Jimenez (AGT parent member), Cristina Torres (Site Council and AGT parent member), Norma Ruiz (Site Council parent member), Rocio Gonzalez (ELAC and PTA parent member), and Priscilla Hopkins (External Entity), and Toby Montez (Principal).

The data below reveals achievement gaps between our students and their California peers. While our students show gains in the past seven years, they are not sufficient.

III. SCHEDULE OF PRESENTATION OF PLAN TO STAKEHOLDERS

Date	Stakeholders	Information Presented	Input Received
3/15/10	PTA	Persistently Low Achieving School (PLAS)	Update
4/16/10	AGT	Consult with External Entity (EE) and District Rep regarding options for PLAS response plans	Clarification of process and suggestions for school improvement
4/23/10	Platicas (parent meeting)	Update regarding PLAS status and process	Clarification
4/27/10	AGT Meeting	Review of district Improvement Plan process	Clarification and suggestions for school improvement
4/28/10	Staff Meeting	Update regarding PLAS status and process	
4/30/10	Platicas (parent meeting)	Review of district Improvement Plan process	Clarification and suggestions for school improvement
5/5/10	Staff Meeting	Current info and update regarding PLAS status and Improvement Plan strategies 1,2,3,4	Suggestions for school improvement
5/10/10	Voluntary AGT meeting	Information presented, reviewed and edited.	Input and review
5/19/10	School Site Council (SSC) Meeting	SSC review plan and provide input and feedback	Input and review
5/20/10	English Learner Advisory Committee (ELAC) Meeting	ELAC review plan and provide input and feedback	Input and review
5/25/10	AGT meeting	Final review of Improvement Plan	Input and review
5/25/10	Board of Ed	Presentation of School Improvement Plan application for information	Information
6/15/10	Board of Ed	Presentation of School Improvement plan for action	Action

IV. Transformation Strategies

Meadow Homes Elementary School

Language Arts (Strategies 1 and 2)

Essential Program Components (EPC)	Strategy #1 Increase the amount of instructional time in English in the Bilingual Program	Strategy #2 Identify essential standards for Language Arts, Math and ELD.
<p>Student Achievement Goal/Target (Currently Meadow Homes students are at 29.5% in ELA and 39% in Mathematics in CST)</p>	<p>30% of students will be proficient in the ELA portion of the CST and 45% of students will be proficient in the Math portion of the CST. Students will make at least one year of progress on the CELDT. This growth will help Meadow Homes achieve an API of 711.</p>	<p>30% of students will be proficient in the ELA portion of the CST and 45% of students will be proficient in the Math portion of the CST. Students will make at least one year of progress on the CELDT. This growth will help Meadow Homes achieve an API of 711.</p>
<p>Instructional Program</p>	<p>Currently Meadow Homes has 2 options for English Learners Kindergarten through 5th grade: a Bilingual Program and a Structured English Immersion (SEI) Program. The SEI Program will continue to be an option K-5. The Bilingual Program is a 80/20 model (80% instruction in Spanish and 20% in English) in Kindergarten through 1st grade, 70/30 2nd and 3rd grades and 50/50 in 4th and 5th grades. This will be changed to a 50/50 model in Kindergarten through 3rd grade. A third option of an SEI classroom with Spanish Support will be added.</p>	<p>Currently the adopted program is driving instruction. Instruction will now be driven by the identified essential standards and the results of the assessments.</p>
<p>Instructional Time</p>	<p>The ratio of English to Spanish instruction at each grade level will be as follows: Language Arts (LA), English Language Development (ELD), English Language Arts (ELA) <u>Kinder:</u> 90 mins. LA (Spanish) 40 mins. ELD 60 mins. Math (Eng.) <u>First:</u> 150 mins. LA (Spanish)</p>	<p>Students will be clustered during Language Arts based on the results of data collected on progress toward the essential standards. Students will be clustered during ELD based on the results of California English Language Development Test (CELDT) and A</p>

	<p>45 mins. ELD 60 mins. Math (Eng.) <u>Second</u> :120 mins. LA (Spanish) 30 mins. ELA 45 mins. ELD 60 mins. Math (Eng.) <u>Third</u>: 90 mins. LA (Spanish) 60 mins. ELA 45 mins. ELD 60 mins. Math (English)</p>	Developmental English Proficiency Test (ADEPT).
Administrative Training	Provide professional development for transitional reading and ongoing professional development in math.	Professional Development in: Professional Learning Communities, Identifying Essential Standards, Backwards Mapping for teaching essential standards and Differentiated instruction
Highly Qualified Teachers and Professional Development	Currently we have Highly Qualified teachers to support this transformational Bilingual Model. Continue to actively recruit Bilingual Crosscultural Language Acquisition Development (BCLAD) credentialed teachers. Provide professional development for transitional reading for all classroom teachers. Hire Language Arts, Math, and ELD Coordinators (Teachers on Special Assignment). Ongoing professional development in math.	Professional Development in: Professional Learning Communities, Identifying Essential Standards, Backwards Mapping for teaching essential standards, Differentiated instruction and ongoing professional development in math.
Student Achievement Monitoring Systems	The Curriculum Associates Benchmark Monitoring System will be used. Data will be collected by the Grade Level Teacher Leaders. It will be used at the Cycle of Inquiry meetings to inform and differentiate instruction in ELA. The Cycle of Inquiry is the process staff uses to review and analyze data to target student learning. The publisher assessments will be used to monitor the progress in Spanish LA. The Curriculum Coordinators will use this data to monitor school wide trends and instructional practices.	Teachers will begin by identifying essential standards. Baseline assessments will be given at the beginning of the year to determine the level of proficiency of each student using Curriculum Associates. Data will be collected by the Grade Level Teacher Leaders at the Cycle of Inquiry meetings. This data will be used to cluster students and design instruction to focus in on these essential standards. Ongoing assessments will be used to determine which

		students and teachers need additional support.
Ongoing Instructional Assistance and Support	Language Arts, Math, and ELD coordinators will support classroom teachers through team teaching, modeling, lesson planning, facilitating Cycle of Inquiry conversations, and classroom visitations.	Language Arts, Math, and ELD coordinators will help in the process of identifying essential standards. In addition, they will work with grade level leaders to talk about Cross Grade Level coordination of these essential standards. Language Arts, Math, and ELD coordinators will support classroom teachers through team teaching, modeling, lesson planning, facilitating Cycle of Inquiry conversations, and classroom visitations which will ensure that all teachers are focusing instruction on these essential standards.
Regular Teacher Collaboration	In addition to regularly scheduled Cycle of Inquiry, Grade level, and Cadre (is a grade level release for teacher planning and collaboration) meetings, Bilingual Program teachers will meet at least one time per trimester to look at data and to discuss student progress as well as any challenges that need to be addressed. Data from the Curriculum Associates Benchmark Assessments will be used to look at program wide progress. Both Curriculum Coordinators as well as Grade Level Leaders will facilitate these meetings.	During Cycle of Inquiry, Grade level, and Cadre meetings, teachers will be responsible for reporting on the progress of students in their cluster groups.
Lesson Planning Guide	Currently the District Pacing Guides are followed for LA, Math, and ELD. In addition to following these pacing guides, specific instructional strategies will be implemented in all classrooms based on the analysis of the data at Cycle of Inquiry meetings.	The Key Questions of “What do we want the students to learn?” and “How will we get them there?” will be the focus of the conversations in order to determine the instructional strategies and materials that will be used in the classroom. An instructional plan will be

		written and agreed upon by all teachers.
Fiscal Support	<p>Funds will be needed for: Curriculum Coordinators Grade Level Teacher Leaders Cadre meetings Bilingual meetings English materials for LA Professional development Curriculum Associates Benchmark Assessments Math materials in English</p> <p>Funding sources that will be used to support strategy: Title I QEIA SIG SLIBG QEIA ELAP (English Language Acquisition Program) EIA (Economic Impact Aid)</p>	<p>Funds will be needed for: Curriculum Coordinators Grade Level Teacher Leaders Cadre meetings Professional development Curriculum Associates Benchmark Assessments CA. Framework Guides</p> <p>Funding sources that will be used to support strategy: Title I QEIA SIG SLIBG QEIA ELAP (English Language Acquisition Program) EIA (Economic Impact Aid)</p>
Intervention	<p>Students not achieving Benchmark Standards will receive intervention in the appropriate language. A Push-in model will be used with the focus being on 1st and 2nd grade. A Push-in model is targeted daily intervention by Kindergarten teachers to identified 1st graders. The goal is to have all 1st grade students reading by 3rd grade. Intervention teachers work in collaboration with classroom teacher. 2009-10 is the first year this strategy has been implemented.</p>	<p>Clustering will allow for more focused instruction and increased instructional time at their level. A Push-in model will be used with the focus being on 1st and 2nd grade for those students that need additional support. The most intensive cluster groups will have a smaller group size, the most skilled instructors, and the lowest student:teacher ratio.</p>
Others Areas		
School Learning Environment	<p>Meadow Homes continues to maintain Class Size Reduction (CSR) at all grades. Meadow Homes has also met all Williams requirements for the past 4 years.</p>	
Parent Involvement	<p>Parents will be informed regarding instructional programs, student progress, i.e. assessment</p>	<p>Parents will be informed regarding essential standards, assessments and</p>

	<p>data reports, etc.</p> <p>Parents will receive monthly progress reports regarding their child(ren) who are not making adequate progress.</p> <p>Each classroom will have 2-3 parents, Classroom Parent Leaders, that assist in organizing parent/teacher communication, classroom information and grade level parent meetings.</p> <p>The school will organize an annual parent/teacher forum for the purpose of building stronger parent/teacher relationships.</p> <p>Parents will support their children by establishing home routines to complete homework, read to their child every night, and check homework</p> <p>Parents are interested in taking home core curriculum textbooks. Is this possible?</p> <p>Can the librarian read the Science and Social Science textbooks or related literature books since instructional time in these subjects will be decreased.</p>	<p>supports for students not reaching grade level proficiency.</p> <p>The outreach described in strategy one will support this ongoing communication.</p>
How will you evaluate the strategies effectiveness (evaluation plan)?	CST progress, Curriculum Associates assessment results, walk throughs, teacher evaluations	CST progress, Curriculum Associates assessment results, walk throughs, teacher evaluations
How much will it costs to implement the strategy and what resources (human and fiscal) will be used? Be as detailed as possible with actual projected costs.	<p>\$168,000.00 QEIA for 3 Teacher Coordinators (TSA) to support Language Arts, Math and ELD</p> <p>\$12,000.00 SIG/QEIA for Curriculum and Associates</p>	Time will be needed for teachers to collaborate and calibrate identification of essential standards with curriculum. QEIA funds will support this time.
What support will be needed from the District?	Approve a co-administer position to assist with Improvement Plan accountability, student safety, staff supervisions and evaluation and all other administrative	Training in the areas of identifying and calibrating essential standards and walk throughs.

	<p>duties.</p> <p>Provide expertise and support regarding curriculum initiatives.</p> <p>Support school's Improvement Plan and accountability</p>	
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Meadow Homes Elementary School
Board Math and Language & English Language Development

(Strategies 3 and 4)

Essential Program Components (EPC)	Strategy #3 MH will implement use of Board Language and Board Math in all classrooms and grade levels	Strategy #4 Increase instructional time for ENGLISH LANGUAGE DEVELOPMENT (ELD)																								
Student Achievement Goal/Target <i>(Currently Meadow Homes students are at 29.5% in ELA and 39% in Mathematics in CST)</i>	30% of students will be proficient in the ELA portion of the CST and 45% of students will be proficient in the Math portion of the CST. This growth will help Meadow Homes achieve an API of 711.	30% of our EL students will advance each year at least one level (overall score) on the California English Language Development Test (CELDT). Meadow Homes achieve an API of 711.																								
Instructional Program	Implement Board Language and Board Math. Supplementary program for math and language arts that provides daily instruction...	Systematic English Language Development (ELD) (Susana Dutro) Carousel of Ideas Curriculum ELD component of to-be-adopted Language Arts (LA) program Selected writing program focusing on grammar using supplementary materials. Curriculum & Associates' CELDT practice book tests and assessment tests																								
Instructional Time	20-25 minutes additional instructional time daily in both English Language Arts (ELA) and Math instructional time.	Increased ELD instruction time: 1 st -5 th : 60 minutes, M-T-Th-F; W, 30 minutes Kindergarten: 40 min./daily <table border="1" data-bbox="992 1398 1482 1736"> <thead> <tr> <th>Grade</th> <th>EL level</th> <th>Listening & Speaking</th> <th>Reading & Writing</th> </tr> </thead> <tbody> <tr> <td>Kinder</td> <td>all</td> <td>30 min.</td> <td>10 min.</td> </tr> <tr> <td>1st-2nd</td> <td>B/EI/I</td> <td>45 min.</td> <td>15 min.</td> </tr> <tr> <td></td> <td>EA/A</td> <td>30 min.</td> <td>30 min.</td> </tr> <tr> <td>3rd-5th</td> <td>B/EI</td> <td>40 min.</td> <td>20 min.</td> </tr> <tr> <td></td> <td>I/EA/A</td> <td>20 min.</td> <td>40 min.</td> </tr> </tbody> </table> B= Beginner; EI= Early Intermediate; I= Intermediate; EA= Early Advanced; A= Advanced	Grade	EL level	Listening & Speaking	Reading & Writing	Kinder	all	30 min.	10 min.	1 st -2 nd	B/EI/I	45 min.	15 min.		EA/A	30 min.	30 min.	3 rd -5 th	B/EI	40 min.	20 min.		I/EA/A	20 min.	40 min.
Grade	EL level	Listening & Speaking	Reading & Writing																							
Kinder	all	30 min.	10 min.																							
1 st -2 nd	B/EI/I	45 min.	15 min.																							
	EA/A	30 min.	30 min.																							
3 rd -5 th	B/EI	40 min.	20 min.																							
	I/EA/A	20 min.	40 min.																							
Administrative Training	Participation in on-site training	Systematic ELD, Carousel, ELD																								

	for each.	component of LA series, Writing Program
Highly Qualified Teachers and Professional Development	On-site staff training, follow-up training	New teachers will receive training in Systematic ELD and A Developmental English Proficiency Test (ADEPT) (Present staff has completed the training) ELD component of the new ELA series Selected Writing Program (to be determined)
Student Achievement Monitoring Systems	Curriculum Associates Edusoft Other common assessments (teacher developed formative assessments to target student progress)	CELDT ADEPT, administered twice each year (Nov/Dec and April/May).
Ongoing Instructional Assistance and Support	Collaborative conversations with Math and LA coaches	ELD Coach and ELD Support teacher to provide support (coaching, demo lessons, team teach, helping in Professional Learning Communities (PLC's) regarding ELD) to classroom teachers. ELD Coach and ELD Support Teacher/Coach, as well as district funded ELD Instructional Assistants to provide newcomer support to teachers with newcomers and/or to the newcomer students themselves in pull-out groups for English Language Arts
Regular Teacher Collaboration	Cycle of Inquiry Cadre Grade level meetings Cross grade level meetings	Grade level/Cycle of inquiry meetings grade level "Cadre" meetings ELD Team Meetings
Lesson Planning Guide	Publisher Planning Guides Publisher/school/ grade level pacing guides Specific instructional strategies will be implemented in all classrooms based on the analysis of the data at Cycle of Inquiry meetings.	Teachers and Coaches work collaboratively to plan the pacing guide.
Fiscal Support	Cost of trainers White boards for classrooms	\$50,000.00 SIG/QEIA for new ELD curriculum

		<p>\$10,000.00 SIG/QEIA additional ELD materials</p> <p>\$3,600.00 SIG/QEIA Curriculum & Assoc. CELDT practice books</p> <p>\$58,000.00 ELD Coach Coordinator (1FTE) (QEIA funded)</p>
Others Areas		
School Learning Environment	Meadow Homes continues to maintain Class Size Reduction (CSR) at all grades. Meadow Homes has also met all Williams requirements for the past 4 years	Meadow Homes continues to maintain CSR at all grades. Meadow Homes has also met all Williams requirements for the past 4 years
Parent Involvement	Demonstrate and inform parents at a meeting of how both Board Language & Board Math work.	<p>Parents will receive notice 3x/yr regarding students' placement in ELD classrooms based on ADEPT scores.</p> <p>Parents will be informed annually during a parent meeting regarding CELDT</p>
How will you evaluate the strategies effectiveness (evaluation plan)?	Grade level meetings, Curriculum Associates data, cycle of inquiry, smart goals data	<p>CELDT results</p> <p>ADEPT and practice CELDT-type test results</p>
How much will it costs to implement the strategy and what resources (human and fiscal) will be used? Be as detailed as possible with actual projected costs.	<p>\$18,000.00 SIG/QEIA 45 whiteboards @ \$400.00 plus installation fees</p> <p>\$15,000.00 SIG/QEIA for Professional Development regarding Board Math, Board Language</p> <p>\$10,000 SIG/QEIA Board Language/Math Supplementary materials</p>	<p>\$5,000. SIG/QEIA trainer costs regarding selected ELD program</p> <p>\$9,000.00 SIG/QEIA teacher costs regarding selected ELD program</p> <p>\$5,000. SIG/QEIA trainer costs regarding selected writing program</p> <p>\$9,000.00 SIG/QEIA teacher costs regarding writing program</p> <p>\$10,000.00 SIG/QEIA ELD materials</p> <p>\$3680.00 SIG/QEIA CELDT practice books from Curriculum Associates @\$4.00/child.</p>
What support will be needed from the District?	Timely purchase and installation of the whiteboards.	Approve a co-administer position to assist with Improvement Plan accountability, student safety, staff supervisions and evaluation and all other administrative duties.

		<p>Provide expertise and support regarding curriculum initiatives.</p> <p>Support school's Improvement Plan and accountability</p>
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Meadow Homes Elementary School
Intervention and Assessment (*Strategies 5 and 6*)

Essential Program Components (EPC)	Strategy #5 Implement an Intervention Program based on student need and data	Strategy #6 Adopting Common Assessments
<p>Student Achievement Goal/Target <i>(Currently Meadow Homes students are at 29.5% in ELA and 39% in Mathematics in CST)</i></p>	<p>30% of students will be proficient in the ELA portion of the CST and 45% of students will be proficient in the Math portion of the CST Measurable growth in target areas of Language Arts (LA) and Math. Significant progress towards 50% achievement goals. Meadow Homes achieve an API of 711.</p>	<p>30% of students will be proficient in the ELA portion of the CST and 45% of students will be proficient in the Math portion of the CST K-5 common assessments will be used to show growth and facilitate modification of instruction. Meadow Homes achieve an API of 711.</p>
<p>Instructional Program</p>	<p>Houghton Mifflin Guided reading (Reading Recovery/Arkansas Model) My Skills Computer program Read Naturally</p>	<p>Curriculum Associates K-5 Common assessments Continued use of district assessments RAP, QRI, as well as Phonics assessment as needed</p>
<p>Instructional Time</p>	<p>Increased Universal Access (UA) time to 45 min. to allow for more time in small group instruction Increased number of intervention teachers in 1st & 2nd grades to 2, for a total of 3 teachers in the room allowing all children to get 45 minutes of need based, direct instruction in reading in small groups Additional “remediation” Tier II intervention during non-LA times</p>	<p>Common assessments will be done by classroom teachers every 6 weeks. Reading Assessment Program (RAP) and QRI is also done every 9 weeks. Curriculum and Associates grade level standards assessments will be completed 3 times a year by the classroom teachers.</p>
<p>Administrative Training</p>		<p>Curriculum Associates Data analysis training</p>
<p>Highly Qualified Teachers and Professional Development</p>	<p>Training/planning time for increased UA time and small group instruction</p>	<p>Training for all teachers on the use and analysis of Curriculum Associates assessments and benchmarks</p>

	Guided reading/Reading Recovery model of instruction	Provide ongoing support to teachers and create a support schedule.
Student Achievement Monitoring Systems	Curriculum Associates District Reading Assessment Program(RAP) / [REDACTED] (QRI) Phonics/Decoding Screening	Curriculum Associates assessment results linked to Edusoft Grade level/cadre “Cycle of Inquiry”
Ongoing Instructional Assistance and Support	Language Arts coordinator will provide support/training to develop UA time for increased small groups Intervention coordinator organize schedule, provide materials, additional training and support Other support staff will also provide intervention	Data Coach Support will work with the school (24 hrs/year) to assist teachers and administration in analyzing assessment data to modify instruction and interventions for students in reaching grade level proficiency. Data Grade Level Team Leader
Regular Teacher Collaboration	Grade level/cadre meetings Language Arts Team meetings	Grade level/cadre meetings Language Arts Team meetings
Lesson Planning Guide	Houghton Mifflin, Intervention Program Publishers planning guides	Houghton Mifflin, Intervention Program Publisher planning guides
Fiscal Support	\$56,000.00 Title I Intervention Coordinator \$240,000.00 Title I Intervention Teacher (3 FTE)	\$12,000.00 SIG/QEIA for Curriculum and Associates
Others Areas		
School Learning Environment	Meadow Homes continues to maintain Class Size Reduction (CSR) at all grades. Meadow Homes has also met all Williams requirements for the past 4 years	
Parent Involvement	The school will have an informational meeting to inform parents of how students are chosen for intervention and description of intervention programs/strategies.	Curriculum Associates data will be used to inform parents student progress and to suggest areas where home support may be needed Grade levels will develop common monthly progress reports

		<p>Teachers will inform parents whose students are not meeting the standards to discuss next steps</p> <p>Possible parent/teacher conferences in Oct (possibly replacing Dec conf)</p> <p>Provide baseline info about students</p> <p>Teachers will discuss goals/objectives for students and plan next steps</p> <p>Teachers will inform parents if students are at risk of not meeting standards by End of year (EOY)</p>
<p>How will you evaluate the strategies effectiveness (evaluation plan)?</p>	<p>RAP, QRI, Curriculum Associates assessments to monitor progress</p> <p>Use data results to inform and change groupings</p>	
<p>How much will it costs to implement the strategy and what resources (human and fiscal) will be used? <i>Be as detailed as possible with actual projected costs.</i></p>	<p>Investigate effective Reading Interventions Programs successful with English Language Learners (i.e Read 180...)</p>	<p>Teacher planning time. QEIA funds will pay for this.</p>
<p>What support will be needed from the District?</p>	<p>Approve a co-administer position to assist with Improvement Plan accountability, student safety, staff supervisions and evaluation and all other administrative duties.</p> <p>Provide expertise and support regarding curriculum initiatives.</p> <p>Support school's Improvement Plan and accountability</p>	<p>Training in the areas of identifying and calibrating essential standards and walk throughs.</p>