



School Improvement Plan

Meadowlark Elementary School

2012 - 2013

Principal: Heidi Greene



SB150 directs our focus to lower grade reading levels.

What percentage of current students (as of January 2012) are reading on grade level?

Estimates are provided from each student's most recent DIBELS test (typical accuracy within three percentage points)

Kindergarten: 32%
 Grade 1: 46%
 Grade 2: 55%
 Grade 3: 58%

Language Arts

Student Group	Made AYP?	% Proficient (Blank if less than 10 students)	Declining Proficiency	Improving Proficiency
ASIAN	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
AFRICAN AMERICAN	<input checked="" type="checkbox"/>	30%	<input checked="" type="checkbox"/>	<input type="checkbox"/>
AMERICAN INDIAN	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
CAUCASIAN	<input checked="" type="checkbox"/>	50%	<input checked="" type="checkbox"/>	<input type="checkbox"/>
HISPANIC	<input checked="" type="checkbox"/>	48%	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PACIFIC ISLANDER	<input checked="" type="checkbox"/>	71%	<input type="checkbox"/>	<input checked="" type="checkbox"/>
ECONOMICALLY DISADVANTAGED	<input type="checkbox"/>	49%	<input checked="" type="checkbox"/>	<input type="checkbox"/>
LIMITED ENGLISH PROFICIENT	<input type="checkbox"/>	36%	<input checked="" type="checkbox"/>	<input type="checkbox"/>
STUDENTS WITH DISABILITIES	<input checked="" type="checkbox"/>	35%	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MULTI-RACIAL/NON-HISPANIC	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
ALL STUDENTS	<input type="checkbox"/>	49%	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Mathematics

Student Group	Made AYP?	% Proficient (Blank if less than 10 students)	Declining Proficiency	Improving Proficiency
ASIAN	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
AFRICAN AMERICAN	<input checked="" type="checkbox"/>	24%	<input checked="" type="checkbox"/>	<input type="checkbox"/>
AMERICAN INDIAN	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
CAUCASIAN	<input checked="" type="checkbox"/>	45%	<input checked="" type="checkbox"/>	<input type="checkbox"/>
HISPANIC	<input checked="" type="checkbox"/>	45%	<input type="checkbox"/>	<input type="checkbox"/>
PACIFIC ISLANDER	<input checked="" type="checkbox"/>	65%	<input checked="" type="checkbox"/>	<input type="checkbox"/>
ECONOMICALLY DISADVANTAGED	<input checked="" type="checkbox"/>	44%	<input checked="" type="checkbox"/>	<input type="checkbox"/>
LIMITED ENGLISH PROFICIENT	<input checked="" type="checkbox"/>	36%	<input checked="" type="checkbox"/>	<input type="checkbox"/>
STUDENTS WITH DISABILITIES	<input checked="" type="checkbox"/>	27%	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MULTI-RACIAL/NON-HISPANIC	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
ALL STUDENTS	<input checked="" type="checkbox"/>	45%	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Science

Student Group	% Proficient (Blank if less than 10 students)	Declining Proficiency	Improving Proficiency
ASIAN	43%	<input checked="" type="checkbox"/>	<input type="checkbox"/>
AFRICAN AMERICAN	14%	<input checked="" type="checkbox"/>	<input type="checkbox"/>
AMERICAN INDIAN		<input type="checkbox"/>	<input type="checkbox"/>
CAUCASIAN	27%	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Science

Student Group	% Proficient (Blank if less than 10 students)	Declining Proficiency	Improving Proficiency
HISPANIC	29%	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PACIFIC ISLANDER	18%	<input checked="" type="checkbox"/>	<input type="checkbox"/>
ECONOMICALLY DISADVANTAGED	27%	<input checked="" type="checkbox"/>	<input type="checkbox"/>
LIMITED ENGLISH PROFICIENT	18%	<input checked="" type="checkbox"/>	<input type="checkbox"/>
STUDENTS WITH DISABILITIES	30%	<input type="checkbox"/>	<input checked="" type="checkbox"/>
MULTI-RACIAL/NON-HISPANIC		<input type="checkbox"/>	<input type="checkbox"/>
ALL STUDENTS	27%	<input checked="" type="checkbox"/>	<input type="checkbox"/>

English Learner (EL/ELL) 2010-11 Report

2010-11 School: Meadowlark Elementary School

UALPA Level:	Total 2009-10	Total 2010-
1- P	13	11
2- E	21	15
3- I	152	74
4- A	43	83
5- F	83	83
Total	312	266

* Count of students each year who took the UALPA in your school (Not necessarily the same students)

2011 LA CRT Level	2010-11 UALPA					Total
	1	2	3	4	5	
1a	4	9	22	1		36
1b	2	5	28	20	5	60
2a			13	19	7	39
2b			5	16	13	34
3			4	22	45	71
4				2	12	14
Total	6	14	72	80	82	254

* Includes students with 2010-11 LA CRT and District Scores (K-12) and 2010-11 UALPA Scores

Annual Measureable Achievement Objectives (AMAO) for English Language Learners as measured by the Utah Academic Language Proficiency Assessment (UALPA)

AMAO Requirement #1: Percent of students who increased from a level 1, 2, or 3 on the UALPA from 2009-10 to 2010-11 or an increase in the scaled score for a student at level 2 or 3

Utah State Goal - 37.5%

Goal Met **Yes**

Meadowlark Elementary School Achieved **73%**

Number of Students = 172 *Includes students who had a 2009-10 and 2010-11 UALPA

AMAO Requirement #2: Percent of Students who obtained a level 4-Expanding or level 5-Bridging on the 2010-11 UALPA

Utah State Goal - 26.8%

Goal Met **Yes**

Meadowlark Elementary School Achieved **62%**

Number of Students = 266 *Includes students who had a 2010-11 UALPA

Count of Students for UALPA 2011 Level

Ualpa Levels in 2010	1-Entering	2-Beginning	3-Developing	4-Expanding	5-Bridging	Total
1-Pre-emergent	3	2	1			6
2-Emergent		4	12	2	1	19
3-Intermediate	1	5	40	41	25	112
4-Advanced			3	6	26	35
5-Fluent						

* Includes students with both a 2009-10 and 2010-11 UALPA Score

Students at each level process, understand, or use:

- (1) Entering-pictorial or graphic academic language, words or phrases, simple statements with support, yes/no questions, errors in oral or written language that impede meaning
- (2) Beginning-general academic language, phrases or short sentences; errors in oral or written language that often impede meaning
- (3) Developing-general and specific academic language, expanded sentence; errors in written or oral language that may impede communication, but retain meaning
- (4) Expanding-specific and technical academic language, variety of sentence lengths and complexity; minimal errors in oral or written language that do not impede meaning
- (5) Bridging- specialized and/or technical academic language, variety of sentence lengths and complexity in extended discourse; oral or written language approaching English-proficient peers

Meadowlark Elementary

Overall teacher effectiveness based on 2010-2011 "Student Growth Model"

Subject Area	total number of teachers with an effectiveness rating in 2010-2011	percent of teachers ineffective	percent of teachers marginally effective	percent of teachers effective	percent of teachers highly effective
Language Arts	19	53%	5%	26%	16%
Mathematics	24	29%	13%	46%	13%
Science	6	67%	17%	17%	0%

The student growth model uses 2009-2010 and 2010-2011 end of level testing to compare student performance from year to year. Teachers whose class is composed mostly of students with disabilities are not included in this report.



Federal Adequate Yearly Progress (AYP) Summary Report 2010-11

School	
Name :	MEADOWLARK SCHOOL
Number :	216
District	SALT LAKE DISTRICT
Did school make AYP?	No



2011 - 5

Group	Language Arts (GOAL ³ = 83%)						Mathematics (GOAL ³ = 45%)						Attendance Graduation Rate			
	Participation		2011 Test Scores		2010 Test Scores		Group OK?	Participation		2011 Test Scores		2010 Test Scores		Group OK?	Rate	Rate
	N	%	N	%	N	%		N	%	N	% ⁵	N	%		%	%
All Students	309	100	261	49	255	55	No	311	100	263	45	258	47	Yes	95	
Asian	10	N<40	8	N<10	9	N<10	Yes	10	N<40	8	N<10	9	N<10	Yes	N<40	
African American	26	N<40	20	30	13	54	Yes*	27	N<40	21	24	13	31	Yes*	N<40	
American Indian	3	N<40	0	N<10	1	N<10	Yes	3	N<40	0	N<10	1	N<10	Yes	N<40	
Caucasian	25	N<40	20	50	26	62	Yes*	24	N<40	20	45	26	54	Yes	N<40	
Hispanic	223	100	194	48	188	51	Yes*	225	100	195	45	191	45	Yes	95	
Pacific Islander	20	N<40	17	71	18	61	Yes*	20	N<40	17	65	18	72	Yes	N<40	
Economically Disadvantaged	286	100	243	49	236	54	No	288	100	245	44	239	47	Yes*	95	
Limited English Proficient	184	100	154	36	161	48	No	187	100	156	36	164	39	Yes*	95	
Students with Disabilities	48	98	37	35	35	37	Yes*	47	98	37	27	35	43	Yes*	93	

Did the school and every group make AYP in the content area? **No** Language Arts **Yes*** Mathematics

Did the school make AYP? **No**

Is the school in Program Improvement? ⁴**Yes** Year in Title I Program Improvement **1** Language Arts Mathematics

1 To determine Adequate Yearly Progress (AYP) as required by the U.S. No Child Left Behind Act of 2001 (Pub. L. 107-110, NCLB)

2 Grad Rate is used as the additional indicator for all High School Student Groups. For all other reports attendance is used for the additional indicator.

3 GOAL = The percent of students who need to score at the proficient level which is defined as reaching level 3 or level 4 on the Core CRT Assessment.

4 If Yes - refer to <http://www.schools.utah.gov/Eval/Results.asp> for details

5 2011 Secondary math calculations use only Algebra 1 scores of 10th grade students

KEY

Yes Group meets the requirement

No Group does not meet the requirement

Yes* Group within width of confidence interval of meeting requirement

NA Group too small to be required to meet standard

Shaded Cell Group not required to meet this requirement

SB150: Utah's Early Reading Law Report (Fall 2011 Update)

School = Meadowlark

Mid Year 2010 to Spring of Year 2011		Reading_level_Winter				Reading_level_Spring					
		Not on grade level		On or above grade level		Not on grade level		Not updated		On or above grade level	
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
SB150		133	53.2%	117	46.8%	116	46.4%	11	4.4%	123	49.2%
Grade Level	1st	49	75.4%	16	24.6%	39	60.0%	4	6.2%	22	33.8%
	2nd	48	47.5%	53	52.5%	46	45.5%	2	2.0%	53	52.5%
	3rd	36	42.9%	48	57.1%	31	36.9%	5	6.0%	48	57.1%

a. School = Meadowlark

Chart 1: SB 150 in January 2011 & May 2011

Reflection Question: How did my students improve from winter to spring? Is there one grade level that stands out?

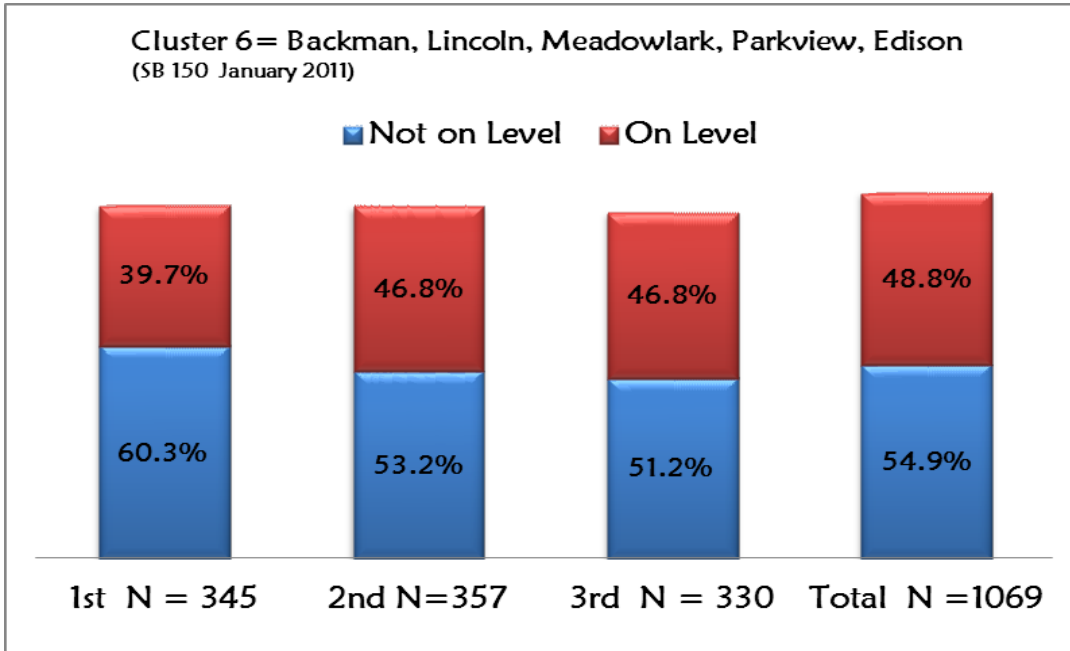


Chart 2: Cluster of Schools Reading on Grade Level

Reflection Question: How did my school and individual grade levels compare to other like schools?

Students Not on Grade Level Winter 2011		Reading_level_full.Spring					
		Not on grade level		Not updated		On or above grade	
		Count	Row N %	Count	Row N %	Count	Row N %
Not on Level	133	103	77.4%	7	5.3%	23	17.3%
Grade Level	1st	36	73.5%	4	8.2%	9	18.4%
	2nd	40	83.3%	1	2.1%	7	14.6%
	3rd	27	75.0%	2	5.6%	7	19.4%

a. School = Meadowlark

Chart 3: Students Not on Grade Level

Reflection Question: What Percent of my "Not on Grade Level" students did I move?

SB 150					
SB 150 Students Winter 2011a	Grade Level	Reading level full.Winter			
		Not on grade		On or above grade	
		Count	Row N %	Count	Row N %
Count of <i>Non Sped</i> Students with <i>Longivity</i>	2nd (2011,2010)	24	70.6%	10	29.4%
	3rd(2011,2010, 2009)	31	43.7%	40	56.3%
	4th (2011,2010,2009)	13	39.4%	20	60.6%

Chart 4: School Longevity

Reflection Question: Do differences exist for students who have been at the same school 3 years?

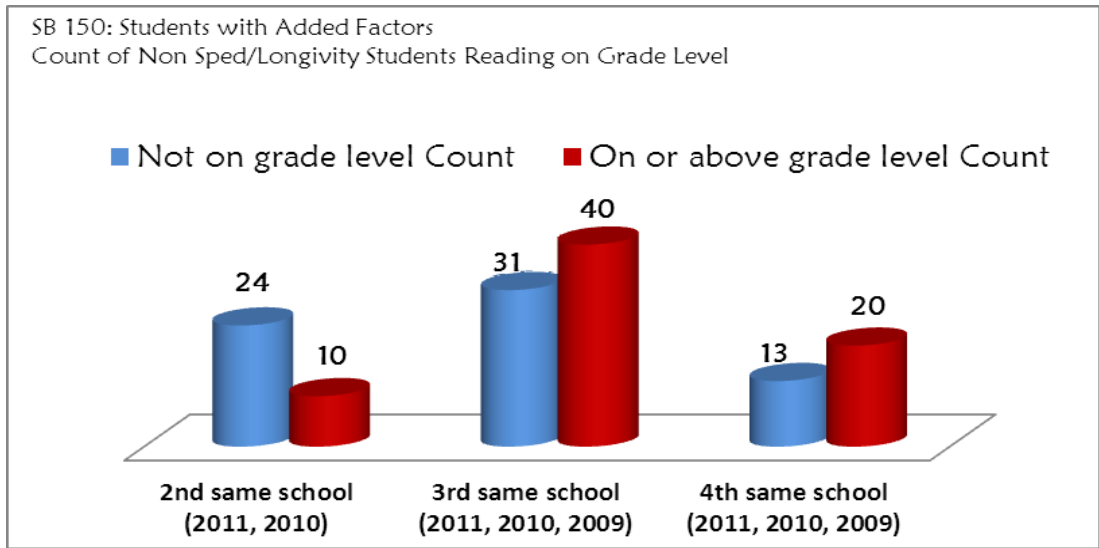


Chart 5: School Longevity

Reflection Question: Are students moving to grade level by the end of third grade?

Meadowlark Grade 2-4 Ethnicity		Asian	Black	Caucasian	Hispanic	Indian (Native American)	Pacific Islander	Total
Grades 2-4 " <u>Not Reading on Grade Level</u> " that have limited added factors	Count	3	7	5	53	0	0	68
	%	4%	10%	7%	78%	0%	0%	
Grades 2-4 Total Population	Count	9	24	18	159	3	15	229
	%	4%	10%	8%	69%	1%	7%	

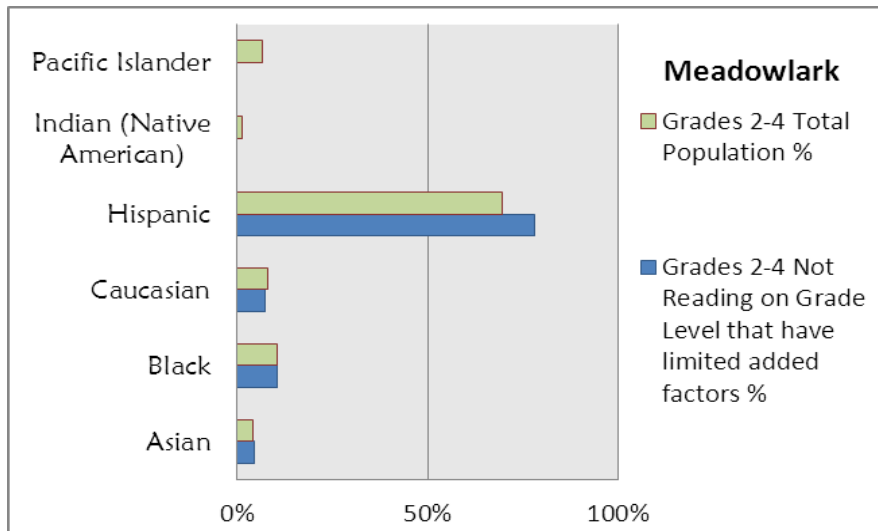


Chart 6, 7: Ethnicity of Limited Added Factors

Reflection Question: Do these student groups reflect the population of the school?

Writing Performance Report

Meadowlark Elementary School

Writing performance report includes current students in all grades most recent writing score. For more detail please refer to individual writing reports in your shared folder.

Student Group	% Met Standard	Group Size
Whole School	39.4%	502
Asian	33.3%	18
Black/African American	35.6%	45
Hispanic	38.8%	348
Caucasian	42.5%	40
Pacific Islander	51.2%	41
American Indian	16.7%	6
Multi/Non Hispanic	50.0%	4
Economically Disadvantaged	39.0%	484
Not Economically Disadvantaged	50.0%	18
Special Ed	20.7%	29
Regular Ed	40.6%	473
English Language Learner	45.0%	258
Not English Language Learner	33.6%	244

Attendance Estimate Report

Meadowlark Elementary School

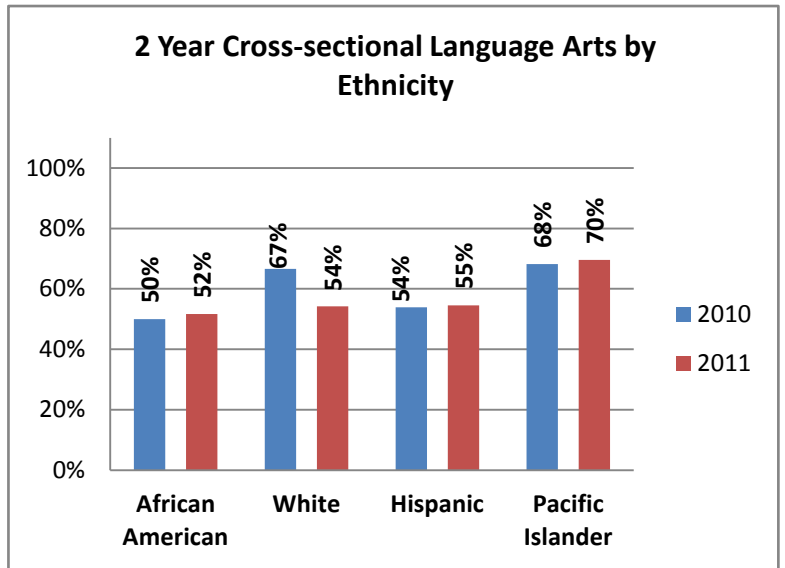
Attendance report includes current students and their attendance percentage starting from the date they enrolled to the current date

Student Group	Attendance Rate	Group Size
White	94.9%	47
Whole School	95.5%	563
Asian	95.0%	20
Black/African American	95.9%	50
Hispanic	95.8%	385
Pacific Islander	93.0%	46
American Indian	92.6%	9
Multi/Non Hispanic	95.2%	6
Economically Disadvantaged	95.4%	538
Not Economically Disadvantaged	96.8%	25
Special Ed	92.8%	46
Regular Ed	95.7%	517
English Language Learner	96.5%	267
Not English Language Learner	94.5%	296

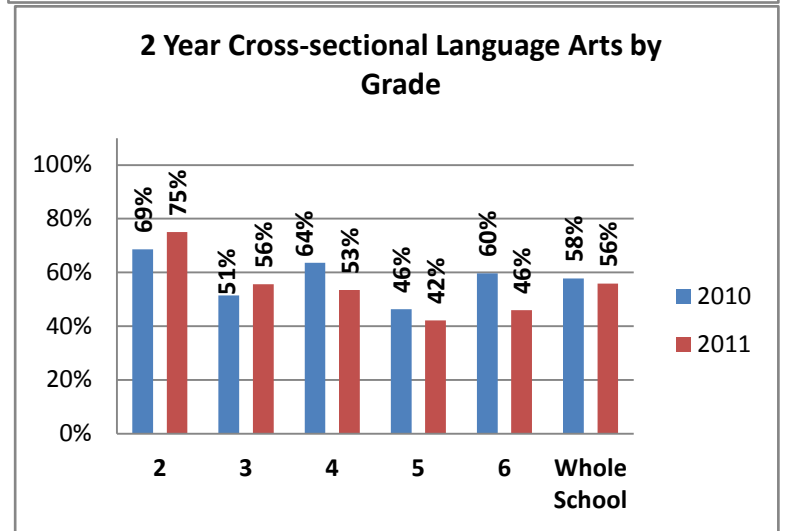
Full Academic Year Students Cross-Sectional Proficiency Data 2009-10 and 2010-11

LA	2010		2011		Goal
	Total N	% Prof	Total N	% Prof	
Ethnicity					
Asian	11	100%	9	78%	NA
African American	14	50%	29	52%	57%
White	33	67%	24	54%	59%
Hispanic	241	54%	262	55%	59%
American Indian	1	100%	0	.	NA
Multi-Racial	0	.	2	50%	NA
Pacific Islander	22	68%	23	70%	73%
Unknown	0	.	0	.	NA

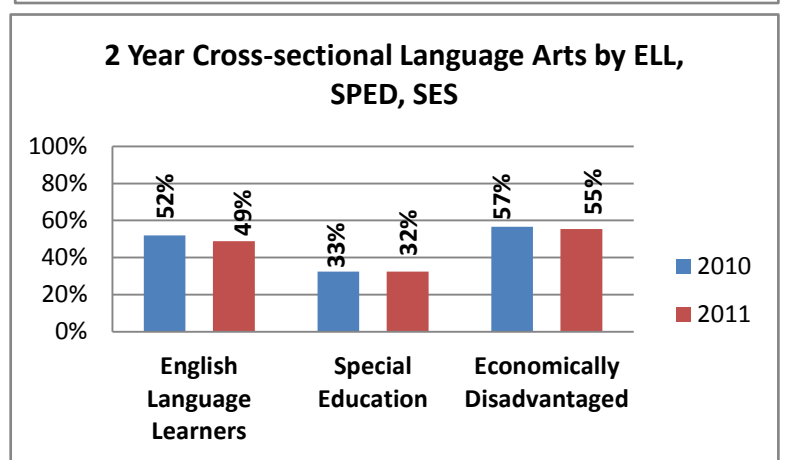
**Note: Goal is NA if Year 2010-11 Student Count was less than 10. No bar chart will appear for groups with less than 10 in 2010-2011 student counts



LA	2010		2011		Goal
	Total N	% Prof	Total N	% Prof	
Grade					
2	67	69%	88	75%	78%
3	70	51%	63	56%	60%
4	66	64%	73	53%	58%
5	67	46%	64	42%	48%
6	52	60%	61	46%	51%
Whole School	322	58%	349	56%	60%



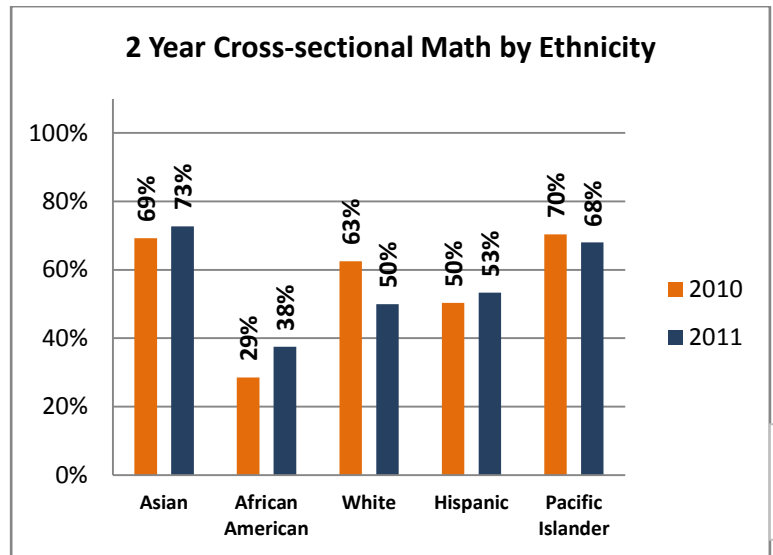
LA	2010		2011		Goal
	Total N	% Prof	Total N	% Prof	
Non English Language Learners	114	68%	126	68%	71%
English Language Learners	208	52%	223	49%	54%
Non Special Education	282	61%	312	59%	63%
Special Education	40	33%	37	32%	39%
Non Economically Disadvantaged	23	74%	19	63%	67%
Economically Disadvantaged	299	57%	330	55%	60%



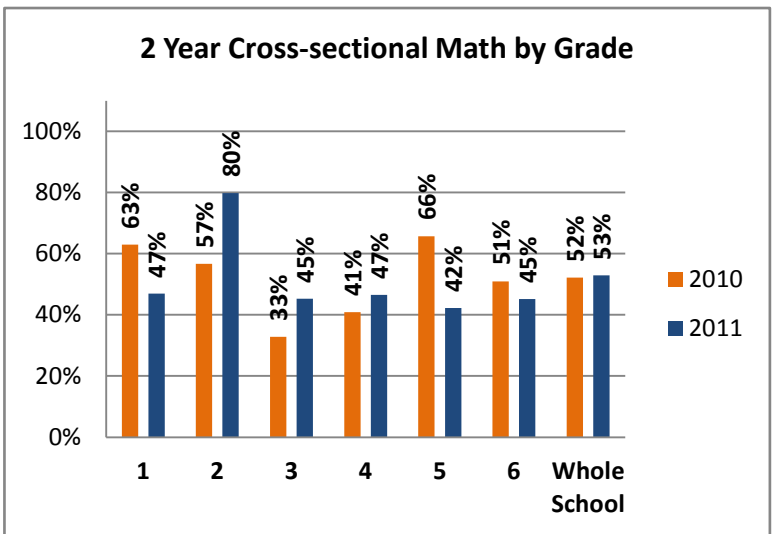
Full Academic Year Students Cross-Sectional Proficiency Data 2009-10 and 2010-11

Math Ethnicity	2010		2011		Goal
	Total N	% Prof	Total N	% Prof	
Asian	13	69%	11	73%	75%
African American	21	29%	32	38%	44%
White	40	63%	28	50%	55%
Hispanic	312	50%	302	53%	58%
American Indian	1	0%	1	0%	NA
Multi-Racial	0	.	2	0%	NA
Pacific Islander	27	70%	25	68%	71%
Unknown	0	.	0	.	NA

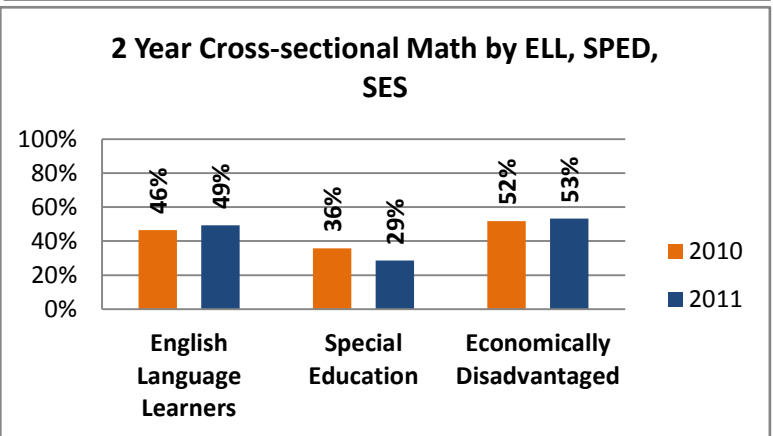
**Note: Goal is NA if Year 2010-11 Student Count was less than 10. No bar chart will appear for groups with less than 10 in 2010-2011 student counts



Math Grade	2010		2011		Goal
	Total N	% Prof	Total N	% Prof	
1	89	63%	49	47%	52%
2	67	57%	89	80%	82%
3	70	33%	64	45%	51%
4	66	41%	73	47%	52%
5	67	66%	64	42%	48%
6	55	51%	62	45%	51%
Whole School	414	52%	401	53%	58%



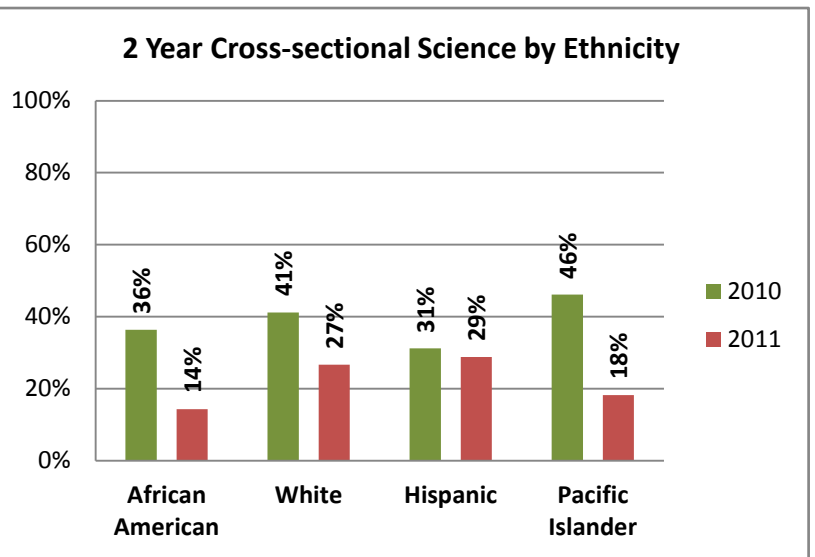
Math	2010		2011		Goal
	Total N	% Prof	Total N	% Prof	
Non English Language Learners	134	64%	139	60%	64%
English Language Learners	280	46%	262	49%	54%
Non Special Education	372	54%	359	56%	60%
Special Education	42	36%	42	29%	36%
Non Economically Disadvantaged	26	58%	23	48%	53%
Economically Disadvantaged	388	52%	378	53%	58%



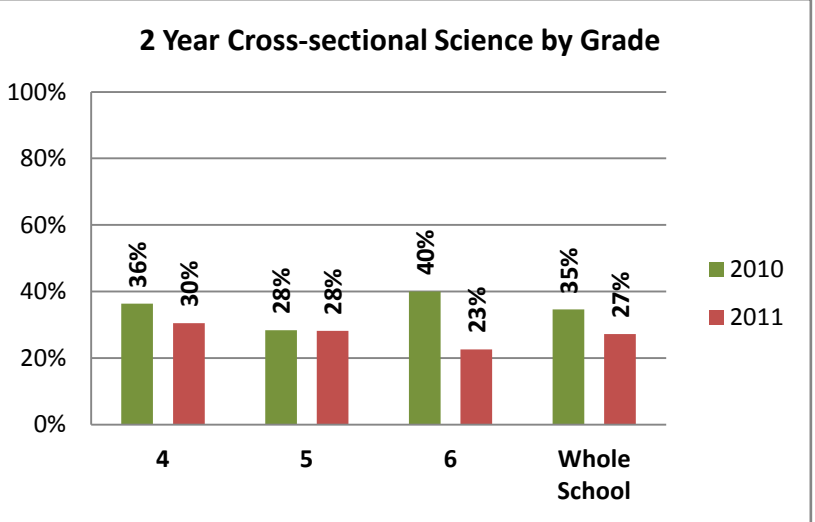
Full Academic Year Students Cross-Sectional Proficiency Data 2009-10 and 2010-11

Science Ethnicity	2010		2011	
	Total N	% Prof	Total N	% Prof
Asian	8	63%	7	43%
African American	11	36%	14	14%
White	17	41%	15	27%
Hispanic	138	31%	146	29%
American Indian	1	0%	0	.
Multi-Racial	0	.	2	0%
Pacific Islander	13	46%	11	18%
Unknown	0	.	0	.

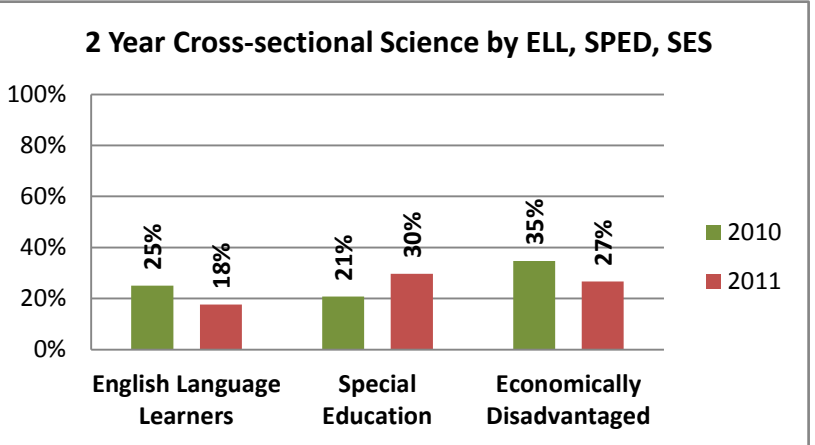
**Note: No bar chart will appear for groups with less than 10 in 2010-2011 student counts



Science Grade	2010		2011	
	Total N	% Prof	Total N	% Prof
4	66	36%	69	30%
5	67	28%	64	28%
6	55	40%	62	23%
Whole School	188	35%	195	27%

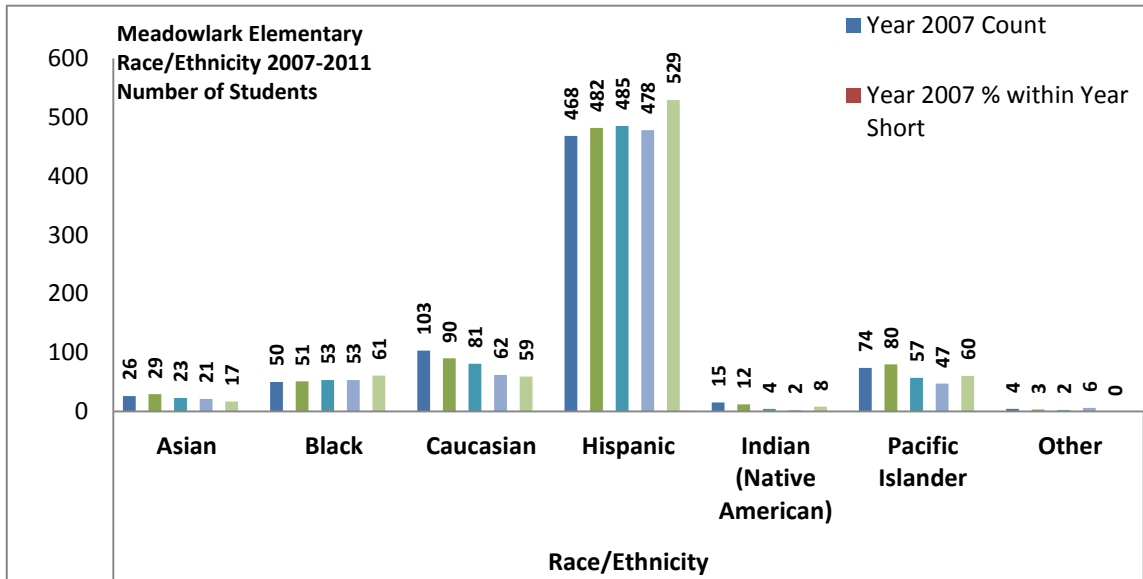


Science	2010		2011	
	Total N	% Prof	Total N	% Prof
Non English Language Learners	72	50%	93	38%
English Language Learners	116	25%	102	18%
Non Special Education	164	37%	168	27%
Special Education	24	21%	27	30%
Non Economically Disadvantaged	15	33%	15	33%
Economically Disadvantaged	173	35%	180	27%



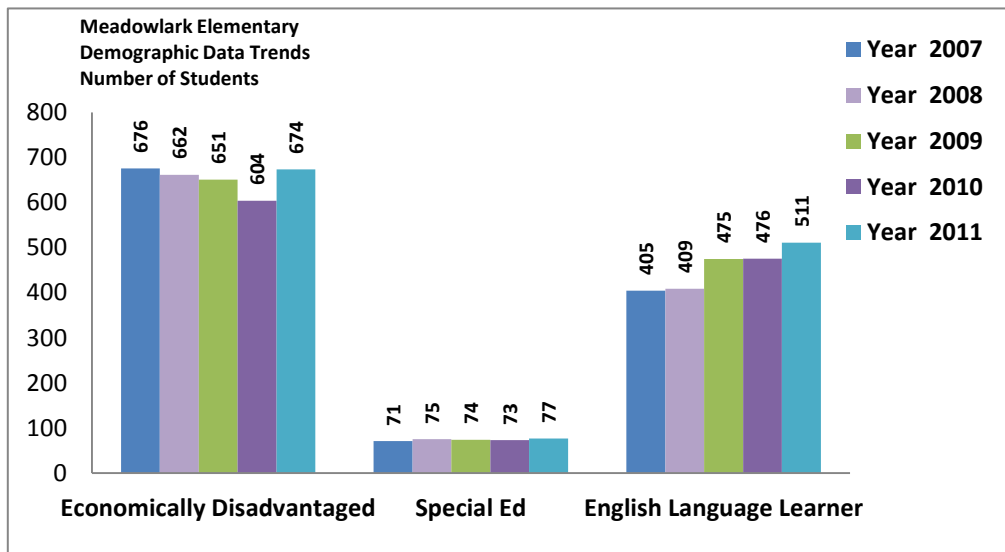
Meadowlark Elementary School 2007-2011 Ethnicity Information

Meadowlark			Race/Ethnicity						Total	
			Asian	Black	Caucasian	Hispanic	(Native American)	Pacific Islander		Other
Year Short	2007	Count	26	50	103	468	15	74	4	740
		% within	3.5%	6.8%	13.9%	63.2%	2.0%	10.0%	.5%	100.0%
	2008	Count	29	51	90	482	12	80	3	747
		% within	3.9%	6.8%	12.0%	64.5%	1.6%	10.7%	.4%	100.0%
	2009	Count	23	53	81	485	4	57	2	705
		% within	3.3%	7.5%	11.5%	68.8%	.6%	8.1%	.3%	100.0%
	2010	Count	21	53	62	478	2	47	6	669
		% within	3.1%	7.9%	9.3%	71.4%	.3%	7.0%	.9%	100.0%
	2011	Count	17	61	59	529	8	60	0	734
		% within	2.3%	8.3%	8.0%	72.1%	1.1%	8.2%	.0%	100.0%
	Total	Count	116	268	395	2442	41	318	15	3595
		% within	3.2%	7.5%	11.0%	67.9%	1.1%	8.8%	.4%	100.0%



Meadowlark Elementary School 2007-2011 Other Demographic Factors

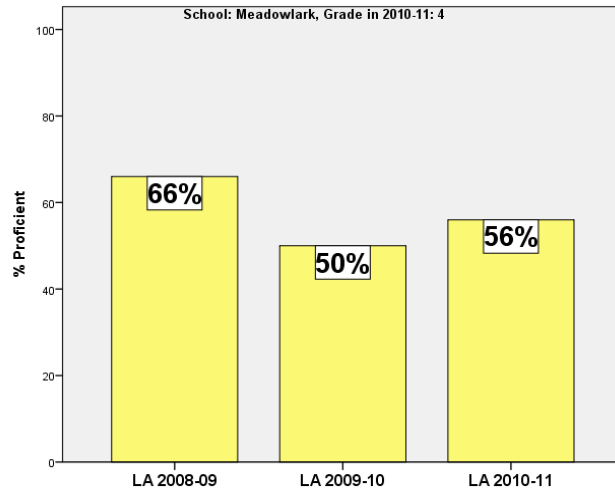
		Eco_Dis_Group				Special Ed/Reg Ed				Limited_English_Status			
		Non Economically Disadvantaged		Economically Disadvantaged		Regular Ed		Special Ed		Native English or Opt Out		English Language Learner	
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
Year Short	2007	64	8.6%	676	91.4%	669	90.4%	71	9.6%	335	45.3%	405	54.7%
	2008	85	11.4%	662	88.6%	672	90.0%	75	10.0%	338	45.2%	409	54.8%
	2009	54	7.7%	651	92.3%	631	89.5%	74	10.5%	211	30.8%	475	69.2%
	2010	65	9.7%	604	90.3%	596	89.1%	73	10.9%	193	28.8%	476	71.2%
	2011	60	8.2%	674	91.8%	657	89.5%	77	10.5%	223	30.4%	511	69.6%



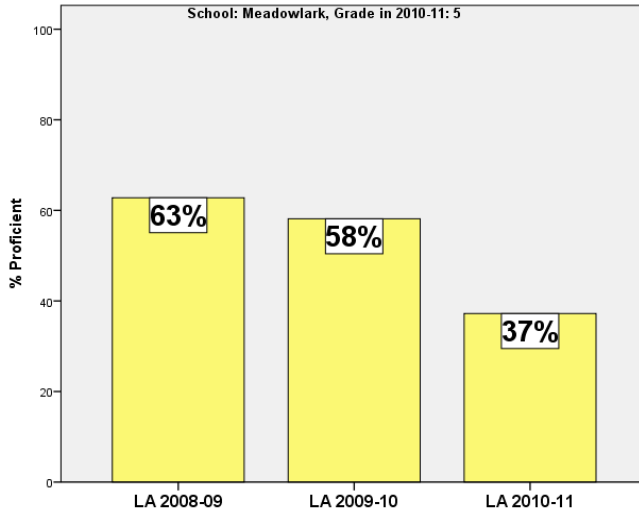
Meadowlark
Longitudinal Data

Language Arts

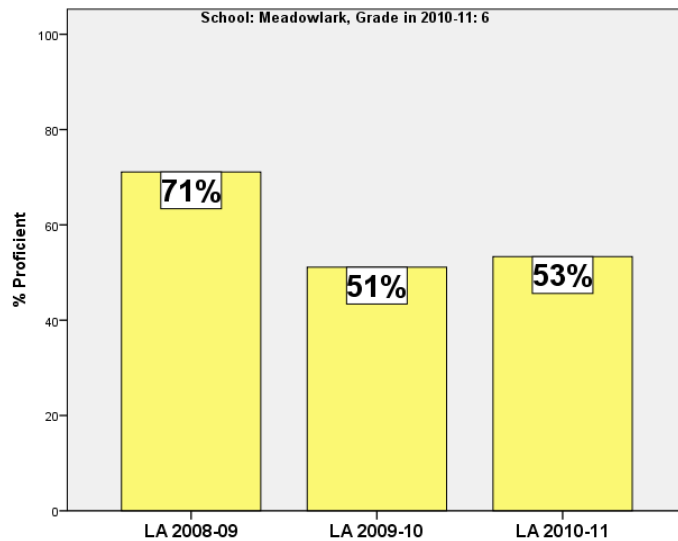
Longitudinal data show how a cohort of students performed who were in the same school for three years and had CRT scores for those three years.



Cohort N: 50
2010-11: 4th Grade LA
2009-10: 3rd Grade LA
2008-09: 2nd Grade LA



Cohort N: 43
2010-11: 5th Grade LA
2009-10: 4th Grade LA
2008-09: 3rd Grade LA

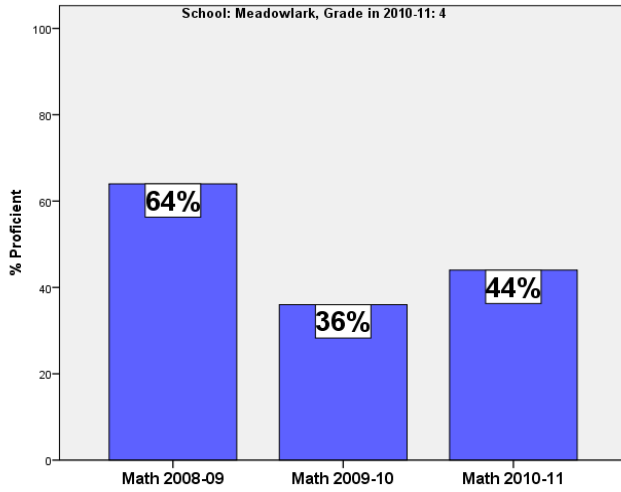


Cohort N: 45
2010-11: 6th Grade LA
2009-10: 5th Grade LA
2008-09: 4th Grade LA

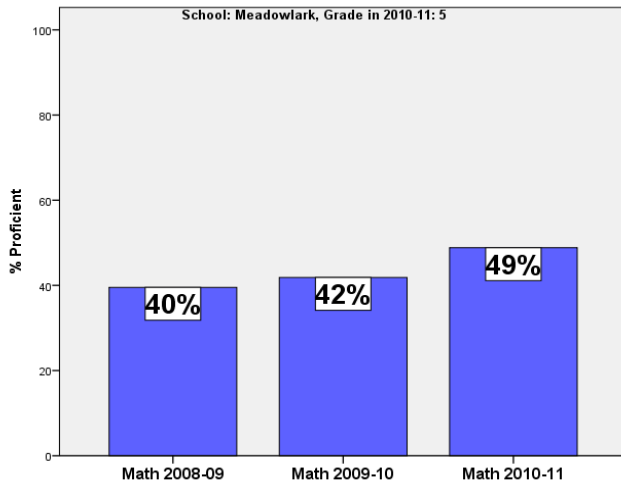
Meadowlark
Longitudinal Data

Math

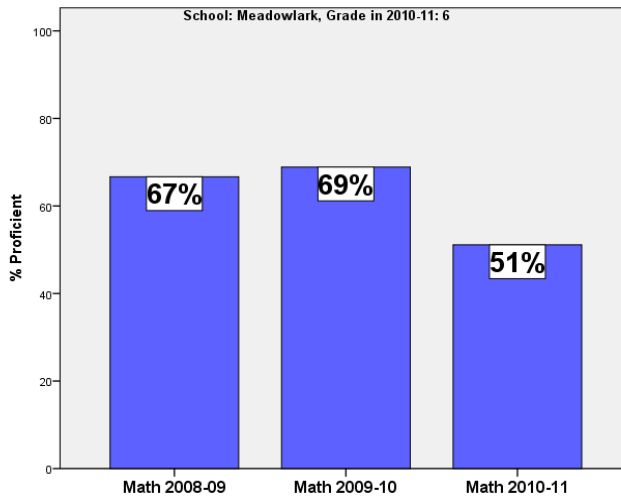
Longitudinal data show how a cohort of students performed who were in the same school for three years and had CRT scores for those three years.



Cohort N: 50
2010-11: 4th Grade Math
2009-10: 3rd Grade Math
2008-09: 2nd Grade Math



Cohort N: 43
2010-11: 5th Grade Math
2009-10: 4th Grade Math
2008-09: 3rd Grade Math

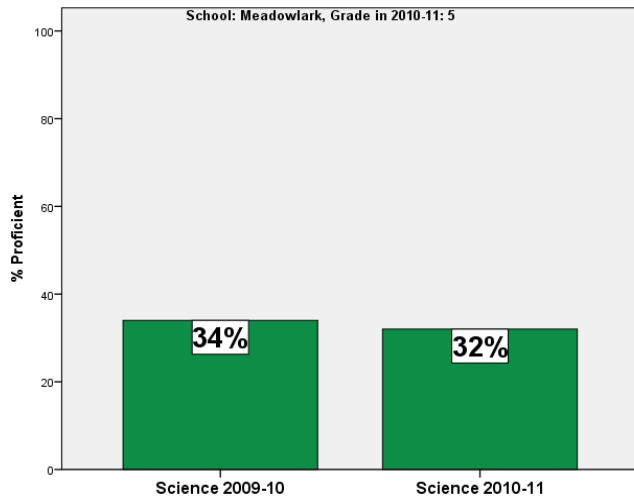


Cohort N: 45
2010-11: 6th Grade Math
2009-10: 5th Grade Math
2008-09: 4th Grade Math

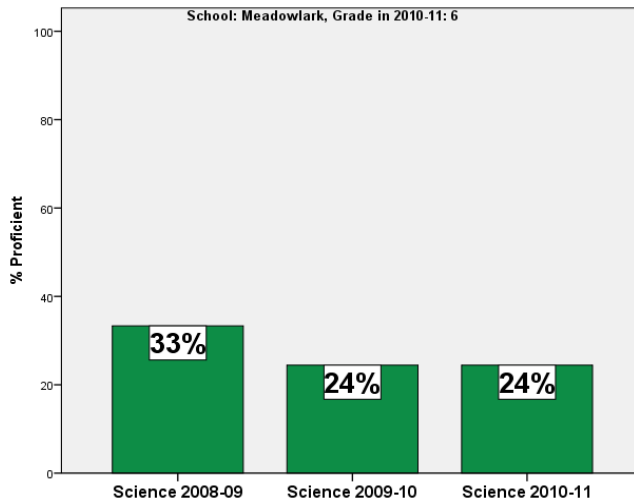
Meadowlark
Longitudinal Data

Science

Longitudinal data show performance for a cohort of students with scores from previous years and attended the same school for those years.



Cohort N: 50
2010-11: 5th Grade Science
2009-10: 4th Grade Science



Cohort N: 45
2010-11: 6th Grade Science
2009-10: 5th Grade Science
2008-09: 4th Grade Science

District Average Writing Performance Report

Writing performance report includes current students in all grades most recent writing score. For more detail please refer to individual writing reports in your shared folder.

Student Group	% Met Standard	Group Size
Whole School	50.2%	22688
Asian	58.2%	897
Black/African American	33.0%	915
Hispanic	35.7%	9134
White	64.3%	10000
Pacific Islander	51.0%	975
American Indian	35.2%	304
Multi/Non Hispanic	56.3%	460
Unknown	0.0%	3
Economically Disadvantaged	38.3%	14449
Not Economically Disadvantaged	71.0%	8239
Special Ed	19.0%	2564
Regular Ed	54.1%	20124
English Language Learner	33.0%	5214
Not English Language Learner	55.3%	17474

Analysis of the various leadership roles in your school and community:

The administrative team shows leadership in the school by providing professional development on instructional strategies and by participating in mathematics and language arts monthly collaboration with coaches and faculty. Parents are active in School Community Council and Parent Teacher Association leadership roles (for the first time in years). These roles support our school by providing feedback and support for school directed activities.

Teachers have opportunities to contribute in the following leadership roles by serving on the School Improvement Council, School Improvement Team, Positive Behavior Intervention Support Committee and Student Services Committee. These roles support our school by bringing a teacher perspective to student data reviews, providing information about school climate, and determining school needs.

We know that the leadership of our school and school community are effective because we are united in our goal for improving student achievement. Leadership in our school needs to be strengthened by continuing to align professional development with our School Improvement Plan goals.

Analysis of school instructional schedule and amount of instructional time available:

The average length of instruction for mathematics is 70 minutes per day, for language arts 150 minutes, and 45 minutes for ELD (English Language Development). Teachers use a spreadsheet as a tool to assist them in scheduling adequate instructional time. We have a school schedule for recess, lunch, ELD, and specialties (Physical Education, Library, Computer, Music). These minutes added together (70 minutes for mathematics, 150 minutes for language arts, 45 minutes for ELD, 30 minutes for specialties, 15 minutes for morning recess, and 35 minutes for lunch) equal 345 minutes. Our school day is 360 minutes. Technically, that leaves 15 minutes for social studies, health, science, art, and for transitioning to/from recess, lunch, ELD and specialties which is an impossible challenge.

We use district pacing maps to ensure all student receive instruction on all core concepts and standards in language arts and mathematics. Intervention and other pull-out programs sometimes interfere with Tier I instruction. We monitor student progress using district math benchmarks, SRI (Scholastic Reading Inventory), DIBELS (Dynamic Indicators of Basic Early Literacy Skills) benchmarks and progress monitoring. We identify students who need additional support every three months.

Analysis of student attendance:

- The average daily attendance is 95.5%.
- The student groups with the highest attendance rate are not economically disadvantaged at 96.8% and English learner at 96.5%.
- The student group with the lowest attendance rate is American Indian at 92.6%.
- We work to improve student attendance by having our office and counselor track attendance. We visit homes and meet with parents and students to discuss attendance concerns. We also celebrate students achieving 100% attendance and provide incentives for students who reach this goal.

Analysis of significant shifts in student demographic characteristics:

The percentage of students who are identified as English learners has increased from 54.7% to 69.6% over the last 5 years.

Analysis of instructional materials including core and supplemental materials:

Teachers are expected to use Houghton Mifflin's Math Expressions as the core instructional material for mathematics. We also use Ways to Success and FASTT Math to supplement core mathematics instruction. Teachers are expected to use Harcourt's StoryTown as the core instructional material for language arts. We also use Harcourt's Strategic & Intensive Intervention kits, resources from Think Central, Early Reading Intervention, Early Steps and Next Steps to supplement core language arts instruction. Teachers use Harcourt StoryTown English learners, Hampton Brown Avenues, or Ballard and Tighe's Carousel of Ideas as the instructional material for ELD. The administrative staff monitors teacher use of the selected materials by observing at least twice a month. 92.9% of teachers report that they have adequate instructional material for language arts/mathematics/science/ELD/other.

Analysis of current use of school resources:

The sources of our discretionary financial resources are our School Improvement, Title I, School LAND Trust, and Family Involvement budgets which total approximately \$595,000. We use our resources to provide 4 additional classroom teachers, an Alternative Language Support Coordinator who also teaches English Language Development, an additional part-time teacher for English Language Development, 4 kindergarten paraprofessionals, an office clerk, a paraprofessional to assist in the computer lab and with computer based testing, 5 intervention paraprofessionals, a *Playworks* structured recess coach, lunch recess supervision, Family Math and Literacy Nights, additional counseling support, and substitutes to cover for teachers during professional development and also for each teacher to attend a fall/spring collaborative conference with an administrator.

The decisions about how best to use our human resources, physical space and facilities are made by the administration using Shared Governance to guide the decisions.

Analysis of teacher effectiveness:

- 16% of our teachers are identified as highly effective in language arts, 13% in mathematics, 0% in science.
- 26% of our teachers are identified as effective in language arts, 46% in mathematics, 17% in science.
- 5% of our teachers are identified as marginally effective in language arts, 13% in mathematics, 17% in science.
- 53% of our teachers are identified as ineffective in language arts, 29% in mathematics, 67% in science.
- 11% of our teachers improved student proficiency on the CRTs enough to be eligible for PrimeTime status.

We began the year doing short observations in each classroom focusing on instructional materials and schedule. As of January 2012, school and district administrators serving on the School Improvement Team are using Brinkman-Forlini-William's book, *Class Acts: Every Teacher's Guide To Activate Learning*, as the focus for on-going professional development. We are using the *Drop In Tool* to monitor active student engagement, to determine on-going professional development needs, and to celebrate increased teacher effectiveness over time.

Analysis of parental support for student learning:

We gather input and feedback from parents through the ISQ Survey (Indicators of School Quality), School Community Council, and informally talking with parents. Attendance at our fall conferences averaged 95%. We communicate information to parents about school events through the use of our marquee, School Community Council, school newsletter, magnetic calendar of the school year, website, Facebook, and event flyers. We communicate information to parents about student progress through mid-term progress reports and trimester report cards. Parent attendance at school programs or events is 80%. Our school website is current and includes all the information from the Student Achievement Plan: Family and School Collaboration goal.

MATHEMATICS

Overall Goal:

Increase the percent of students passing Mathematics CRTs from 45% to 58%

Which student groups are your target populations because of achievement disparities in this content area?

Limited English Proficient (36%)

What is your goal for students who have reached proficiency?

Maintain proficiency level and use the differentiated cards and extension activities provided in our materials

LANGUAGE ARTS

Overall Goal:

Increase the percent of students passing Language Arts CRTs from 49% to 60%

Which student groups are your target populations because of achievement disparities in this content area?

Limited English Proficient (36%)

What is your goal for students who have reached proficiency?

Maintain proficiency level and enhance/extend learning using resources from our materials

ENGLISH LANGUAGE DEVELOPMENT

Overall Goal:

For all EL students at levels 1, 2, or 3, at least 42.5% will move to a higher proficiency level, or move from a low score in level 2 or 3 to a higher score in level 2 or 3

At least 30.4% of all students taking the UALPA will achieve a level 4 or level 5

Increase the percent of EL students passing Language Arts CRTs from 48% to 53%

Increase the percent of EL students passing Mathematics CRTs from 49% to 54%

READING

Overall Goal:

At least 80% of students will read on grade level by the end of third grade.

Which student groups are your target populations because of achievement disparities in this content area?

All student groups

HEALTH/PE

Overall Goal:

Students will participate in 120 minutes of physical education and least 50 minutes of structured recess activities per week.

Which student groups are your target populations because of achievement disparities in this content area?

All students

WRITING

Overall Goal:

Increase overall writing performance from 39.4% to 50%

Which student groups are your target populations because of achievement disparities in this content area?

English Proficient (33.6%)

SCIENCE

Overall Goal:

Increase the percent of students passing the Science CRTs from 27% to 40%

Which student groups are your target populations because of achievement disparities in this content area?

Limited English Proficient (18%) and African American/Black (14%)

What is your goal for students who have reached proficiency?

Maintain proficiency level and enhance/extend learning using resources from our materials

Key Essential: Curriculum, Instruction & Assessment

Component: Aligning Curriculum, Instruction, and Assessment

What tools and practices will teachers use to align Curriculum, Instruction, and Assessment?

MATHEMATICS

- Teach the Utah State Core Curriculum using Houghton Mifflin's Math Expressions program
- Incorporate Math Practice Standards from Utah State Core Curriculum in daily instruction
- District pacing map will be used as a guide to align core curriculum, instruction, and assessment
- Utilize district math benchmarks, UTIPS (Utah Test Item Pool Services), and Curriculum Based Measurement tools to inform and adjust instruction
- Collaborate as teams to look at student work, monitor progress and use data from formative and summative assessment to inform and adjust instruction

LANGUAGE ARTS

- Teach the Utah State Core Curriculum using Harcourt's Story Town materials with fidelity
- District pacing map will be used as a guide to align core curriculum, instruction, and assessment
- Utilize Story Town assessments, DIBELS (Dynamic Indicators of Basic Early Literacy Skills), UTIPS, and district writing samples to inform and adjust instruction
- Collaborate as teams to look at student work, monitor progress, and use data from formative and summative assessment to inform and adjust instruction

ENGLISH LANGUAGE DEVELOPMENT

- Teachers will use a variety of resources including Hampton Brown Avenues, Story Town's English Language Development, Ballard and Tighe's Carousel of IDEAS, and Imagine Learning to inform and adjust instruction
- Collaborate as teams to look at student work, monitor progress by using the WIDA (World-Class Instructional Design and Assessment) proficiency standards, and use data from formative and summative assessment to inform and adjust instruction

READING

- Teach the Utah State Core Curriculum using Harcourt's Story Town materials with fidelity
- District pacing map will be used as a guide to align core curriculum, instruction, and assessment
- Utilize Story Town's assessments, DIBELS, and UTIPS to inform and adjust instruction
- Collaborate as teams to look at student work, monitor progress, and use data from formative and summative assessment to inform and adjust instruction

HEALTH/PE

- PE paraprofessionals will use the Utah State Core Curriculum align curriculum, instruction, and assessment
- Health/Science teachers will use the Utah State Core Curriculum to align curriculum, instruction, and assessment
- School improvement funds will be used to purchase needed equipment for PE instruction

WRITING

- Teach the Utah State Core Curriculum using Harcourt's Story Town materials with fidelity
- District pacing map will be used to guide and align core curriculum, instruction, and assessment
- Utilize Story Town's assessments and district writing performance assessments to inform and adjust instruction
- Collaborate as teams to look at student work, monitor progress, and use data from formative and summative assessment to inform and adjust instruction

SCIENCE

- Use Utah State Core Curriculum to align curriculum, instruction, and assessment
- Science/Health teachers will collaborate with classroom teachers on pacing map to incorporate reading and writing connections
- Science/Health teachers will collaborate to look at student work, monitor progress, and use data from formative and summative assessment to inform and adjust instruction
- School Improvement and School LAND Trust funds will be used to purchase instruction materials for science and health

Key Essential: Curriculum, Instruction & Assessment

Component: Assigning Paraprofessionals

What duties will paraprofessionals perform to increase student achievement?

MATHEMATICS

- Hire non-instructional computer lab assistant to increase student access to technology and enhance learning
- Computer lab assistant will be paid from School Improvement funds
- Computer lab assistant will set up classes on FASTT Math, Imagine Learning, UTIPS and other programs
- Computer lab assistant also will help with computer based testing

LANGUAGE ARTS

- Highly qualified paraprofessionals will be hired and paid from School Improvement, Title I, and School LAND Trust funds
- Paraprofessionals will receive continued training on Early Reading Intervention, Early Steps, Next Steps, and Story Town's Strategic Intervention kit
- Paraprofessionals will work with students who are identified as intensive or strategic through benchmark assessments

READING

- Highly qualified paraprofessionals will be hired and paid from School Improvement, Title I and School LAND Trust funds
- Paraprofessionals will receive continued training on Early Reading Intervention, Early Steps, Next Steps, and Story Town's Strategic Intervention kit
- Paraprofessionals will work with students who are identified as intensive or strategic through benchmark assessments under the supervision of a licensed teacher

HEALTH/PE

- Highly qualified paraprofessionals will be hired and paid from School Improvement funds to provide 60 minutes of structured physical education per week

WRITING

- Highly qualified paraprofessionals will be hired and paid from Title I and School LAND Trust funds
- Paraprofessionals will receive continued training on Early Reading Intervention, Early Steps, Next Steps, and Story Town's Strategic Intervention kit
- Paraprofessionals will work with students who are identified by classroom teachers and work under the supervision of a licensed teacher

Key Essential: Curriculum, Instruction & Assessment

Component: Hiring and Assigning Staff

What hiring practices will you use to increase student achievement? Based on teachers' strengths, how will you deliberately assign students to benefit learning outcomes?

MATHEMATICS

- Teachers hired at Meadowlark will be highly qualified and hold a current license
- Use 3.84 FTE to assist with lowering class size and extending the day for students
- Interview team will include representation from School Improvement Committee, School Community Council, grade level teachers, and administration
- Student achievement data will be used to assist in the assignment of students to teachers by the administration
- Other factors considered in the assignment of students will include teacher input on behavior, classroom work habits, language proficiency level, and special programs (resource, Extended Learning Program)
- Administration will look at grade level teams and consider student achievement data as well as teacher effectiveness when determining teaching assignments

LANGUAGE ARTS

- Teachers hired at Meadowlark will be highly qualified and hold a current license
- Use 3.84 FTE to assist with lowering class size and extending the day for students
- Extend literacy coach to full time or hire additional part-time coach with funds from Title I School Improvement funds (.5 FTE)
- Interview team will include representation from School Improvement Committee, School Community Council, grade level teachers, and administration
- Student achievement data, including DIBELS and DRA (Developmental Reading Assessment), will be used to assist in the assignment of students to teachers by the administration
- Other factors considered in the assignment of students will include teacher input on behavior, classroom work habits, language proficiency level, and special programs (resource, Extended Learning Program)
- Administration will look at grade level teams and consider student achievement data as well as teacher effectiveness when determining teaching assignments

ENGLISH LANGUAGE DEVELOPMENT

- Hire licensed teachers who have an endorsement in teaching English as a Second Language (ESL) or will obtain endorsement within 3 years of their date of hire
- Hire 0.16 FTE to be Alternative Language Support Coordinator

READING

- Teachers hired at Meadowlark will be highly qualified and hold a current license
- Use 3.84 FTE to assist with lowering class size and extending the instructional day for students
- Extend literacy coach to full time or hire additional part-time coach with funds from Title I School Improvement funds (.5 FTE)
 - Interview team will include representation from School Improvement Committee, School Community Council, grade level teachers, and administration
 - Student achievement data, including DIBELS and DRA levels will be used to assist in the assignment of students to teachers by the administration
 - Other factors considered in the assignment of students will include teacher input on behavior, classroom work habits, language proficiency level, and special programs (resource, Extended Learning Program)
 - Administration will look at grade level teams and consider student achievement data as well as teacher effectiveness when determining teaching assignments

HEALTH/PE

- Highly qualified paraprofessionals will be hired to provide instruction in physical education and extend the day for all student
- Use Title I School Improvement funds to extend counselor's hours in order to provide more support for students and families
 - Teachers and Student Services Committee may identify and refer students for individual tracking or group counseling

WRITING

- Teachers hired at Meadowlark will be highly qualified and hold a current license
- Use 3.84 FTE to assist with lowering class size and extending the instructional day for students
- Extend literacy coach to full time or hire additional part-time coach with funds from Title I School Improvement funds (.5 FTE)
 - Administration will look at grade level teams and consider student achievement data as well as teacher effectiveness when determining teaching assignments

SCIENCE

- Two highly qualified teachers will teach science/health in order to extend the instructional day by 60 minutes for all students

Key Essential: Curriculum, Instruction & Assessment

Component: Identifying and Providing Interventions

How will you identify students for interventions? What interventions will you provide to students to achieve your overall achievement goal?

MATHEMATICS

- Identify students through use of district benchmarks, Curriculum Based Assessment, Essential Trackers and grade level common assessments
- We will review this data every unit to be certain we are responding to the changing needs of our students
- FASTT Math and Ways to Success will be used as evidence-based interventions
- Students will participate in these intervention strategies as needed
- Students' classroom teachers will be engaged in the intervention process by determining and overseeing intervention

LANGUAGE ARTS

- Identify students through use of DIBELS, DRA, SRI and grade level common assessments
- We will review this data regularly (at minimum, quarterly) to be certain we are responding to the changing needs of our students
- Story Town's Strategic Intervention kit, ERI, Early Steps and Next Steps will be used as evidence-based interventions
- Students will participate in these intervention strategies 2-5 times weekly as determined to meet student needs
- We will monitor the effectiveness of these intervention strategies through progress monitoring twice a month and discuss data at collaborative meetings
- Students' classroom teachers will be engaged in the intervention process by identifying students and overseeing intervention
- Paraprofessionals will be hired to assist with interventions and will be funded through School LAND Trust and School Improvement

READING

- Identify students through use of DIBELS, DRA, SRI, and grade level common assessments
- We will review this data regularly (at minimum, quarterly) to be certain we are responding to the changing needs of our students
- Story Town's Strategic Intervention kit, ERI, Early Steps and Next Steps will be used as evidence-based interventions
- Students will participate in these intervention strategies 2-5 times weekly as determined to meet student needs
- We will monitor the effectiveness of these intervention strategies through progress monitoring twice a month and discuss data at collaborative meetings
- Students' classroom teachers will be engaged in the intervention process by identifying students and overseeing intervention
- Paraprofessionals will be hired to assist with interventions and will be funded through School LAND Trust, Title I, and School Improvement

HEALTH/PE

- Counselor will work with PBIS (Positive Behavior Intervention and Support) committee to provide positive reinforcement for attendance and following school rules
- Funds from School Improvement will be used to purchase items for positive behavior incentives
- Funds from School Improvement will be used to provide assemblies as a behavior incentive

WRITING

- Identify students through use of grade level common assessments

- Story Town's Strategic Intervention kit, ERI, and Early Steps will be used as evidence-based interventions
- Students will participate in these intervention 2-5 times weekly as determined to meet student needs
- We will monitor the effectiveness of these intervention strategies as we discuss student work at collaborative meetings
 - Students' classroom teachers will be engaged in the intervention process by identifying students and overseeing intervention
 - Paraprofessionals will be hired to assist with interventions and will be funded through School LAND Trust, Title I, and School Improvement

Key Essential: Curriculum, Instruction & Assessment

Component: Improving Instructional Practice

How will you ensure that Tier I instruction is strong in meeting the needs of your students?

MATHEMATICS

- Tier I instruction for mathematics will be scheduled daily for 60 minutes in grades K-2 and 90 minutes for grades 3-6
- The effectiveness of Tier I instruction will be measured by formative and summative assessments
- We expect 80% of our students to be on level as a result of the Tier I instruction
- Teachers will increase active student engagement to help strengthen Tier I instruction and will be supported to do so by coaches and administration
 - The administrative team will monitor the effectiveness of Tier I instruction by regularly observing and providing feedback to teachers through the Drop In Tool
 - In cases where Tier I instruction is weak, teachers, coaches and administration will collaborate in an effort to strengthen instruction and improve achievement

LANGUAGE ARTS

- Tier I instruction for language arts will be scheduled daily for 180 minutes for all grade levels
- The effectiveness of Tier I instruction will be measured by formative and summative assessments
- We expect 80% of our students to be on level as a result of the Tier I instruction
- Teachers will increase active student engagement to help strengthen Tier I instruction and will be supported to do so by coaches and administration
 - The administrative team will monitor the effectiveness of Tier I instruction by regularly observing and providing feedback to teachers through the Drop In Tool
 - In cases where Tier 1 instruction is weak, teachers, coaches and administration will collaborate in an effort to strengthen instruction and improve achievement

ENGLISH LANGUAGE DEVELOPMENT

- We have 45 minutes of time Monday-Friday for English Language Development
- Teachers will increase active student engagement to help strengthen instruction and will be supported to do so by coaches and administration
 - The administrative team will monitor the effectiveness of instruction by regularly observing and providing feedback to teachers through the Drop In Tool

READING

- Tier I instruction for language arts will be scheduled daily for 180 minutes for all grade levels
- The effectiveness of Tier I instruction will be measured by formative and summative assessments
- We expect 80% of our students to be on level as a result of Tier I instruction
- Teachers will increase active student engagement to help strengthen Tier I instruction and will be supported to do so by coaches and administration
 - The administrative team will monitor the effectiveness of Tier I instruction by regularly observing and providing feedback to teachers through the Drop In Tool

HEALTH/PE

- PE paraprofessionals will attend mandatory district training held monthly
- The administrative team will monitor the effectiveness of instruction by regularly observing and providing feedback

WRITING

- Tier I instruction for language arts will be scheduled daily for 180 minutes for all grade levels
- The effectiveness of Tier I instruction will be measured by formative and summative assessments
- We expect 80% of our students to be on level as a result of Tier I instruction
- Teachers will increase active student engagement to help strengthen Tier I instruction and will be supported to do so by coaches and administration
 - The administrative team will monitor the effectiveness of Tier I instruction by regularly observing and providing feedback to teachers through the Drop In Tool

SCIENCE

- Tier I instruction for science/health will be scheduled for 60 minutes per week
- Science teachers will incorporate reading and writing with expository text
- Teachers will increase active student engagement to help strengthen Tier I instruction and will be supported to do so by coaches and administration
 - The administrative team will monitor the effectiveness of Tier I instruction by regularly observing and providing feedback to teachers through the Drop In Tool

Key Essential: Curriculum, Instruction & Assessment

Component: Increasing Instructional Time and/or Extending the School Day or Year

How will you increase instructional time by extending the school day or year? How will those services impact your overall achievement goal and your achievement gap goal?

MATHEMATICS

- District Title I funds will provide one teacher for math tutoring during the summer
- Teachers, group leaders and administration will work together to strengthen the "homework help" time during our afterschool program
 - FTE will be used to provide all day kindergarten classes as well as reducing class size which will provide additional time for math
 - FTE will be used to extend the day for students by 60 minutes which will assist teachers in teaching 60 minutes for math in grades K-2 and 90 minutes of math in grades 3-6 daily

LANGUAGE ARTS

- FTE will be used to provide all day kindergarten classes as well as reducing class size which will provide additional time for language arts
- FTE will be used to extend the day for students by 60 minutes which will assist teachers in teaching 180 minutes of language arts in all grades daily

ENGLISH LANGUAGE DEVELOPMENT

- FTE will be used to provide all day kindergarten classes as well as reducing class size
- FTE will be used to extend the school day for students by 60 minutes which will provide additional time for reading, speaking, listening and writing

READING

- FTE will be used to provide all day kindergarten classes as well as reducing class size which will provide additional time for reading and Early Reading Intervention
- FTE will be used to extend the school day for 60 minutes which will assist teachers in teaching 180 minutes of language arts and additional reading intervention

HEALTH/PE

- FTE will be used to extend the school day for students by 60 minutes which will ensure students are getting 150+ minutes of PE and structured recess per week

WRITING

- FTE will be used to provide all day kindergarten classes as well as reducing class size which will provide additional time for writing and Early Reading Intervention
- FTE will be used to extend the school day for students by 60 minutes which will assist teachers in teaching 180 minutes of language arts and additional writing

SCIENCE

- FTE will be used to provide all day kindergarten classes as well as reducing class size which will provide additional time for science and development of content vocabulary
- FTE will be used to extend the school day for students by 60 minutes which will assist teachers in teaching all subjects and provide 2 hours of science/health for students each week

Key Essential: Curriculum, Instruction & Assessment

Component: Increasing Student Access to Technology

How will you use technology to achieve your overall achievement goal and to decrease disparities in proficiency between student groups?

MATHEMATICS

- We will use equipment funds to purchase WiFi for portables, additional computers, and other technology needs that may arise
- Teachers will use FASTT Math, Ways to Success, internet, software, SMARTBoard, and document camera to strengthen instruction in mathematics
- Professional development on the use of the above stated technology tools will be provided and supported by the district, coaches, and administration

- Necessary funds will be set-aside for this training and on-going support
- We will monitor the impact of integrating technology during collaborative time
- Students who need support with math will have access to computer lab, classroom computer, and SMARTBoard to extend learning opportunities

LANGUAGE ARTS

- We will use equipment funds to purchase WiFi for portables, additional computers, and other technology needs that may arise
 - Teachers will use Think Central, SRI, internet, software, SMARTBoard, and document camera to strengthen instruction in language arts
 - Professional development on the use of the above stated technology tools will be provided and supported by the district, coaches, and administration
 - Necessary funds will be set-aside for this training and on-going support
 - We will monitor the impact of integrating technology during collaborative time
 - Students who need support with language arts will have access to computer lab, classroom computer, and SMARTBoards to extend learning opportunities

ENGLISH LANGUAGE DEVELOPMENT

- We will use equipment funds to purchase WiFi for portables, additional computers, and other technology needs that may arise
 - Teachers will use Imagine Learning, Internet, software, SMARTBoard, and document camera to strengthen instruction during ELD
 - Professional development on the use of the above stated technology tools will be provided and supported by the district, coaches, and administration
 - Necessary funds will be set-aside for this training and on-going support
 - We will monitor the impact of integrating technology during collaborative time
 - Students who need support in ELD will have access to computer lab, classroom computer, and SMARTBoard to extend learning opportunities

READING

- We will use equipment funds to purchase WiFi for portables, additional computers, and other technology needs that may arise
 - Teachers will use Think Central, SRI, internet, software, SMARTBoard, and document camera to strengthen instruction in reading
 - Professional development in the use of the above stated technology tools will be provided and supported by the district, coaches, and administration
 - Necessary funds will be set-aside for this training and on-going support
 - We will monitor the impact of integrating technology during collaborative time
 - Students who need support with reading will have access to computer lab, classroom computer, and SMARTBoards to extend learning opportunities.

WRITING

- We will use equipment funds to purchase Wifi for portables, additional computers, and other technology needs that may arise
 - Teachers will use Think Central, internet, software, and document camera to strengthen instruction in writing
 - Fourth, fifth, and sixth grade students will also use Utah Writes
 - Professional development in the use of the above stated technology tools will be provided and supported by the district, coaches, and administration

- Necessary funds will be set-aside for this training and on-going support
- We will monitor the impact of integrating technology during collaborative time

SCIENCE

- We will use equipment funds to purchase Wifi for portables, additional computers, and other technology needs that may arise
- Teachers will use internet, software, and document camera to strengthen instruction in science
- Professional development in the use of the above stated technology tools will be provided and supported by the district, coaches, and administration
- Necessary funds will be set-aside for this training and on-going support
- We will monitor the impact of integrating technology during collaborative time

Key Essential: Curriculum, Instruction & Assessment

Component: Measuring Progress of Student Achievement

How will teachers assess student proficiency throughout the year? How will teachers use the information gathered from formative or interim assessments to adjust instruction?

MATHEMATICS

- Student progress in mathematics will be determined throughout the year using unit tests and computer-based assessments.
- Teachers will administer multiple assessments and will collect data to measure student proficiency following instruction.
- The reliability of these on-going assessments to predict future student success will be measured by teachers through the collaborative process.
- Teachers will meet monthly during collaborative time to discuss student progress and will adjust instruction to address student needs.
- This process will be monitored by administration.
- The following resources will be available to ensure assessment information will be used effectively to adjust instruction and support students: professional development, coaches, appropriate materials and collaborative time.
- Achievement data will be organized by teachers and coaches and presented to grade level teams, administrators and parents every trimester.

LANGUAGE ARTS

- Student progress in language arts will be determined throughout the year using DIBELS and StoryTown assessments.
- Teachers will administer multiple assessments and will collect data to measure student proficiency following instruction.
- The reliability of these on-going assessments to predict future student success will be measured by teachers through the collaborative process.
- Teachers will meet monthly during collaborative time to discuss student progress and will adjust instruction to address student need.
- This process will be monitored by administration.
- The following resources will be available to ensure assessment information will be used effectively to adjust instruction and support students: professional development, coaches, appropriate materials, and collaborative time.
- Achievement data will be organized by teachers and coaches and presented to grade level teams, administrators and parents every trimester.

ENGLISH LANGUAGE DEVELOPMENT

- We will use formal and informal assessments to check for understanding and that the objective has been met.

READING

- Student progress in reading will be determined throughout the year using DIBELS, SRI, DRA, and StoryTown assessments.
 - Teachers will administer multiple assessments and will collect data to measure student proficiency following instruction.
 - The reliability of these on-going assessments to predict future student success will be measured by teachers through the collaborative process.
 - Teachers will meet monthly during collaborative time to discuss student progress and will adjust instruction to address student need.
 - This process will be monitored by administration.
 - The following resources will be available to ensure assessment information will be used effectively to adjust instruction and support students: professional development, coaches, appropriate materials, and collaborative time.
 - Achievement data will be organized by teachers and coaches and presented to grade level teams, administrators and parents every trimester.

WRITING

- District writing performance assessments as well as StoryTown writing pieces will be used to monitor proficiency.
- Teachers will administer multiple assessments and will collect data to measure student proficiency following instruction.
 - Teachers will meet monthly during collaborative time to look at student work, discuss progress, and adjust instruction to meet needs of students.
 - This process will be monitored by administration.
 - The following resources will be available to ensure assessment information will be used effectively to adjust instruction and support students: professional development, coaches, appropriate materials, and collaborative time.
 - Achievement data will be organized by teachers and coaches and presented to grade level teams, administrators and parents every year.

SCIENCE

- Teachers will administer multiple assessments and will collect data to measure student proficiency following instruction.
 - Teachers will meet during collaborative time to discuss student progress and adjust instruction to meet needs of students.
 - This process will be monitored by administration.
 - The following resources will be available to ensure assessment information will be used effectively to adjust instruction and support students: professional development, coaches, appropriate materials, and collaborative time.
 - Achievement data will be organized by teachers and coaches and presented to grade level teams, administrators and parents each year.

Key Essential: Curriculum, Instruction & Assessment

Component: Planning Professional Development

How will professional development increase teachers' capacity to increase student proficiency?

MATHEMATICS

- Professional development will be prioritized based on needs identified by School Improvement Team.
- The focus will be around planning, engagement, and pacing.
- We will support teachers in practicing, strengthening, and sustaining skills learned in professional development by observing and providing feedback, as well as coaching.
 - The effectiveness of our professional development priorities will be measured by increase in active student engagement.
 - The time needed for these professional growth activities will be scheduled according to the needs of the school and professional development.

LANGUAGE ARTS

- Professional development will be prioritized based on needs identified by School Improvement Team.
- The focus will be around planning, engagement, and pacing.
- We will support teachers in practicing, strengthening, and sustaining skills learned in professional development by observing and providing feedback, as well as coaching.
 - The effectiveness of our professional development priorities will be measured by increase in active student engagement.
 - The time needed for these professional growth activities will be scheduled according to the needs of the school and professional development.

ENGLISH LANGUAGE DEVELOPMENT

- Provide professional development to help teachers engage students in culturally-relevant differentiated curriculum using appropriate instructional strategies to enhance students engagement and learning.

READING

- Professional development will be prioritized based on needs identified by School Improvement Team.
- The focus will be around planning, engagement, and pacing.
- We will support teachers in practicing, strengthening, and sustaining skills learned in professional development by observing and providing feedback, as well as coaching.
 - The effectiveness of our professional development priorities will be measured by increase in active student engagement.
 - The time needed for these professional growth activities will be scheduled according to the needs of the school and professional development.

HEALTH/PE

- P.E. paraprofessionals will attend mandatory district training.

WRITING

- Professional development will be prioritized based on needs identified by School Improvement Team.

- The focus will be around planning, engagement, and pacing.
- Professional development will be provided by Write Tools in August with a follow up in September.
- We will support teachers in practicing, strengthening, and sustaining skills learned in professional development by observing and providing feedback, as well as coaching.
 - The effectiveness of our professional development priorities will be measured by increase in active student engagement.

SCIENCE

- Professional development will be prioritized based on needs identified by School Improvement Team.
- The focus will be around planning, engagement, and pacing.
- We will support teachers in practicing, strengthening, and sustaining skills learned in professional development by observing and providing feedback, as well as coaching.
 - The effectiveness of our professional development priorities will be measured by increase in active student engagement.

Key Essential: Curriculum, Instruction & Assessment

Component: Scheduling & Using Instructional Time

How will you determine and protect the scheduling and use of instructional time?

MATHEMATICS

- Create a master schedule so that students are not missing Tier I instruction throughout the day.
- Post classroom schedules

LANGUAGE ARTS

- Create a master schedule so that students are not missing Tier I instruction throughout the day.
- Post classroom schedules.

ENGLISH LANGUAGE DEVELOPMENT

- Our master schedule will include 45 minutes of ELD time for grades K-6.

READING

- Create a master schedule so that students are not missing Tier I instruction throughout the day.
- Post classroom schedules

HEALTH/PE

- Create a master schedule.

WRITING

- Create a master schedule so that students are not missing Tier I instruction throughout the day.
- Post classroom schedules.

SCIENCE

- Create master schedule.

Key Essential: Curriculum, Instruction & Assessment

Component: Supporting English Learners

What support will teachers provide to English Learners during Tier I instruction?

MATHEMATICS

- English learners will be supported during Tier I instruction in mathematics through teacher preparation that incorporates speaking, listening, reading, and writing.
- Student background knowledge that explicitly links concepts will be accomplished through scaffolding, modeling, and discussion.
- Academic input will be made comprehensible to English learners by teachers consistently posting and referring to language and content objectives to make expectations clear.
- Expectations will be clarified for students through modeling.
- To accomplish this, teachers will be supported during professional development to learn culturally-relevant differentiated curriculum.
- Student success in mastering Tier I content will be monitored through common grade level assessments, Essential Trackers, and district benchmarks.

LANGUAGE ARTS

- English learners will be supported during Tier I instruction in language arts through teacher preparation that incorporates speaking, listening, reading, and writing.
- Student background knowledge that explicitly links concepts will be accomplished through scaffolding, modeling, and discussion.
- Academic input will be made comprehensible to English learners by teachers consistently posting and referring to language and content objectives to make expectations clear.
- Expectations will be clarified for students through modeling.
- To accomplish this, teachers will be supported during professional development to learn culturally-relevant differentiated curriculum.
- Student success in mastering Tier I content will be monitored through common grade level assessments, StoryTown assessments, DIBELS, and district writing assessment.

ENGLISH LANGUAGE DEVELOPMENT

- A 45 minute block for ELD will be scheduled daily.
- English learners will be supported during Tier I instruction through teacher preparation that incorporates speaking, listening, reading, and writing.
- Student background knowledge that explicitly links concepts will be accomplished through scaffolding, modeling, and discussion.
- Academic input will be made comprehensible to English learners by teachers consistently posting and referring to language and content objectives to make expectations clear.
- Expectations will be clarified for students through modeling.
- To accomplish this, teachers will be supported during professional development to learn culturally-relevant differentiated curriculum.

READING

- English learners will be supported during Tier I instruction in reading through teacher preparation that incorporates speaking, listening, reading, and writing.
- Student background knowledge that explicitly links concepts will be accomplished through scaffolding, modeling, and discussion.
- Academic input will be made comprehensible to English learners by teachers consistently posting and referring to language and content objectives to make expectations clear.

- Expectations will be clarified for students through modeling.
- To accomplish this, teachers will be supported during professional development to learn culturally-relevant differentiated curriculum.
- Student success in mastering Tier I content will be monitored through common grade level assessments, Story Town assessments, DIBELS.

HEALTH/PE

- Expectations will be clarified through modeling and reinforced through positive cueing.

WRITING

- English learners will be supported during Tier I instruction in writing through teacher preparation that incorporates speaking, listening, reading, writing.
- Student background knowledge that explicitly links concepts will be accomplished through scaffolding, modeling, and discussion.
- Academic input will be made comprehensible to English learners by teachers consistently posting and referring to language and content objectives to make expectations clear.
- Expectations will be clarified for students through modeling.
- To accomplish this, teachers will be supported during professional development to learn culturally-relevant differentiated curriculum.
- Student success in mastering Tier I content will be monitored through common grade level assessments, district writing assessments, and rubrics.

SCIENCE

- English learners will be supported during Tier I instruction in science through teacher preparation that incorporates speaking, listening, reading, and writing.
- Student background knowledge that explicitly links concepts will be accomplished through scaffolding, modeling, and discussion.
- Academic input will be made comprehensible to English learners by teachers consistently posting and referring to language and content objectives to make expectations clear.
- Expectations will be clarified for students through modeling.
- To accomplish this, teachers will be supported during professional development to learn culturally-relevant differentiated curriculum.

Key Essential: Curriculum, Instruction & Assessment

Component: Title I only - Recruiting and Retaining Highly Effective Staff

How do you recruit and retain highly effective staff?

MATHEMATICS

- The characteristics or conditions of our school that are most likely to attract and retain highly effective staff include: professional development, low staff turn-over, part-time mathematics coach, and supportive administration.
- We support highly effective staff by providing professional development and constructive feedback to the teachers.
- The environment available in our school is enhanced by various committees that increase staff morale.
- During the 2011-12 school year, we had six provisional teachers.

- We support these early year teachers through grade level mentoring, coaches working closely with them, and providing professional development.
- We are able to sell our school to potential teachers by sharing our vision, expectations, and expertise.
- We generally have several applicants to choose from and are able to recommend the most highly qualified individual for the position.
- Teachers are able to participate in the leadership of our school by joining the numerous committees.

LANGUAGE ARTS

- The characteristics or conditions of our school that are most likely to attract and retain highly effective staff include: professional development, low staff turn-over, full-time language arts coach.
- We support highly effective staff by providing professional development and constructive feedback to the teachers.
- The environment available in our school is enhanced by various committees that increase staff morale.
- During the 2011-12 school year, we had 6 provisional teachers.
- We support these early year teachers through grade level mentoring, coaches working closely with them, and providing professional development.
- We are able to sell our school to potential teachers by sharing our vision, expectations, and expertise.
- We generally have several applicants to choose from and are able to recommend the most highly qualified individual for the position.
- Teachers are able to participate in the leadership of our school by joining the numerous committees.

ENGLISH LANGUAGE DEVELOPMENT

- We hire licensed teachers who have an endorsement for teaching English as a Second Language, or who will acquire an endorsement within three years of date of hire.

READING

- The characteristics or conditions of our school that are most likely to attract and retain highly effective staff include: professional development, low staff turn-over, full-time language arts coach.
- We support highly effective staff by providing professional development and constructive feedback to the teachers.
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- We generally have several applicants to choose from and are able to recommend the most highly qualified individual for the position.
- Teachers are able to participate in the leadership of our school by joining the numerous committees.

HEALTH/PE

- P.E. paraprofessionals will receive district training in physical education teaching methods (14 hours per year), monthly staff development (16 hours per year), and current first aid/ CPR certification

WRITING

- The characteristics or conditions of our school that are most likely to attract and retain highly

effective staff include: professional development, low staff turn-over, full-time language arts coach.

- We support highly effective staff by providing professional development and constructive feedback to teachers.
- The environment available in our school is enhanced by various committees that increase staff morale.
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- We are able to sell our school to potential teachers by sharing our vision, expectations, and expertise.
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SCIENCE

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- We are able to sell our school to potential teachers by sharing our vision, expectations, and expertise.
- We generally have several applications to choose from and are able to recommend the most highly qualified individual for the position.
- Teachers are able to participate in the leadership of our school by joining numerous committees.

Key Essential: Curriculum, Instruction & Assessment

Component: Title I only - Selecting Assessments

How will teachers be involved in selecting the assessments used to monitor student progress and improve instruction?

MATHEMATICS

- Through the collaborative process, teachers will look at student data, work samples, and needs of the students.
- Teachers will select from a variety of assessments including: projects, self-reflection, quizzes, course tests, and standardized assessments to provide high outcomes for students.

LANGUAGE ARTS

- Through the collaborative process, teachers will look at student data, work samples, and needs of the students.
- Teachers will select from a variety of assessments including: projects, self-reflection, quizzes, course tests, and standardized assessments to provide high outcomes for students.

ENGLISH LANGUAGE DEVELOPMENT

- Teachers will use the assessments provided in the materials and informal teacher assessments.

READING

- Through the collaborative process, teachers will look at student data, work samples, and needs of the students.
- Teachers will select from a variety of assessments including: projects, self-reflection, quizzes, course tests, and standardized assessments to provide high outcomes for students.

HEALTH/PE

- P.E. paraprofessionals will observe student participation.

WRITING

- Through the collaborative process, teachers will look at student data, work samples, and needs of the students.
- Teachers will select from a variety of assessments including: projects, self-reflection, quizzes, course tests, and standardized assessments to provide high outcomes for students.

SCIENCE

- Through the collaborative process, teachers will look at student data, work samples, and needs of the students.
- Teachers will select from a variety of assessments including: projects, self-reflection, quizzes, course tests, and standardized assessments to provide high outcomes for students.

Curriculum, Instruction & Assessment**Funding Uses:**

<u>Program</u>	<u>Expenditure</u>	<u>Quantity</u>	<u>Type</u>
LAND Trust	Instructional Materials	50	sets
School Improvement	Paraprofessional	8	persons
School Improvement	Contracted Services	5	persons
Title I	Teacher C	0.5	FTE
School Improvement	Instructional Materials	30	items
LAND Trust	Supplies	50	items
Title I	Paraprofessional	2	persons
Title I	Meetings & Workshops - Staff Development	4	sets
Title I	Counselor	20	hours/wk
LAND Trust	Paraprofessional	4	persons
Title III	Teacher C	0.16	FTE

Curriculum, Instruction & Assessment

Funding Uses:

<u>Program</u>	<u>Expenditure</u>	<u>Quantity</u>	<u>Type</u>
Title I	Teacher C	3.84	FTE
School Improvement	Instructional Materials	100	items

Key Essential: Early Childhood

Component: Transition to Kindergarten

How will you help preschool children transition to kindergarten?

- The preschool and kindergarten teachers organize a time to rotate through the Kindergarten classrooms to be introduced to the teachers and routines
- Preschool does an orientation with the parents to inform them of kindergarten expectations
- A meet and greet and formal assessment of students is given when school starts
- Kindergarten and preschool classrooms are in close proximity so students become familiar with the environment

Key Essential: Equity: Closing the Achievement Gap

Component: Professional Development

What professional development will you offer specifically related to the achievement gap goal?

- We will offer professional development on professional learning communities to assist teams in using common assessments and data to inform and adjust instruction
- We will continue to monitor progress on active student engagement strategies using the Drop In Tool and provide additional professional development based on our needs
- Kim, Lane, our ELP teacher, will provide professional development to the faculty on Kagan Cooperative Learning
- We will offer professional development on writing to support integration in all content areas

Key Essential: Equity: Closing the Achievement Gap

Component: Tier I Support

What specific Tier I support will you provide to your target population(s) for your achievement gap goal?

- Post content and language objectives and provide clear expectations
- Increase active student engagement
- Provide guided practice with opportunity for multiple student responses and to gather evidence of understanding in order to adjust the lesson (guided practice cycle)
- Collaborate as teams to look at student work, monitor progress, and use data from formative and summative assessment to inform and adjust instruction
- Teachers will observe each other and provide feedback and support
- Coaches will provide feedback and support
- Administrators will provide feedback and support

Equity: Closing the Achievement Gap

Funding Uses:

<u>Program</u>	<u>Expenditure</u>	<u>Quantity</u>	<u>Type</u>
Title I	Meetings & Workshops - Staff Development	2	persons

Key Essential: Family and School Collaboration

Component: Communicating with Families and Community

How will you strengthen your communication with families regarding student progress and learning expectations?

We communicate learning expectations through disclosure documents, grade level curriculum brochures, as well as and talking with parents at Back to School Night. We communicate information to parents about student progress through mid-term progress reports and trimester report cards.

Offer parent meetings on literacy and math in order to communicate learning expectations to parents.

Attendance will be tracked by the office and truancy notification letters will be sent home. School counselor and administration will work closely with families and students having issues with truancy.

Key Essential: Family and School Collaboration

Component: Strengthening the Partnership with the Families and Community

What are the identified strengths of the community? How will you strengthen your relationship with families to support student learning?

Our parents show respect toward teachers and have high expectations for their children. They are supportive of the school and willing to help their children any way they can. Parent attendance at school events is 80%. We have over 95% participation at SEP (Student Educational Plan) conferences.

We will strengthen our relationship with families by having teachers meet with parents and children in their classrooms for Back to School Night and SEP conferences. This will give parents the opportunity to see their child's learning environment as well as provide more privacy while discussing learning strengths and setting goals.

Key Essential: Family and School Collaboration

Component: Working Collaboratively with Families

How will you increase the ways you work collaboratively with families in decision making and school governance?

- Continue to schedule SCC (School Community Council) at 5:00 p.m. or later in the evening and have an interpreter available.
- Schedule late afternoon/evening PTA (Parent-Teacher Association) meetings in order to involve more parents and have an interpreter available.
- Annually collect parent input using the ISQ (Indicators of School Quality) Survey.

Family and School Collaboration**Funding Uses:**

<u>Program</u>	<u>Expenditure</u>	<u>Quantity</u>	<u>Type</u>
School Improvement	Secretary	35	hours/wk
Family Involvement	Paraprofessional	10	hours/wk
Title I	Supplies	1	items

	School Name:	Meadowlark	2012-13	School		School	Title III	Family
	School #	216	Program Title:	Improvement	Title I	LAND Trust	Emerg. Immig.	Involvement
			Program #	1033-1032	2209	4222	2230	2208
		TOTAL PROGRAM ALLOCATION		151,532	339,951	33,075	12,539	3,887
		Educator Salary Adjustment			20,037		835	
FUN LOC	OBJT	TOTAL PROGRAM REVENUE		151,532	359,988	33,075	13,374	3,887
100 216	.0131	Salary, Teacher C			202,662		7,750	
100 216	.0132	Salary, Teacher N/C			16,250			
100 216	.0133	Salary, Substitute N/C		5,000	6,000		171	
100 216	.0162	Salary, Paraprofessional N/C		91,808	18,880	28,228		3,600
100 216	.0210	State Retirement		11,977	49,392	1,507	1,605	
100 216	.0220	FICA		7,406	18,651	2,159	606	275
100 216	.0241	Dental Insurance			2,246		94	
100 216	.0242	Health Insurance			6,834		240	
100 216	.0243	Accrued Health & Accident Insurance			3,040		116	
100 216	.0254	Accrued Sick Leave			1,013		39	
100 216	.0270	Workers Compensation		338	854	98	28	13
100 216	.0280	Unemployment Compensation						
100 216	.0290	Long Term Disability						
100 216	.0320	Contracted Services		26,700				
100 216	.0516	Field Trips		3,000				
100 216	.0582	Meetings & Workshops - Staff Developm			34,166			
100 216	.0610	Supplies		2,000			2,725	
100 216	.0618	Instructional Materials		3,303		1,083		
100 216	.0630	Food Purchases - Adult						
100 216	.0641	Textbooks						
100 216	.0644	Library Books						
100 216	.0734	Equipment						
214 216	.0142	Salary, Counselor / Social Worker C						
214 216	.0138	Salary, Quality Teaching (6 days)						
214 216	.0210	State Retirement						
214 216	.0220	FICA						
214 216	.0243	Accrued Health & Accident Insurance						
214 216	.0254	Accrued Sick Leave						
214 216	.0270	Workers Compensation						
214 216	.0241	Dental Insurance						
214 216	.0242	Health Insurance						
240 216	.0121	Salary, Assistant Principal C						
240 216	.0154	Salary, Secretary (office aide or assist.)N						
240 216	.0210	State Retirement						
240 216	.0220	FICA						
240 216	.0241	Dental Insurance						
240 216	.0242	Health Ins.						
240 216	.0243	Accrued Health & Accident Insurance						
240 216	.0254	Accrued Sick Leave						
240 216	.0270	Workers Compensation						
240 216	.0320	Resource Officer / Colors of Success						
240 216	.0581	Mileage						
234 216	.0871	Indirect Costs 2.43%						
100 216	.0610	Unallocated Balance		ERROR =>				(1)

ADMINISTRATIVE PROCEDURES RELATING TO BOARD POLICY G-3

Is School Compliant?

Always
Sometimes
Never
N/A

1. **Nutrition Education.** Sequential and interdisciplinary nutrition education shall provided and promoted as follows:

A. Each school shall ensure the health core is taught in grades K-12. Nutrition education shall be encouraged in other content areas, in the home and the

2. **Physical Education and Physical Activity.** Adequate physical education shall be provided and patterns of meaningful physical activity connected to students' lives outside of physical education shall be promoted as follows:

A. Each school shall ensure the physical education core is taught in grades K-12. Physical education activities shall be encouraged in other content areas, in the home and the broader community.

B. Physical education instructors at the elementary level shall be district certified. Each elementary physical education instructor shall participate annually in the following certification programs:

- Elementary physical education teaching methods (14 hours per year)
- Monthly staff development (16 hours per year)
- Current first aid / CPR certification

C. Physical education instructors at the secondary level shall certified according to state standards.

D. Enrollment in secondary physical education courses shall not exceed the number of students that space and equipment can safely accommodate.

E. Adequate equipment and supplies shall be available for all students to safely and fully participate in structured physical education activities.

F. Time allotted for physical education instruction shall be consistent with state standards, which are 150 minutes per week for grades 1-6 and 225 minutes per week for grades 7-12.

G. All elementary students shall be allowed a minimum of 15 minutes of recess each school day, not to include scheduled lunch time. Daily recess periods can be structured to be a part of the physical education instructional time and shall not be systemically used as a behavioral consequence.

3. **Other School Based Activities.** All school-based activities shall be consistent with District wellness policy as follows:

A. Extended day programs shall encourage physical activity and the formation of healthy habits.

B. District wellness policy guidelines shall be considered when planning all school-based activities (such as school events, field trips, dances, assemblies,

C. Hosting wellness clinics, health screenings, and enrolling eligible children in Medicaid and other state health insurance programs shall be pursued at each school site to support the health of all students.

4. **Nutrition Guidelines for All Foods on Campus.**

All foods and beverages made available to students on campus shall be consistent with the current USDA Dietary Guidelines as follows:

A. All foods made available to students on campus (a-la-carte sales, extended day programs, beverage contracts, fundraisers, school parties/celebrations, student stores, vending machines, etc.) will emphasize nutrient density, fruits and vegetables, decreasing fat and added sugars, and moderating portion size. Food and beverages sold at Utah High School Activities Association events shall

B. Elementary and middle schools shall limit food and beverage offerings for sale to students outside of the federal school meal programs to the following standards beginning July 1, 2006:
 1. Foods and Beverages: Must meet USDA Foods of Minimal Nutrition Value guidelines and provide no more than 250 calories per package.
 2. Fruits and vegetables should be offered for sale at any location on the school site where foods are sold (including fresh, cooked, dried, juice or

C. High schools shall limit food and beverage offerings for sale to students outside of the federal school meal programs to the following standards no later
 1. Foods: Must meet USDA Foods of Minimal Nutrition Value guidelines and provide no more than 250 calories per package.
 2. Beverages: Must meet USDA Foods of Minimal Nutrition Value guidelines and provide no more than 250 calories per package. Acceptable beverages as specified by the memorandum of understanding between The American Beverage Association and The Alliance for a Healthier Generation shall be
 3. Fruits and vegetables should be offered for sale at any location on the school site where foods are sold (including fresh, cooked, dried, juice or

D. Classroom snacks shall feature healthy choices.

E. Food and beverage information displayed in the school cafeteria shall be

F. No school activities, events or parties shall interfere with student access to a

5. **Eating Environment.** The school environment shall be safe, comfortable, pleasing, allow ample time and space for eating meals; and food and/or physical activity shall not be used as a reward or punishment as follows:

A. Students shall be encouraged to start each day with a healthy breakfast.

B. Students shall be provided adequate time to eat breakfast and lunch at school, at least 10 minutes for breakfast and 20 minutes for lunch, from the time the

C. Lunch periods shall be scheduled as near the middle of the school day as possible. Lunch periods shall not be scheduled at the end of a shortened school

D. Elementary schools shall schedule recess before lunch or implement a structured schedule that ensures that children are not pressured to eat and run.

E. School cafeteria areas shall provide enough serving lines to ensure that students spend no more than seven minutes waiting in line for a school meal.

F. School employees and community members shall be encouraged to reward student behavior with non-food items instead of food items.

G. Bus routes and school schedules shall be coordinated to allow students ample time before class to participate in the National School Breakfast program.

H. Students in pre-kindergarten through grade 12 shall be responsible for cleaning up after themselves at breakfast and lunch. Students shall put away trays and dispose of garbage properly to keep the school environment clean.

6. **Child Nutrition Operation.** Child Nutrition programs shall be accessible to all and must comply with federal, state and local requirements. The school district shall develop a coordinated and comprehensive outreach, promotion and pricing plan to ensure maximum participation in the federal school meal programs (e.g. school lunch, school breakfast, extended day snack, and summer food service).

7. **Food Safety/Food Security.** All foods made available on campus by Child Nutrition Services shall adhere to food safety and security guidelines including compliance with federal, state and local food safety and sanitation regulations. Food provided outside of Child Nutrition Services becomes the responsibility of school administration, with oversight of the School Community Council. Access to the food service operation is to be limited to Child Nutrition staff and authorized personnel

8. **Implementation and Evaluation.** The superintendent or designee shall appoint a wellness committee to regularly monitor the overall effectiveness of the wellness policy and recommend policy and/or procedural modifications that will positively impact student health. The School Community Council shall be designated to oversee the implementation and evaluation of the district wellness policy at each

- A. The district wellness committee shall include parents, students, the Director of Child Nutrition Services, the district healthy lifestyles specialist and representatives of the school board, school administrators, teachers, classified employees, and the public. The purpose of the district wellness committee is as
1. Regularly monitor the overall effectiveness of the district wellness policy.
 2. Highlight areas in need of future change.
 3. Recommend policy and/or administrative procedure modifications that will positively impact student health.

- B. The school administrator, with oversight of the School Community Council, shall ensure that all district wellness policy guidelines are enforced at the
1. One or more persons at the school shall be designated and charged with the operational responsibility for ensuring that the school follows the district wellness policy.
 2. One or more persons at the school shall be designated and charged with the operational responsibility for ensuring that the school follows the district wellness policy.
 3. A copy of the approved written record of compliance shall be submitted by the school to the superintendent or designee prior to the end of each school
 4. Annually report goals and progress toward student wellness in the school improvement plan.

Report Progress on Wellness Plan for 2011 - 2012

- Teachers provided a minimum of 30 minutes of physical education instruction per week.
- We also worked with Playworks this year to provide structured activities during morning and lunch recess. Our 120 minutes of structured activities at recess plus 30 minute P.E. time per week adds up to 155 minutes of movement per week. We have seen an increase in students actively engaged at recess.
- Our Playworks coach and junior coaches also provided equipment check in/out and social support for students as they played cooperative games.

Wellness Goal for 2012 - 2013

- Implement recess before lunch or a structure in the lunchroom to ensure students take time to eat (minimum 20 minutes) before heading to recess.
- Continue to work with Playworks to provide structured activities at recess and class game times. Students needing additional social support will check in with Playworks Coach during recess and participate in structured activity.
- We are increasing instructional day for students by having two science/health teachers which will ensure health is being taught.
- Increasing the instruction day will also provide 120 minutes per week of physical education instruction by district trained paraprofessionals.
- Teachers will provide healthy alternatives when food is available in classrooms.
- Provide healthy snacks twice per week as per Fresh Fruit and Vegetables grant.

- | | |
|--|---|
| 1. Our faculty and staff have been given an overview of PBIS and know the four pillars. | Y |
| 2. The Effective Behavior Support (EBS) Survey has been given within the last two years. | N |
| 3. We have formed our PBIS team (not SSC) and assigned a building coordinator. | Y |
| 4. We have made at least two site visits to schools where PBIS is implemented. | N |
| 5. We use a discipline tracking system. (Examples: Educator's Handbook, SWIS, Discipline Tracker) | Y |
| 6. We use data from the above system to make PBIS decisions and share with | N |

List your rules for schoolwide expectations:

- Be safe:
 - Keep your hands, feet, mouth, and objects to yourself.
 - Walk in the building.
- Be respectful:
 - Follow directions the first time given.
 - Quiet voices in the building.
- Be responsible:
 - Use materials and equipment properly.
 - Be in the proper place at the proper time.
- Be caring:
 - Use kind words and actions.

Explicitly teach expectations outside of classrooms:

- We have videos that model appropriate behavior for common areas which are used to teach expectations.
- We also have some videos that teach social and problem solving skills.
- Teachers teach and reinforce throughout the year.
- Posters are found throughout the common areas of the school with the expectations listed for each area.
- Meadowlark Manners and SOAR chants to reinforce expectations.

Positively reinforce schoolwide expectations systematically:

- Expectations are reinforced through:
 - Posters;
 - Principal's 200 Club (targeting tickets to specific common areas);
 - Monthly Mighty Meadowlark Hunt Assembly to acknowledge the SOAR (Students Reading Daily, On Time Everyday, Amazing Homework Skills, Respectful and Responsible) goals for students;
 - School wide assemblies three times a year for students with two infractions or less per trimester; and
 - Meadowlark Manners and SOAR chants to reinforce expectations.

Correct and reteach inappropriate behaviors:

- When needed, a Behavior Report Form (white slip) is filled out by an adult to report and correct errors. It is in English and Spanish and is sent home for parent signature and returned to the office the following day.
- Most infractions can be handled by the classroom teacher by discussing the behavior with the student and identifying different options to handle the situation in the future.
- Our administration and/or counselors are involved on major infractions.
- Our PBIS committee uses the data collected in Educators Handbook to communicate areas that need reteaching to teachers.
- "Think Time" (a collaborative process between two teachers) will be implemented school wide as a behavior intervention.
- "Think Sheets" will be used schoolwide to help correct undesired behaviors.
- The Behavior Education Program (TWEET) will be used to target individual students needing additional reinforcement.

Which of the above six phases will you be addressing this year and how?

- Teaching expectations outside of the classroom:
 - Hold an assembly at the beginning of the year to discuss schoolwide expectations and positive reinforcement systems.
 - Create videos for what expectations look like and sound like.
- Positively reinforce schoolwide expectations:
 - Be more specific when targeting behaviors for Principal's 200 Club.
- Correct and reteach inappropriate behaviors:
 - Review data from Educators Handbook, target specific areas with reteaching/reviewing videos and positively reinforce desired behavior.
 - Use "Think Time" to enable the teacher and student to stop a negative social exchange.
 - "Think Sheets" for reflecting on behavior.
 - Discuss target behavior weekly over announcements and celebrate progress.
 - Target specific behavior/area with Principal's 200 club tickets.
 - Determine how reteaching will be handled for repeat or serious infractions (SSC).

Outline your greatest challenges in implementation.

- Consistency in reinforcing desired behaviors.
- Changing Manners Matrix to Principal's 200 Club.
- 'In school' consequences for repeat or serious infractions.
- Reaching parents when problems arise (outdated phone numbers or unavailable or language barriers).

- Y 1) Principal has reviewed qualifications for all teachers and has found them to meet highly qualified requirements (see attachment):
- Y 2) In any instance a teacher does not meet NCLB highly qualified requirements, a letter will be sent to parents. Letters will need to be sent home for the following teachers:
- Lyndsey Conradi
- Y 3) Paraprofessionals meet the NCLB qualifications required
- Y 4) A copy of staff qualifications will be available in the office for parents upon request
- Y 5) High quality and ongoing professional development will be provided for the principal, teachers, paraprofessionals, and, if appropriate, pupil services personnel, parents, and other staff to help children meet the state's academic achievement standards
- Y 6) Strategies will be implemented to attract and retain high-quality highly qualified teachers
- Y 7) (Elementary only) That we coordinate with other programs to assist preschool children in the transition from early childhood programs to elementary schools
- Y 9) Teachers are included in the decisions regarding the use of academic assessments which provide information about how to improve, the achievement of individual students and the overall instructional program
- Y 9) The school will coordinate its resources under Title I with other sources and integrate services with other federal, state, and local programs
- Y 10) Parents will be provided individual student academic assessment results, in a language they can understand, and will include an interpretation of those results
- Y 11) The school wide plan will be available to parents and the public in understandable and uniform format, including alternative formats upon request; and that to the extent practicable, provided in a language that the parents understand
- Y 12) Activities have been planned to increase and improve parent involvement in students' academic achievement
- Y 13) A copy of our school's Parent Compact has been sent to every parent and has been reviewed annually

Indicate whether or not you've met this standard by responding Yes or No. Schools serving English Learners (ELs) and receiving Title III funds must address all assurances and include more detailed information in relevant sections of plan.

- | | | |
|---|----|--|
| Y | 1) | Research-based language instruction programs and academic content instruction programs for EL students have been implemented. |
| N | 2) | Instructional programs implemented ensure that EL students are able to listen, speak, read, write and comprehend English sufficient to reach the state's academic standards. |
| Y | 3) | Certified teachers who teach EL students and immigrant children/youth are fluent in English and any other language used for instruction, including written and oral communication skills. |
| Y | 4) | All children who have been in the United States for three or more consecutive years will participate in reading or language arts assessments given in English. |
| Y | 5) | <p>Notification will be sent to parents (in a language and format that is understandable to parents) within 30 days after the beginning of the school year of their child's placement (within two weeks if enrolled after the beginning of the school year) in English language</p> <ol style="list-style-type: none"> i. the reason for identification of their child as limited English proficient and in need of placement in a language instruction educational program. ii. the student's level of English proficiency, how that level was assessed, and the status of the student's academic achievement. iii. the method of instruction (content, goals, English instruction, native language instruction) used in the proposed program. iv. how the program will meet the student's educational strengths and weaknesses and how the program will help their student learn English and meet appropriate academic achievement standards. v. the exit criteria for the program and the expectations for transitioning into classrooms that are not tailored for limited English proficient standards. vi. notification of parent rights including written guidance detailing the parents right to have their child removed from a program upon request and the options parents have to decline to enroll their child in the program, or to choose another program or |

**Utah Administrative Code R277-477: School LAND Trust Program
"Learning and Nurturing Development" with Trustland Dividends**

School LAND Trust Program Funds must be focused on the school's most critical academic needs. School LAND Trust Program funds must be focused on implementing a recommended course of action to enhance or improve student academic achievement and implement a component of the school improvement plan focused on the school's identified most critical academic needs.

Examples of successful program using School LAND Trust Program monies include activities such as credit recovery courses and programs; study skills classes; college entrance exam preparation classes; academic field trips; classroom equipment and materials such as flashcards, math manipulatives, calculators, microscopes, maps, books, or student planners; books and textbooks; teachers and teacher aides; professional development directly tied to school academic goals; and computer labs, software, LCDs, and smart boards. Schools serving student with disabilities may use funds as needed to directly influence and improve student performance according to student Individual Education Plans (IEPs).

Plans Must Include:

Specific academic goals	Y
Steps to meet goals	Y
Measurements to assess improvement	Y
Specific expenditures to implement plans	Y

Acceptable expenditures may include:

Purchase of workbooks or textbooks	N
Professional development	N
Computer hardware and software	N
Library and media supplies	N
Supplemental funding for aides, teachers, and	Y
Other tools for student academic improvement	Y

Plan priorities are consistent with the school improvement plan Y

Examples of programs not eligible for funding using School LAND Trust Program monies include those designed to improve school climate, provide security, address behavioral issues, prevent bullying, install permanent auditorium

Are there ineligible expenditures in the plan? N

School has provided an explanation for carryover that exceeds one-third of the new annual allocation. Y

The following reports have been completed in accordance with district requirements:

School Improvement Plan

School Principal

Date

SCC Chair

Date

SIC Chair

Date

Title I Assurances

School Principal

Date

Title III Assurances

School Principal

Date

School Wellness Policy Compliance

Compliance

Date

SCC Approval

Date

School Principal

Date

LAND Trust Assurances

School Principal

Date

School Access Routing Plan

SCC Approval

Date

School Principal

Date



School Improvement Plan

Meadowlark Elementary School

2012 - 2013

Principal: Heidi Greene

