McDonald Elementary 2016-2017 Plan

A. B. McDonald Elementary

Moscow School District

Kim Mikolajczyk, Principal
2323 East D Street
Moscow, ID 83843

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Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at McDonald Elementary will become fluent readers.	Objectives: 2 Strategies: 4 Activities: 8	Academic	$0
2	McDonald School will have a strong communication system within our school and from school to home.	Objectives: 4 Strategies: 8 Activities: 15	Organizational	$75

Goal 1: All students at McDonald Elementary will become fluent readers.

Status	Progress Notes	Created On	Created By
N/A	With a student body of nearly 400 students, Kindergarten through 5th grade, the goal of having all students become fluent readers is well on its way. With resources such as our Wonders curriculum and corresponding WonderWorks intervention program, Lexia program, previous curriculums, our reading intervention program, our RTI team and program as well as daily and weekly collaboration and ongoing training resources all contribute toward great growth in the area of reading this year. We are focusing our efforts in those students that are not at proficiency to help them be proficient by the end of the school year.	March 28, 2017	Kim Mikolajczyk
N/A	Our goal at McDonald school is to teach all students to read at a level that can help them learn in all areas of their life. We made a very aggressive goal of having 80% of our students proficient by the end of the year. We accomplished that goal in kindergarten this year and nearly missed that goal in 3rd and 5th grades. We continue to work on this goal in all grades but need to focus our efforts in 1st, 2nd and 4th grades.	June 15, 2016	Kim Mikolajczyk

Measurable Objective 1:

80% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in fluency in Reading by 06/01/2016 as measured by the Idaho Reading Indicator (IRI) for K-3 and R-CBM AimsWeb (4-5).

Status	Progress Notes	Created On	Created By
Not Met	The objective of having 80% of all students demonstrate proficiency is well on its way. In Kindergarten, we started the year with 69% proficient, 1st grade 58% proficient 2nd grade 63% proficient and 3rd grade 64% proficient. On the winter benchmark those same grades were 85%, 81%, 66%, and 75% respectfully. These scores show we are headed in the right direction and have met this objective in two grades already.	March 24, 2017	Kim Mikolajczyk
Not Met	McDonald Elementary had 86% of kindergarten student show proficiency on the IRI in the spring of 2016. The proficiency of 1st, 2nd and 3rd grades were 66%, 69%, and 77% respectively as shown on the IRI testing. Fourth and fifth grades took a spring RCBM and it showed that 64% of 4th graders and 78% of 5th graders were proficient in fluency assessments. We had some grades that were close to hitting the 80% proficiency level and some that fell short by 10+ percent.	June 15, 2016	Kim Mikolajczyk

Strategy 1:

Instructional Practices - Implement the district-adopted reading program with fidelity.

Research Cited: State-approved reading adoption; Wonders Reading Program guidelines

Status	Progress Notes	Created On	Created By
N/A	Our classroom teachers use the state-approved reading adoption; Wonders Reading Program and coinciding Wonderworks Program as appropriate. In addition, teachers are encouraged to supplement this curriculum with additional resources to address standards and meet the needs of their students. Teachers meet consistently to assess the reading needs of their students and how they can use the Wonders curriculum and other resources to meet those needs.	March 28, 2017	Kim Mikolajczyk
N/A	Our first grade teachers use rereading stories and Read Naturally. In second grade, teachers use the" Read Naturally" program three or more times per week for 15-20 minutes and phrasing passages. Lance Hamma also uses the "6 Minute Solutions" strategy. He also has partners read to each other during the week. Lance introduces the passage on Monday by reading it aloud to the whole group, sometimes in an echo read situation. He always allows students to search for challenging words and helps them with those. He tries to get each student to read 3 times a day for one minute, which also means they are listening to their partner read it 3 times as well. In third grade teachers use the timed buddy reading once or twice per week. One fun little activity that they do once or twice a week in third grade is "timed buddy reading." Students get with a partner and grab a book of their choice at their level. They are taught how to find a just-right book and that it needs to be something they haven't read before. Partner 1 reads first. A timer is set for one minute and partner 1 reads. Then partner 1 goes back to where they started and the timer is set again for one minute. They read the same passage they just read and try to get further then they did the first time. After the two one-minute timings, partner 2 goes twice. At the end, they raise their hands if they got further than they did the first time. This is not something that is measurable in a way to see exactly how much it helps… but the kids really like it and it is a fun way to practice reading out loud! In fourth grade teachers use fluency work on phrasing of sentences that Carrie Brooks provided, the Read Naturally program on the computer, and the timed buddy reading system. Fifth grade teachers practice what is in the Wonders program and out loud reading. They also use, "Easy CBM," on the internet, and it's free. It also keeps track and records data for the teachers.	June 17, 2016	Kim Mikolajczyk
N/A	We are in our second year of the Wonders reading program with additional reading intervention support.	June 15, 2016	Kim Mikolajczyk

Activity - Tiered levels of instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will group students according to skill level based on assessment data, and use the adopted reading program's benchmark, strategic, and intensive frameworks to drive differentiated instruction.	Direct Instruction	09/01/2015	06/03/2016	$0	District Funding	Principal, Classroom Teachers, Special Education Teachers, Instructional Paraprofessionals

Status	Progress Notes		Created On	Created By

Completed	Our grade level team of teachers use assessment data on a monthly basis with the principal and reading interventionist to group students for differentiated instruction. In first grade the teachers use running records four times a year to place students in differentiated reading groups.	March 24, 2017	Kim Mikolajczyk
In Progress	Our kindergarten teachers are using assessment data four times a year to group students for differentiated instruction. In first grade the teachers use running records four times a year to place students in differentiated reading groups. The R-CBM is used for "Reading Intervention" groups outside of the classroom. Our second grade teachers use assessment data, including running records, the IRI, and "Words Their Way," to plan reading groups. Third grade uses the "Daily 5," where there are four reading group levels. They use the IRI and student observation to determine reading groups. Fourth and fifth grade teachers also differentiate instruction and use data to place students.	June 15, 2016	Kim Mikolajczyk

Activity - Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and instructional personnel will receive training as needed for effective implementation of the Wonders Reading Program.	Professional Learning	08/25/2015	10/01/2015	$0	No Funding Required	Principal, Teachers, Curriculum Director

Status	Progress Notes	Created On	Created By
Completed	As needs arise, teachers seek and are guided toward training for reading programs. Currently, teachers have been encouraged and have observed other teachers during their reading times to learn from each other. Our reading intervention team has attended specialized training to assist them in their instruction. School and district staff have taken advantage of incredible trainings as part of the Master Learning Grant. This coincides with our district goals.	March 28, 2017	Kim Mikolajczyk
Completed	The general consensus is that further training is not what the current teachers would like. They feel that collaboration time is best suited to their needs with the Wonders Program. However, we are adding a kindergarten teacher and a fifth grade teacher next fall. We have a first grade and a second grade teacher leaving in 2017 and we need to think about the needs of the new teachers. We recommend that a formal pre-service training is followed out before school begins and that a mentor teacher is assigned to the new teacher.	June 17, 2016	Kim Mikolajczyk

Activity - Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, principal, and instructional staff will collaborate throughout the year regarding best practices in use of the Wonders Reading Program, including its associated interventions.	Professional Learning	08/31/2015	06/01/2016	$0	No Funding Required	Principal, Teachers

Status	Progress Notes	Created On	Created By

In Progress	Teachers and staff meet at least weekly to collaborate and discuss reading program as needed. Paras meet once a month with grade level teams for instructional support and grade level teams meet with the principal once a month to report on the growth and needs of students. Teachers and administrators across the district have had the opportunity to attend trainings that help with collaboration and mastery based education.	March 28, 2017	Kim Mikolajczyk
Completed	Grade level teams meet weekly and can include discussion of the Wonders Reading Program, as needed. Paras met once a month with grade level teams for instructional support and grade level teams meet with the principal at least once a quarter to report on the growth and needs of students.	June 15, 2016	Kim Mikolajczyk

Strategy 2:

Response to Intervention (RTI) - RTI teams will meet as needed to review student work, student data, identify interventions, monitor progress, and/or make

recommendations for modification of interventions or referral to special education.

Research Cited: Response to Intervention Action Network

Status	Progress Notes	Created On	Created By
N/A	McDonald school has a strong consistent RTI team that consists of a primary classroom teacher, an intermediate classroom teacher, the school psychologist and the reading intervention teacher. The team takes referrals from classroom teachers and reviews progress, determines needs, develops plans and reviews said plans. The RTI team also revises the needs of students and staff and seeks out training to efficiently and effectively help students.	March 24, 2017	Kim Mikolajczyk
N/A	Response to Intervention (RTI) – RTI teams will meet as needed to review student work, student data, identify interventions, monitor progress, and/or make recommendations for modification of intervention or referral to special education.	June 15, 2016	Kim Mikolajczyk
N/A	Response to Intervention A calendar of meeting dates for 2015-2016 academic year was created. There is a set RTI team, which meets twice a month on Thursdays (more if needed). Teachers compile data (from Milepost and/or samples) of student work in the area of concern. Teachers then contact a member of the RTI team, who sets up a day for the team to meet with the teacher(s). The teacher and the team review the information and interventions already taking place. The team looks at how the student compares to other same grade peers, as well as past interventions documented in Milepost. The team suggests new interventions and schedules a follow meeting.	June 15, 2016	Kim Mikolajczyk

Activity - Teacher Preparation for RTI Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will compile student assessment data, progress monitoring data, and work samples to bring to RTI meetings.	Academic Support Program	09/01/2015	06/01/2016	$0	No Funding Required	Principal, RTI Team,Teachers

Status	Progress Notes	Created On	Created By

In Progress	The RTI team has provided ongoing training and direction to staff about what teachers need to bring to RTI meetings. Due to differentiated nature of student/staff needs, the team has found that this needs to be training on a continuous basis. The RTI team have asked to be on the staff meeting agenda every time to consistently and constantly communicate with teachers.	March 28, 2017	Kim Mikolajczyk

Completed	Teacher Preparation for RTI meetings
	Prior to bringing a student to the RTI for additional support, teachers implement strategies and interventions of their own. Teachers differentiate instruction, reteach in small groups and when needed figure out a way to provide additional teaching in a one on one setting. Teachers bring information about their student of concern regarding the success or lack of success the student has had even with additional support. Teachers compile scores from either the Star Early Literacy or Star Reading program, Running Records, Math fact timings and work samples. Teachers also compile data from quarterly universal screeners which are administered to all students. Teachers are able to show the comparison of growth between the student of concern and typical peers.
	Teachers track student progress in a computer program called Milepost. They are able to identify the intervention used as well as graph over time the student's progress. Teachers bring these graphs along with the data from the universal screeners.
	Example:
	Assessment and Intervention Results
	DATE, 20XX
	STAR Reading: Fall: (score) Grade Equivalent: _____
	     Winter: (score) Grade Equivalent: _____
	Running Record: Fall: (score) (Benchmark expectation is _____)
	      Winter: (score) (Benchmark expectation is _____)
	Mathematics:
	Writing numbers 1-100 in 5 minutes: Fall: (score) (Benchmark expectation is _____)
	                Winter: (score) (Benchmark expectation is _____)
	
	RESULTS OF MATH INTERVENTION:
	Math intervention was conducted on the following dates for X minutes each time:
	October 7, 8, 9, 13, 14, 16, 28
	November 4, 6, 7, 11, 14, 17, 18, 19
	December 1
	
	The interventions included:
	Number recognition (verbally and written)
	Number sequencing
	
	The following was concluded by the data:
	_____ is able to write his/her numbers in sequence from 1-30 with 3 errors not using a number chart. S/he unable to write beyond 30 without the aid of a number chart.
	
	_____ can complete 14 groups of 3 number strings in 1:24 seconds missing 2 number strings. When conducting these tasks, _____ is unable to write the numbers without counting from 1 on up to the number or use fingers to get to the number string. S/he has to have one or the other to obtain the correct sequence.
	
	Graphs of interventions would be attached to this information as well as information regarding the reading intervention and data.
		June 15, 2016	Kim Mikolajczyk

Activity - RTI Team Analysis of Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The team will analyze student data and intervention practices to determine if student needs are being effectively addressed. The team will make recommendations for maintaining or modifying instructional interventions, moving forward with a referral, or determine that the student is at benchmark.	Academic Support Program	09/01/2015	06/01/2016	$0	No Funding Required	Principal, RTI Team,Teachers

Status	Progress Notes	Created On	Created By
Completed	The RTI Team meets twice a month or more as needed.Teachers bring the above mentioned information regarding the area(s) of concern. The teacher and the team follow the below procedures: Review the information and interventions already taking place. Review at how the student compares to other same grade peers, as well as past interventions documented in Mileposts. Design an intervention plan to be implemented and schedule a follow up meeting. At the next meeting, the team Reviews the progress, or lack of progress. Decides if changes need to be made to the current intervention plan. Schedule a follow up meeting. If the student can be exited from interventions, exit them. If special education testing is the next step, refer to the Special Education team.	March 28, 2017	Kim Mikolajczyk
Completed	RTI team analysis of data The McDonald Elementary RTI Leadership Team meets twice a month on Thursdays (more if needed). (See calendar.) Teachers bring the above mentioned information regarding the area(s) of concern. The teacher and the team review the information and interventions already taking place. The team looks at how the student compares to other same grade peers, as well as past interventions documented in Milepost. The team and teacher design an intervention plan to be implemented and schedule a follow up meeting. At the next meeting, the team reviews the progress, or lack of progress, and decides if changes need to be made to the current intervention plan (in which the a follow up meeting would be scheduled), if the student can be exited from interventions or if special education testing may be the next step. During the 2015-2016 academic year the RTI team made eight referrals for special education testing for students in grades K-3. Six of those referrals qualified for special education services, one did not qualify and one is still in the process. In grades 4-5, two students were referred and both qualified for services.	June 15, 2016	Kim Mikolajczyk

Measurable Objective 2:

65% of Economically Disadvantaged students will demonstrate a proficiency in fluency in Reading by 05/02/2016 as measured by the Idaho Reading Indicator (IRI) in grades K-3.

Status	Progress Notes	Created On	Created By
Not Met	As it is not the end of the year, I do not have the data to determine if proficiency has been met.	March 28, 2017	Kim Mikolajczyk

| Not Met | Our economically disadvantaged youth did not meet our objective in any grade level. Of those students that are economically disadvantaged, 62% of kindergarten, 48% of 1st grade, 55% of 2nd grade and 31% of 3rd grade students were proficient on the IRI. | June 17, 2016 | Kim Mikolajczyk |

Strategy 1:

Utlization of Strategies and Activities Listed under Objective 1 - All strategies and activities listed under Objective 1, will apply to Objective 2 to meet needs of our economically disadvantaged students.

Research Cited: Wonders Reading Program; RTI Action Network; Lee Pesky Learning Center

Status	Progress Notes	Created On	Created By
N/A	We are not a Title I school and will not qualify next year. The strategies that are used for all of our students remain the same, if students need support, they receive it. Students in the intervention program do receive a summer reading bag to take home at the end of the school year.	March 28, 2017	Kim Mikolajczyk
N/A	All of the reading activities were given to students in need regardless of their economic status.	June 16, 2016	Kim Mikolajczyk

Activity - Teacher Awareness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will ensure that all teachers understand that the same strategies and activities listed under Objective 1 apply to our Economically Disadvantaged students.	Academic Support Program	09/01/2015	10/01/2015	$0	Title I Part C	Principal

Status	Progress Notes	Created On	Created By
Completed	Teachers are aware that all students are treated and taught according to their needs, not their economic status.	March 24, 2017	Kim Mikolajczyk
Completed	Teachers are educated about assessing students for need.	June 16, 2016	Kim Mikolajczyk

Strategy 2:

Communicating Progress of Economically Disadvantaged Students - Principal will communicate results of assessment data to staff.

Research Cited: NA

Status	Progress Notes	Created On	Created By
N/A	I will complete this objective once we have all of the data in at the end of the school year.	March 24, 2017	Kim Mikolajczyk
N/A	During leadership meetings and progress monitoring meetings we go over data and areas to address.	June 16, 2016	Kim Mikolajczyk

Activity - Principal Permission to Access Names of Economically Disadvantaged Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal will gain official permission to access the names of students who are Economically Disadvantaged, and keep all names confidential according to the law.	Academic Support Program	09/01/2015	05/02/2016	$0	No Funding Required	Principal, Food Services Director, Curriculum Director

Status	Progress Notes	Created On	Created By
In Progress	This activity will be completed once we have all of the data in at the end of the school year.	March 28, 2017	Kim Mikolajczyk
Completed	The principal obtained names of students that were economically disadvantaged for statistical purposes.	June 17, 2016	Kim Mikolajczyk

Activity - Principal Analyzes Economically Disadvantaged Student Performance Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Principal will collect and analyze Economically Disadvantaged student data and report overall findings to staff to monitor effectiveness of intervention programs.	Academic Support Program	09/01/2015	05/02/2016	$0	No Funding Required	Principal

Status	Progress Notes	Created On	Created By
In Progress	This activity will be completed once we have all of the data in at the end of the school year.	March 28, 2017	Kim Mikolajczyk
Completed	I analyzed data and compared it to the entire population, as well as compared the data to previous years.	June 16, 2016	Kim Mikolajczyk

Goal 2: McDonald School will have a strong communication system within our school and from school to home.

Status	Progress Notes	Created On	Created By
N/A	Our staff has implemented communication strategies (internally & externally) developed last year from this plan.	March 28, 2017	Kim Mikolajczyk

N/A	The leadership team did a fabulous job this year identifying and implementing communication activities both within and outside the school.	June 15, 2016	Kim Mikolajczyk

Measurable Objective 1:

collaborate to improve internal school communication among all certified and classified staff by 05/02/2016 as measured by 80% of classified and certified staff demonstrating a high level of satisfaction (minimum of 4 on a 5 point Likert scale) on a spring survey relating to consistent and effective communication about student learning and behavior.

Status	Progress Notes	Created On	Created By
Met	We have not provided a spring survey yet, however staff has collaboration time to meet each week and grade level specific prep time to enable ongoing collaboration.	March 28, 2017	Kim Mikolajczyk
Met	McDonald Elementary and the entire district is given 45 minutes every Friday to collaborate to meet their needs. In addition, teachers have their preparation time at the same time as their grade level partners to enable ongoing collaboration.	June 17, 2016	Kim Mikolajczyk

Strategy 1:

Awareness of Communication Styles - All McDonald Elementary staff will learn effective strategies to ensure clear and timely communication for the purpose of

improving student learning and behavior.

Research Cited: Nine Characteristics of High Performing Schools: Assessment and Student Information from the Washington State Office of Superintendent and Public

Instruction

Status	Progress Notes	Created On	Created By
N/A	We utilize a variety of types of communication to meet everyone's needs.	March 28, 2017	Kim Mikolajczyk
N/A	As teachers, we understand the vast need for different communication styles and how they impact others around us.	June 15, 2016	Kim Mikolajczyk

Activity - Training in Effective and Clear Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School leaders will identify training to help all staff learn about effective school-based strategies to improve internal communication.	Professional Learning	08/28/2015	06/01/2016	$0	No Funding Required	Principal, School Leadership Team, Counselor, Geri Ray, Denise Johnson, Debbie Bell, and Stephanie Sant

Status	Progress Notes	Created On	Created By
In Progress	Teachers in all but one grade level, have attended conferences with nationally respected speakers that in part address communication strategies, techniques and other relevant issues. In our leadership and staff meetings we discuss the strategies needed to communicate effectively.	March 28, 2017	Kim Mikolajczyk
In Progress	Training in Effective and Clear Communication We discussed how to set up a survey to collect ideas for internal communication and what questions to ask on the survey. We discussed with the leadership committee what communication they have seen and used effectively this year. Thus far, email communication is the most popular, face-to-face for quick response. Many teachers said that the form of communication chosen depends on the severity of the reason for that communication. Overall, we see a need for more frequency when checking email. Teachers and staff member should be checking their email at least once per day and most are checking it more frequently. Something we would still like to do is to create a survey for staff to convey their preferred method of communication within the building and use the data to find trainings to improve our communication styles.	June 15, 2016	Kim Mikolajczyk

Activity - Team-Building Activity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will interact with one another in planned team-building activities to help all staff members get to know and appreciate one another.	Professional Learning	08/26/2015	12/11/2015	$0	No Funding Required	Principal, School Leadership Team, Counselor, Geri Ray, Denise Johnson, Debbie Bell, Stephanie Sant

Status	Progress Notes	Created On	Created By
Completed	McDonald staff engage in a variety of organized and informal team building activities. The principal provides team building activities during staff meetings and other staff activities. She assigns committee members and staff members to share information and/or experiences to connect each other together and increase productivity and progression in the profession. Staff continues to have birthday lunches and occasional organized social activities outside of the workplace.	March 28, 2017	Kim Mikolajczyk
In Progress	Team Building Activities We have brought back birthday potlucks once per quarter to improve staff morale in the lounge. We have noticed that it brings people to the lounge who normally might not go in there and they tend to stay the whole time. The participation to sign-up was high and people seemed excited to have them back and share their recipes. We also organized after-school get-togethers at local restaurants to get to know each other outside of school and on a more personal level. Participation was high and people are excited for the next one! Other events this year are our holiday party and gift exchange, retirement parties, secret santa, boo-bags, and thankful-bags.	June 15, 2016	Kim Mikolajczyk

Activity - Survey Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal and School Leadership team members will develop a staff survey to measure satisfaction relating to consistent and effective internal communication about student learning and behavior.	Other	09/01/2015	04/01/2016	$0	No Funding Required	Principal, School Leadership Team

Status	Progress Notes	Created On	Created By
In Progress	Through informal surveys staff communicate the way they prefer information to be dispersed. The preference is a variety of sources as different individuals prefer information given in different venues for different purposes.	March 28, 2017	Kim Mikolajczyk
In Progress	We will continue to work on this next year to include communication strategies for internal communication. (see activity 1)	June 15, 2016	Kim Mikolajczyk

Strategy 2:

Creation of a News Board and other Communication Devices - All staff will be aware of upcoming events and important dates via multiple sources to include a News Board in the Staff Room, email, and weekly bulletins.

Research Cited: Nine Characteristics of High Performing Schools

Status	Progress Notes	Created On	Created By

N/A	The communication board in the staff lounge has pictures and labels of each staff member to help connect staff to each other that may not work together. The principal puts out a weekly newsletter with announcements and the events for the next week and for the future, including personal items like staff birthdays. In addition to sending out this "Duck News" to all staff members, it is posted in the lounge each Friday so it is easily accessible to everyone.	March 28, 2017	Kim Mikolajczyk
N/A	Our communication bulletin board in the teacher's lounge has increased communication for everyone. We have included pictures/names/and jobs of each staff member. We also have a school calendar, professional development opportunities, and general information for the staff. We have received positive feedback from staff members about the communication board. Many staff members have voiced how nice it is to have pictures and names for each staff member accessible for everyone to see. Now everyone can look at it and know the employees in our building and what their jobs are.	June 15, 2016	Kim Mikolajczyk

Activity - Calendar Board	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will create a Calendar Board to post in the Staff Room which will include a calendar, Duck News, and upcoming events and celebrations.	Other	06/05/2015	08/28/2015	$50	District Funding	School Leadership Team, Social Committee

Status	Progress Notes	Created On	Created By
Completed	The information found on the communication board in the staff lounge have been in use now for the second year, spreading information to all staff throughout the year.	March 28, 2017	Kim Mikolajczyk
Completed	Our communication bulletin board in the teacher's lounge has increased communication for everyone. We have included pictures/names/and jobs of each staff member. We also have a school calendar, professional development opportunities, and general information for the staff. We have received positive feedback from staff members about the communication board. Many staff members have voiced how nice it is to have pictures and names for each staff member accessible for everyone to see. Now everyone can look at it and know the employees in our building and what their jobs are.	June 15, 2016	Kim Mikolajczyk

Measurable Objective 2:

collaborate to enhance internal communication among special education, general education, and specialist teachers by 04/29/2016 as measured by 80% of teachers reporting a high level of satisfaction (minimum of 4 on a 5 point Likert scale) on a spring survey.

Status	Progress Notes	Created On	Created By

Met	The below summary of the staff survey brings to life the example of collaboration that is completed, in this case among our leadership to discuss needs, goals and dispersment of information: Teacher Survey Teacher Actions Teaching and Learning Pedagogy Advanced Education surveyed parents, students and certified teachers at McDonald Elementary to get their input on "Teacher Actions" regarding teaching and learning pedagogy. Twenty certified teachers responded to the survey. The Leadership Team looked for discrepancies and possible explanations among the results obtained from the survey. Overall, most of the teachers at McDonald Elementary expressed they use instructional practices, daily or frequently, which allow students a variety of ways to demonstrate and share their learning, solve problems in multiple ways, explain their thought process, and work together to problem solve. All of the teachers, who responded to the survey, said they provide daily or frequent instructional activities that involve students in their own learning and the teachers make explicit connections between what students learn in school and their everyday lives. Areas the Leadership Team may want to review include having teachers explicitly state the learning goals of the lesson, giving students a choice of problem to solve, assign projects which take more than one class period to complete, and possible ways to review homework with those students who may need re-teaching of a concept. The Leadership Team discussed possible reasons teachers might not be implementing the above daily or frequently. Questions could include, but not be limited to: Could the reason students are not provided a choice of problems to solve be due to the district adopted resources? How could teachers modify the lessons to provide choices or menus? How could we create lessons/projects which take place over two or more days and support the content? In regards to homework, could the lack of review be due to some grade levels not requiring traditional homework? How could mini-reteach lessons be put into the academic day? Do weekly homework packets allow for immediate review and reteach? What about small group reteach on homework during independent reading? The Leadership Team discussed factors, that in the past may have impacted how teachers presented information and the options for students to demonstrate mastery. Teachers are now not restricted to follow adopted programs with absolute fidelity; but rather teachers are able to use their highly qualified experience to adapt and create projects and menus for students to demonstrate mastery. The Leadership Team agreed there is an increased familiarity with Common Core Standards, Mastery Learning and Power Standards.	March 25, 2017	Kim Mikolajczyk
Not Met	Although we have not surveyed the staff yet this spring, activities such as specialists, the RTI team and other committees are assigned to report during the staff meeting each time to increase communication among all staff. Staff are encouraged to use collaboration time to continue communication. Special education staff and the counselor schedule times to collaborate with staff on a regular basis.	March 25, 2017	Kim Mikolajczyk
Not Met	A spring survey of communication was not completed, however anecdotal information shows a high level of communication is present.	June 15, 2016	Kim Mikolajczyk

Strategy 1:

IEP Review Meetings - Special education, general education, and specialist teachers will meet to review Individualized education plans and individualized behavior

plans to ensure everyone understands student goals and special needs.

Research Cited: NA

Status	Progress Notes		Created On	Created By

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N/A	At the beginning of the year, special education teachers and the 504 coordinator meet individually with classroom teachers who have students in their classroom that have an IEP or 504 plan. The purpose of this meeting is to spread awareness, answer questions and ensure a smooth transition for students with special needs.	March 28, 2017	Kim Mikolajczyk
N/A	Education teams met throughout the year to discuss student needs.	June 15, 2016	Kim Mikolajczyk

Activity - Information Sharing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Meetings will occur to share pertinent information about each student, calibration of interventions, and academic programs being used.	Professional Learning	08/27/2015	06/03/2016	$0	No Funding Required	Principal, Special Education Case Managers

Status	Progress Notes	Created On	Created By
Completed	Staff will meet informally when individuals have available matching time. Formally, meetings such as ETM, prep meetings, collaboration, grade level and daily prep times ensure availability for staff to share pertinent information about students, interventions and academic programs.	March 28, 2017	Kim Mikolajczyk
Completed	Meetings occur to share pertinent information about each student, calibration of interventions, and academic programs being used. In addition to this, beginning of year sharing when teachers receive a copy of the IEP and/or 504, a roving substitute teacher to fill in on the first Friday of the year was discussed. The intended purpose would be to allow each teacher to review goals with SpEd/RTI personnel once the student had been met. Additional personnel/teams which may participate include; GT, Speech, Occupational Therapy, Physical Therapy and the school counselor. Regular follow-up and progress monitoring will occur at grade level meetings and "Tea and Quackers" progress meetings with administration.	June 15, 2016	Kim Mikolajczyk

Strategy 2:

Daily Communication - A daily notebook/spiral will follow high behavioral needs students to class, specialists, and the resource room so that information can be communicated quickly and teachers can modify and/or accommodate the student as needed for the day's lesson.

Research Cited: NA

Status	Progress Notes	Created On	Created By
N/A	Daily notebooks kept for particular students to document a behavior plan is somewhat a thing of the past. Technology has encompassed the old notebook and programs such as Class Dojo has replaced paper and pencil. Class Dojo allow teachers and parents to communicate in real time and see if each other have even viewed the notes. Teachers can do this for every child in their class or for only one in their class. With the availability of smartphone devices, parents typically prefer this mode of communication.	March 28, 2017	Kim Mikolajczyk

N/A	Although the actual item varied dependent on the needs of the student, daily communication was completed on students with high behavioral needs.	June 16, 2016	Kim Mikolajczyk

Activity - Notebook/Spiral Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Applicable staff will ensure that information is entered into the notebook when the student transitions.	Behavioral Support Program	09/01/2015	06/03/2016	$0	No Funding Required	Principal, Special Education Case Managers

Status	Progress Notes	Created On	Created By
Completed	Daily notebooks kept for particular students to document a behavior plan as somewhat a thing of the past. Technology has encompassed the old notebook and programs such as class dojo has replaced paper and pencil. Class dojo allow teachers and parents to communicate in real time and see if each other have even viewed the note. Teachers can do this for every child in their class or for only one in their class. With the availability of smartphone devices widely available, parents typically prefer this mode of communication.	March 25, 2017	Kim Mikolajczyk
Completed	Although the communication material varied, students with behavioral issues carried a notebook, clipboard or paper for teachers/staff to record information about the student's behavior throughout the day. This gave parents daily information and the team developed a plan to build incentives for appropriate behavior.	June 16, 2016	Kim Mikolajczyk

Strategy 3:

Daily Internal Communication - When teachers drop off their class at specialists, they will quickly inform the specialist if there are any challenges or celebrations that would be helpful for the specialist to know. When specialists drop off classes to the teacher, they will quickly share challenges or celebrations that would be helpful for the teacher to know.

Research Cited: NA

Status	Progress Notes	Created On	Created By
N/A	Teachers continue to communicate with each other when students transition from class to class to help keep consistency of instruction and behavior management.	March 25, 2017	Kim Mikolajczyk
N/A	Teachers communicated with each other regarding student behavior during transitions.	June 16, 2016	Kim Mikolajczyk

Activity - Drop-Off Chats	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers and specialists will conduct quick, quiet conversations to share pertinent information.	Behavioral Support Program	09/01/2015	06/03/2016	$0	No Funding Required	Specialists, General Education Teachers

Status	Progress Notes	Created On	Created By
Completed	Specialist teachers tend to walk their students down to their classrooms. The classroom teacher meets the specialist teacher in the hallway and as students are transitioning into the classroom, the teachers communicate the needs or information about students in a private manner.	March 28, 2017	Kim Mikolajczyk
Completed	Drop-off Chats After meeting with specialist teachers, they have suggested a 4,3,2,1 rating scale, which aligns with our standards-based grading scale. This gives a "score" back to the teacher to let them know the overall "grade" for the class. We would also like to see brief chats with the specialist teachers daily letting them know anything out of the ordinary that happened today.This should include creating a behavior rubric for all pull-outs, SPED, specialists, speech, OT, PT, GT, interventions, etc. to use in reporting back to the classroom teacher.	June 15, 2016	Kim Mikolajczyk
Completed	Great for the specialists. Specialists all need to make sure a quick verbal chat is used every day as teachers drop students off to them and when they drop the kids back off. This is working well but if there is a concern that will include a longer conversation with a specialist, and e-mail or one on one visit will be required. If a negative behavior is occurring during specialist time, not including those on behavior plans, then the specialist is to call parents.	June 15, 2016	Kim Mikolajczyk

Measurable Objective 3:

collaborate to understand the Response to Intervention process and feel comfortable referring a student by 04/29/2016 as measured by 85% of building certified staff demonstrating a high level of understanding (minimum of 4 on a 5 point likert scale) on a spring survey.

Status	Progress Notes	Created On	Created By
Met	Staff continues to meet and collaborate weekly and the RTI team meets at least twice a month or more according to needs of the school.	March 28, 2017	Kim Mikolajczyk
Met	Staff continue to meet and collaborate weekly and the RTI team meets at least twice a month or more according to needs of the school.	March 25, 2017	Kim Mikolajczyk
Met	Staff collaborated every week and the RTI team meets twice a month to understand and implement the RTI process.	June 15, 2016	Kim Mikolajczyk

Strategy 1:

Response to Intervention Training - The Response to Intervention team will conduct training for certified staff as how to effectively address to each step of the RTI

process.

Research Cited: RTI Action Network; Mike Schmoker, "The Results Fieldbook," 2001.

Status	Progress Notes	Created On	Created By
N/A	Training was given less than a year ago by district staff. Our own RTI staff give regular trainings during staff meetings.	March 25, 2017	Kim Mikolajczyk
N/A	On April 15, 2016 our Special Services Director and our Curriculum Director provided training for our staff on RTI.	June 15, 2016	Kim Mikolajczyk

Activity - Building Awareness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained as to the process, data needed, paperwork needed, and timelines of the RTI process	Professional Learning	09/15/2015	09/29/2015	$0	No Funding Required	Principal, RTI Team, Counselor

Status	Progress Notes	Created On	Created By
Completed	RTI training is ongoing and being revised as student and staff needs change. The primary delivery of training is during staff meetings with visual aides provided.	March 25, 2017	Kim Mikolajczyk
Completed	Building awareness: The training of teachers occurred with the RTI team and the directors of Curriculum and Special Services. The leadership team is working with the RTI team to create a clear process.	June 17, 2016	Kim Mikolajczyk

Activity - Visual Chart of Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A large visual chart will be created and posted in the Conference Room for teachers to refer to when considering referring to student to the RTI team.	Professional Learning	10/01/2015	10/30/2015	$25	District Funding	Principal, RTI Team

Status	Progress Notes	Created On	Created By
In Progress	Two visual charts were created last year. The RTI team reviewed the chart and continue to make adjustments to meet the needs of our staff to help make this process as transparent as possible.	March 25, 2017	Kim Mikolajczyk
Completed	Visual Chart of Process: Two visual charts have been completed regarding the process of referring to the RTI team. The chart for Reading takes into consideration that information from universal screeners and data meetings is used to place students who are in the intensive or strategic range into reading intervention groups with the building reading intervention teacher. The second chart considers all other areas such as, but not limited to, behavior, mathematics and writing.	June 15, 2016	Kim Mikolajczyk

Activity - Intervention Flip-Chart	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Staff will brainstorm and discuss interventions they have used. Staff will discuss the differences between instructional modifications and interventions. | Professional Learning | 08/25/2015 | 09/15/2015 | $0 | No Funding Required | Principal, RTI Team |

Status	Progress Notes	Created On	Created By
In Progress	The list of typical interventions vary between age groups and often between children. Resources such as "The Toughkid Toolkit" should consistently be used and logical interventions continue as appropriate.	March 28, 2017	Kim Mikolajczyk
In Progress	Intervention Flip Chart: A flip chart has been started. Suggested interventions from K-4 Interventions for Struggling Learners were added to the chart, however in reviewing these interventions, if presented in a small group setting with an adult facilitating the lesson, the interventions could be considered direct instruction, however if the lessons are given to the student without instruction and monitoring, they would only be activities. An email was sent out to the staff asking them to share successful interventions they have used.	June 15, 2016	Kim Mikolajczyk

Measurable Objective 4:

collaborate to increase meaningful and effective communication from school to home by 05/27/2016 as measured by an increase in the scores reported by the Advanc-Ed parent survey for indicators 3.8, 3.10, and 5.5.

Status	Progress Notes	Created On	Created By

| Met | As listed on the below summary of the parent survey, McDonald parents report a positive relationship with teacher, and no concerns with a lack of communication! This is a huge undertaking from the staff and it produced wonderful results!

Fall 2016 McDonald School Survey Summary and Results

Parent Survey

Open Ended Questions
Within the comments, parents mentioned a wide variety of subjects. Out of 82 positive comments, teachers and staff were mentioned 40 times. The environment and atmosphere was mentioned seventeen times as well as seven mentions of positive home-communication systems. Parents also mentioned our facilities, family events, teamwork, class-size, and safety. We were pleased to see that the parents thought so highly of the staff and atmosphere at McDonald.

The overall McDonald positive parent responses might be attributed to our staff's dedication and participation in after-school activities. We always meet our students to walk them to class and walk them down the hall at the end of the day. We take our time to get to know the students and their families on a personal level to better help them in the classroom. Teachers at McDonald have positive interactions with each other and support each other making a community atmosphere all around the school. We use a variety of ways to communicate with parents and the students.

The negative comment data was more spread out with much smaller mentions in each category. Four parents mentioned concern that their students were not being challenged enough. Three parents were concerned about parking and pick-up. Bullying, the playground, and facilities were among the other things mentioned as concerns.

The leadership team discussed several ways to address these concerns and are going to their grade-level teams for more ideas. Our district's Safe Routes to School director, Erin Bacon is focusing on McDonald School and already has a study in progress on our parent-pick-up concern. As for bullying, this is something that we cover in our Second Step curriculum every year. We realized that there needs to be a more defined bullying awareness system. Our school counselor has a student survey in progress to address these issues.

Closed Ended Questions
Throughout the survey, the most striking information was the very low numbers for any and all negative rankings. Positive scores and neutral scores fluctuated a great deal depending on the subject of the content of the question. High rated positive sections seemed to be in the areas where parents regularly interact with the school system, for example - teachers. Sections which rated higher in Neutral answers tended to show up more in areas such as "governance" and "reporting of goals" which parents would naturally have much less experience with. One interesting finding in the teaching section was that the lowest score received (though still high) was for challenging students with individualized work, while the highest score in that section was for teachers using a variety of strategies and methods. The information gleaned did not produce actionable items. | March 25, 2017 | Kim Mikolajczyk |
| Met | The administrator sent monthly email communication to all parents about past events and upcoming events. After each of these emails, the administrator reports that several parents emailed her back about other things. Just the act of sending an email, gave parents easier access to the principal which in turn created more communication opportunities. The school did not complete another formal parent survey. | June 16, 2016 | Kim Mikolajczyk |

Strategy 1:

Electronic Communication - Staff will be encouraged to communicate more consistently with parents through the use of technology.

Research Cited: Nine Characteristics of High Performing Schools

Status	Progress Notes	Created On	Created By
N/A	McDonald proudly reports that every teacher has a website that communicates information about standards, curriculum, classroom management, links to other resources for parents and students to access. In addition, the McDonald website has biographies for each staff member, certified and classified so parents can learn more about the people who teach and help their children every day. The principal sends out a monthly newsletter communicating recent events, upcoming events and information that needs to be dispersed to families. The way this newsletter is distributed is through the SchoolMessenger system to parent's emails. An unseen side effect of this distribution of emails is that the principal often receives emails from parents about an unrelated issue but since they just received an email, they can easily hit reply.	March 28, 2017	Kim Mikolajczyk
N/A	This goal aligns to our district goals.	March 25, 2017	Kim Mikolajczyk
N/A	Each grade level was required to develop a website. Teachers communicated electronically on a regular basis with parents.	June 16, 2016	Kim Mikolajczyk

Activity - Website Development Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in teacher training on creating and maintaining a classroom website on a regular basis.	Professional Learning	09/30/2015	06/01/2016	$0	No Funding Required	Principal and Tech-Savvy Staff

Status	Progress Notes	Created On	Created By
Completed	Teacher leaders have willingly and patiently sat with teachers in a group setting as well as individually to help every teacher have a working website.	March 25, 2017	Kim Mikolajczyk
Completed	Website Development Training The third grade team conducted a training at the beginning of the year. Every grade has a website started and has decided its purpose. Kindergarten through fourth grade and PE have live websites. Fifth grade, SPED, music, and movement are still in progress.	June 15, 2016	Kim Mikolajczyk

Activity - School Website Updates	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school website will be updated on a monthly basis.	Technology	09/01/2015	06/03/2016	$0	No Funding Required	Principal and identified staff

Status	Progress Notes	Created On	Created By
Completed	Teacher leaders have willingly and patiently sat with teachers in a group setting, as well as individually, to help every teacher have a working website.	March 28, 2017	Kim Mikolajczyk
In Progress	School Website updates We looked over the school website and have a lot of suggestions to reorganize and improve it to make it more user-friendly, purposeful, and current. We will also keep working on making a list of items to be updated on a regular basis.	June 15, 2016	Kim Mikolajczyk

Activity - Email Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create a parent email contact list and communicate about classroom activities, projects, etc. via group email at least once a month. Training will be offered in September to those teachers who need support in setting up a blind distribution list.	Technology	09/01/2015	10/30/2015	$0	No Funding Required	Principal, teachers, and office staff

Status	Progress Notes	Created On	Created By
Completed	Technological programs such as Remind, Class Dojo, email, SchoolMessenger, and Power School, etc. are resources teachers use to distribute information to families on a regular basis. This supports our district goals.	March 28, 2017	Kim Mikolajczyk
Completed	Email Communication After conducting a survey of the staff on their forms of parent communication, we found that everyone is using email as a daily form of communication,as well as in-person, and phone calls to communicate home. They are also sending newsletters through email and some grade levels are using text message services. The agreed upon baseline in the leadership meeting for parent communication is a monthly newsletter or group email. During our leadership team meeting, we discussed the need for a Blind Carbon Copy email training. We have also seen the need for a powerschool training for all teachers in our building to use the program more efficiently.	June 15, 2016	Kim Mikolajczyk

Strategy 2:

Direct Parent Communication (non-electronic) - Teachers will be encouraged to communicate through regular parent contact.

Research Cited: Nine Characteristics of Highly Effective Schools

Status	Progress Notes	Created On	Created By
N/A	Teachers communicate with parents in person, on the phone and in several areas of the school community. Although not required many teachers volunteer to participate in family events understanding the personal relationships make their professional relationship stronger. Teachers fully participate in many family events throughout the year.	March 25, 2017	Kim Mikolajczyk
N/A	Teachers will be encouraged to communicate through regular parent contact.	June 15, 2016	Kim Mikolajczyk

Activity - Beginning-of-School-Year Parent Newsletter	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal and teachers will send home a welcome letter to parents.	Parent Involvement	09/04/2015	09/11/2015	$0	No Funding Required	Principal and teachers

Status	Progress Notes	Created On	Created By
Completed	The principal and teachers both send home letters to families welcoming them back to school with information necessary for the beginning of the year.	March 28, 2017	Kim Mikolajczyk
Completed	We will continue to host a back to school night shortly before school starts in which parents and students meet the teachers and preview the classrooms. Information regarding the class overview, expectations, grading and schedule are given out at this time. Additionally, each grade level holds a parent night where teachers give information about standards, requirements for the class and expectations.	June 16, 2016	Kim Mikolajczyk

Activity - Maintain Current Effective Parental Involvement Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue Back-to-School Night, beginning of year parent information nights by grade level, parent/teacher conferences and report cards, Portfolio Sharing, Wednesday Express, intermediate grade-level planners, Friday Folder (fifth grade), and classroom calendars.	Parent Involvement	08/24/2015	06/03/2016	$0	No Funding Required	Principal and teachers

Status	Progress Notes	Created On	Created By
Completed	We welcome parents and families to our school. Our philosophy is; the more families are comfortable in the school, the more students will be successful. We have a variety of volunteers, ranging from high school and college students to parents and grandparents. The entire staff participates in Back to School Night, teachers conduct formal parent/teacher conferences in the fall, teach their students to conduct student led portfolio conferences in the spring, as well as ongoing conferences, as appropriate, throughout the year. Report cards are sent home several times during the year.	March 28, 2017	Kim Mikolajczyk
Completed	Parents are given the opportunity to sign up for classroom volunteers, guest teacher positions, field trip chaperones, and mystery readers among others that vary by grade level. Teachers conduct parent/teacher conferences and complete regular report cards to demonstrate student progress. Home work and student responsibilities, both pending and past, are documented in the nightly upper grade level planners which require parental signature. Student led portfolio sharing occurs every spring after the 3rd quarter.	June 16, 2016	Kim Mikolajczyk

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Visual Chart of Process	A large visual chart will be created and posted in the Conference Room for teachers to refer to when considering referring to student to the RTI team.	Professional Learning	10/01/2015	10/30/2015	$25	Principal, RTI Team
Tiered levels of instruction	Teachers will group students according to skill level based on assessment data, and use the adopted reading program's benchmark, strategic, and intensive frameworks to drive differentiated instruction.	Direct Instruction	09/01/2015	06/03/2016	$0	Principal, Classroom Teachers, Special Education Teachers, Instructional Paraprofessionals
Calendar Board	Staff will create a Calendar Board to post in the Staff Room which will include a calendar, Duck News, and upcoming events and celebrations.	Other	06/05/2015	08/28/2015	$50	School Leadership Team, Social Committee
				Total	$75	

Title I Part C

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Awareness	Principal will ensure that all teachers understand that the same strategies and activities listed under Objective 1 apply to our Economically Disadvantaged students.	Academic Support Program	09/01/2015	10/01/2015	$0	Principal
				Total	$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Training	Teachers and instructional personnel will receive training as needed for effective implementation of the Wonders Reading Program.	Professional Learning	08/25/2015	10/01/2015	$0	Principal, Teachers, Curriculum Director

Building Awareness	Teachers will be trained as to the process, data needed, paperwork needed, and timelines of the RTI process	Professional Learning	09/15/2015	09/29/2015	$0	Principal, RTI Team, Counselor
Principal Analyzes Economically Disadvantaged Student Performance Data	The Principal will collect and analyze Economically Disadvantaged student data and report overall findings to staff to monitor effectiveness of intervention programs.	Academic Support Program	09/01/2015	05/02/2016	$0	Principal
RTI Team Analysis of Data	The team will analyze student data and intervention practices to determine if student needs are being effectively addressed. The team will make recommendations for maintaining or modifying instructional interventions, moving forward with a referral, or determine that the student is at benchmark.	Academic Support Program	09/01/2015	06/01/2016	$0	Principal, RTI Team,Teachers
Team-Building Activity	Staff will interact with one another in planned team-building activities to help all staff members get to know and appreciate one another.	Professional Learning	08/26/2015	12/11/2015	$0	Principal, School Leadership Team, Counselor, Geri Ray, Denise Johnson, Debbie Bell, Stephanie Sant
Training in Effective and Clear Communication	School leaders will identify training to help all staff learn about effective school-based strategies to improve internal communication.	Professional Learning	08/28/2015	06/01/2016	$0	Principal, School Leadership Team, Counselor, Geri Ray, Denise Johnson, Debbie Bell, and Stephanie Sant
Survey Development	Principal and School Leadership team members will develop a staff survey to measure satisfaction relating to consistent and effective internal communication about student learning and behavior.	Other	09/01/2015	04/01/2016	$0	Principal, School Leadership Team
Beginning-of-School-Year Parent Newsletter	Principal and teachers will send home a welcome letter to parents.	Parent Involvement	09/04/2015	09/11/2015	$0	Principal and teachers
Drop-Off Chats	Teachers and specialists will conduct quick, quiet conversations to share pertinent information.	Behavioral Support Program	09/01/2015	06/03/2016	$0	Specialists, General Education Teachers

Principal Permission to Access Names of Economically Disadvantaged Students	The principal will gain official permission to access the names of students who are Economically Disadvantaged, and keep all names confidential according to the law.	Academic Support Program	09/01/2015	05/02/2016	$0	Principal, Food Services Director, Curriculum Director
Notebook/Spiral Communication	Applicable staff will ensure that information is entered into the notebook when the student transitions.	Behavioral Support Program	09/01/2015	06/03/2016	$0	Principal, Special Education Case Managers
School Website Updates	The school website will be updated on a monthly basis.	Technology	09/01/2015	06/03/2016	$0	Principal and identified staff
Collaboration	Teachers, principal, and instructional staff will collaborate throughout the year regarding best practices in use of the Wonders Reading Program, including its associated interventions.	Professional Learning	08/31/2015	06/01/2016	$0	Principal, Teachers
Email Communication	Teachers will create a parent email contact list and communicate about classroom activities, projects, etc. via group email at least once a month. Training will be offered in September to those teachers who need support in setting up a blind distribution list.	Technology	09/01/2015	10/30/2015	$0	Principal, teachers, and office staff
Information Sharing	Meetings will occur to share pertinent information about each student, calibration of interventions, and academic programs being used.	Professional Learning	08/27/2015	06/03/2016	$0	Principal, Special Education Case Managers
Maintain Current Effective Parental Involvement Activities	Continue Back-to-School Night, beginning of year parent information nights by grade level, parent/teacher conferences and report cards, Portfolio Sharing, Wednesday Express, intermediate grade-level planners, Friday Folder (fifth grade), and classroom calendars.	Parent Involvement	08/24/2015	06/03/2016	$0	Principal and teachers
Website Development Training	Staff will participate in teacher training on creating and maintaining a classroom website on a regular basis.	Professional Learning	09/30/2015	06/01/2016	$0	Principal and Tech-Savvy Staff
Teacher Preparation for RTI Meetings	Teachers will compile student assessment data, progress monitoring data, and work samples to bring to RTI meetings.	Academic Support Program	09/01/2015	06/01/2016	$0	Principal, RTI Team,Teachers
Intervention Flip-Chart	Staff will brainstorm and discuss interventions they have used. Staff will discuss the differences between instructional modifications and interventions.	Professional Learning	08/25/2015	09/15/2015	$0	Principal, RTI Team
				Total	$0	