

# Ohlone Elementary School

## Three-Year Single Plan for Student Achievement

# 2009-2012

Palo Alto Unified School District

Ohlone Elementary School: Single Plan for Student Achievement 2009-2012

District Goal: Create an exceptional learning environment that engages, challenges, and supports all students so that they thrive and achieve their academic potential every year, while preparing them to pursue college and other post-secondary opportunities to global citizens.

<b>Language Arts</b>	
Strategic Plan Sub-Initiatives	Site Strategies & School Improvement Activities

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<p><b>A1.1</b> Improve K-12 curriculum, articulation, coordination, and alignment to meet needs of the full range of students.</p> <p><b>A1.2</b> Expand curricular, instructional, and assessment support, and staff training to increase the breadth and depth of learning for all students.</p> <p><b>A1.3</b> Communicate a K-12 vision for the appropriate use of specific instructional strategies by curriculum areas.</p> <p><b>A2.4</b> Support K-12 development of requisite academic skills and personal habits of mind required for college/post-secondary success.</p> <p><b>A3.2</b> Examine particular needs of students performing below grade level and improve support.</p> <p><b>A3.3</b> Examine structures, policies, and attitudes that serve as barriers to achievement of underrepresented minority students to improve climate and foster respect, inclusion, and high expectations for diverse student groups.</p> <p><b>A3.4</b> Enhance early intervention (e.g. assessment, intervention programs).</p>	<ul style="list-style-type: none"> <li>• Staff will assess, collect, examine and use data to develop and differentiate instruction which supports learning for all students.             <ul style="list-style-type: none"> <li>○ For reading: PAUSD Literacy Portfolio–Running Records, DRA2, California Standards Test–English, Language Arts, CELDT, classroom assignments and observations</li> <li>○ For writing: PAUSD Writing Prompts, Educational Records Bureau/Writing Assessment Program [ERB/WrAP], CELDT, classroom assignments, informal assessments, and observations</li> </ul> </li> <li>• Implementation of best practices to support each learner to progress:             <ol style="list-style-type: none"> <li>1. Each teacher meets with small groups of students. Groups are flexible designed to teach specific skills, reading strategies, vocabulary development, etc.</li> <li>2. Leveled books are used to ensure that all readers have books at their appropriate level of challenge.</li> <li>3. Teachers use the 6-Traits Writing as a way to support the development of writing in all genres. Teachers teach the unique aspects important to each type of writing. Teachers’ conference with students 1:1 about their writing to support the individual needs of students.</li> <li>4. Reading Specialist will continue to work with students in the Primary Grades, who require special interventions.</li> </ol> </li> <li>• The principal and support specialists will hold Kid-by-Kid meetings with teachers in the fall to identify students’ strengths and weaknesses, plan strategies (tutoring, Academy, reading buddies, literacy summer school, classroom aides), and will review and revise these plans mid-year.</li> <li>• The reading specialist, ELD teacher, and resource specialist will consult with teachers throughout the year to monitor student progress and revise plans as needed.</li> <li>• Staff will collaborate throughout the year to identify and implement strategies specifically designed to reduce the achievement gaps in reading, and in writing.</li> <li>• Teachers will collaborate at their grade level and across grade levels to share strategies and training that support:             <ul style="list-style-type: none"> <li>○ Literacy development (decoding, fluency, vocabulary, comprehension skills, information literacy)</li> <li>○ 6-Trait writing</li> </ul> </li> <li>• Staff will build partnerships with parents to support student literacy through conferences, SSTs, parent education, and parent assistance.</li> <li>• District staff and the principal will provide opportunities for teachers to participate in professional development activities focused on curriculum, instruction and assessment in basic reading</li> </ul>
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	<p>skills, comprehension strategies, and in the use of technology in writing.</p> <ul style="list-style-type: none"><li>• Teachers will meet by grade level/cluster, using the PAUSD Writing Matrix (ideas, organization/focus, word choice, voice, sentence structure/fluency, conventions/mechanics, presentation) to score student-writing samples to monitor progress, inform instruction, and plan for class/small group/individual needs.</li><li>• Teachers will develop their writing program to ensure that students have instruction in a variety of genres including expository, descriptive, and narrative writing.</li><li>• The librarian will teach students to become effective users of information by identifying and using many print and online sources in developmentally appropriate ways.</li></ul>
<p>Assessment &amp; Evaluation Questions About Site Strategies &amp; School Improvement Activities</p>	

1. What activities, strategies and/or programs were most helpful to ensure that all students made progress in language arts?

There were several strategies that were the most helpful in making sure that each student grew in language arts:

- The staff's deepening knowledge and understanding of the DRA II evaluation process helped them to make better decisions as to how to address student needs. Assessment tools take time to fully understand the depth and implications of what they test. The staff has grown in it's understanding and has used the results more efficiently.
- Using the Kid by Kid discussions with each teacher, we were able to identify and prioritize the needs of individuals and create a plan for implementing them. This process is extraordinarily helpful in identifying needs of all kinds.
- The Reading Specialist teacher was able to meet with both individuals and small groups to give additional assistance to students.
- The Reading Specialist also served as a consultant assisting teachers to help students who were having reading difficulties.
- The literacy lead teacher met with staff to further their understanding of higher levels of comprehension and how to assist students in their progress towards those levels.
- Teachers shared in grade level clusters to strategize how to help student progress.
- Teachers reviewed the ERB samples with their students and helped them to reflect upon ways to improve their writing.
- 6 trait writing strategies were used as a way to

evaluate student writing.

- Teachers used a variety of strategies to help motivate and engage students in writing; i.e. integrating writing into science and social studies, creating class anthologies, weekly publication of student work in classroom newsletters, writing poetry in museums,...
- Teachers had students be responsible for the creation, writing, editing, and publication of classroom newsletters.
- Volunteers from Avenidas were used as reading assistants, reading and listening with students

2. What results stand out?

The data that stands out the most are the results of the 2008-2009 ERBWrAP. 98% of last year's fifth graders scored at or above the 4<sup>th</sup> stanine. 70% scored in the 7-9 range. 94% of the fourth graders scored at or above the fourth stanine with 45% scoring in the 7-9 stanine. From these scores, as well as some of their actual samples, I conclude that our students exit Ohlone being very capable writers. Other scores from the CST ELA also validate my conclusion. In the CST ELA, for example, 85% of the students made at least one year's progress. This is slightly above the average for schools in PAUSD. The fourth and fifth grade results are particularly significant in that 97% and 90% respectively were in the advanced and proficient range.

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<p>1. What are your next steps?</p> <p>The next steps involve continuing to grow in the staff's ability to meet individual needs, more specifically in an effort to minimize the achievement gap. The next steps also involve continuing to provide services to those with special needs.</p> <p>In an effort to accomplish these goals, the Ohlone teaching staff will participate in staff development related to our practices. The Ohlone literacy lead teacher will lead mini-workshops to increase the staff's repertoire of strategies to improving reading, especially comprehension skills at all ages. Also, in both cluster and entire staff meetings, teachers will share their best practices at both teaching language arts and methods for addressing student needs, for both high and low performing students. Teachers will also meet individually with the principal to examine student profiles Kid by Kid. From these discussions a plan for addressing needs will emerge. We will continue to use the reading specialist for both support for specific students and as a consultant for improving our practices. We will also examine other sources of volunteers to read with students, giving them extra time, support, and practice. As a final next step, we are sponsoring a Reading Academy specifically for second graders who could benefit from a Reading Recovery-type program.</p>	
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<b>Math</b>	
Strategic Plan Sub-Initiatives	Site Strategies & School Improvement Activities

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<p><b>A1.1</b> Improve K-12 curriculum, articulation, coordination, and alignment to meet needs of the full range of students.</p> <p><b>A1.2</b> Expand curricular, instructional, and assessment support, and staff training to increase the breadth and depth of learning for all students.</p> <p><b>A1.3</b> Communicate a K-12 vision for the appropriate use of specific instructional strategies by curriculum areas.</p> <p><b>A2.4</b> Support K-12 development of requisite academic skills and personal habits of mind required for college/post-secondary success.</p> <p><b>A3.2</b> Examine particular needs of students performing below grade level and improve support.</p> <p><b>A3.3</b> Examine structures, policies, and attitudes that serve as barriers to achievement of underrepresented minority students to improve climate and foster respect, inclusion, and high expectations for diverse student groups.</p> <p><b>A3.4</b> Enhance early intervention (e.g. assessment, intervention programs).</p>	<ul style="list-style-type: none"> <li>• Train in Everyday Math and adapt it for a developmental and multiage classroom</li> <li>• Use of best practices in teaching mathematics including: math talks, grouping students to teach or re-teach specific skills based on individual student needs, use of manipulatives to provide hands-on experiences designed to enhance conceptual understandings, maintaining math word walls to support mathematics vocabulary development, use of math journals where students explain their thinking.</li> <li>• Increase the use of math projects to challenge high achievers and other motivated students..</li> <li>• Provide parents with appropriate ways they can support and challenge their students at home. Create class or grade level websites where parents can access challenge problems and/or creative ways to review key concepts and skills.</li> <li>• Increase the level of parent education around the teaching of mathematics and how parents can help their students with math at home. This is a particular focus for us for our parents of under-represented minorities.</li> <li>• Increase the level of collaboration between the EL teacher and classroom teachers so that we are able to better support our ELL with vocabulary in mathematics.</li> <li>• Continue and expand our use of the Lesson Study process to inform and improve our teaching of mathematics.</li> <li>• Staff will assess, collect, examine, and use data (California Standards Test–Math, MARS, PAUSD math assessments, Everyday Math assignments and assessments, classroom assignments and observations) to develop and differentiate instruction that supports learning for all students.</li> <li>• The principal will hold Kid-by-Kid meetings with teachers in the fall to identify students’ strengths and weaknesses, plan prescriptive strategies for high achieving and advanced students (<i>tutoring, Math Academy, Math Intervention summer school, classroom aides</i>).</li> <li>• Staff will collaborate throughout the year to identify and implement strategies specifically designed to reduce the achievement gap in mathematics.</li> <li>• The resource specialist and math teacher leaders will consult with teachers throughout the year to monitor student progress and revise plans as needed.</li> <li>• Math lead teachers will continue to provide ongoing support and information concerning mathematical instruction, and serve as liaison between schools and district math personnel.</li> <li>• Teachers will collaborate at their grade level and across grade levels to share strategies and training that support computational skills, conceptual understanding, and problem solving skills in math.</li> <li>• District staff and the principal will provide extensive professional learning experiences for teachers focused on curriculum, differentiated instruction, and assessment in mathematics,</li> </ul>
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	<p>especially related to Everyday Math.</p> <ul style="list-style-type: none"><li>• Staff will incorporate technology tools (hardware and software) that support math as appropriate and available.</li><li>• The resource specialist and math teacher leaders will consult with teachers throughout the year to monitor student progress and revise plans as needed.</li></ul>
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Assessment & Evaluation Questions About Site Strategies & School Improvement Activities

1. What activities, strategies and/or programs were most helpful to ensure that all students made progress in math?
  - June Fuji was hired to help teachers with math instruction: i.e. as a consultant helping new teachers to improve their craft, working with individuals to address the achievement gap, and small groups to better meet the needs of those high achieving students
  - Staff discussions at staff meetings and staff development days surrounding the adoption of a new text, were held
  - Integration of math skills into science activities, including those performed on the Farm by the science resource teacher
  - Application of math concepts into the Ohlone recycling program
  - Use of cluster-wide sharing of best practices related to different mathematical concepts
  - The use of Lesson Study by some staff members to aide in the improvement of teaching math

2. What results stand out?

The results from the standardized tests gave at times conflicting data as to how Ohlone students are fairing. For example, while 79% of the students assessed by the CST-Math according to the Year's Progress summary scored in the advanced and proficient categories, that number is still below the PAUSD average. Also, while Ohlone had 91% of it's fifth graders and 94% of it's second graders performing at level 3 and 4 (out of 4) on the MARS test, only 72% of the total population made a year's worth of progress according to the CST. In addition to that, 20% of those tested declined one or more levels. The conclusions are that once again in formative assessments, Ohlone students tend to do better than other forms. The data also shows that there is progress needed in helping students to gain in their understanding and retention of mathematical concepts.

3. What are your next steps?

- Continue staff discussions, by both the entire staff and grade clusters, as to the challenges and successes of implementing Everyday Math; sharing best practices
- Investigate the hiring of a consultant to help adapt EM materials to a developmental, multiage classroom
- Examine pertinent data for patterns, strengths and areas needing focus
- Hire math specialists, i.e. June Fuji, to give additional support to students and teachers
- Staff will familiarize themselves with the technological tools available from EM, encourage students to use them at home, and to integrate them into the classroom curriculum where appropriate
- Staff will continue to become knowledgeable in the use of developmental education strategies and apply them as appropriate into the classroom setting
- Sponsor a math academy on campus to give additional support to students
- Examine ways of better integrating the Farm, science, and math
- Hold Math Family Nights, increasing the community's understanding of EM, as well as promoting mathematical understanding

Learning Environment	
Strategic Plan Sub-Initiatives	Site Strategies & School Improvement Activities
<p><b>A3.1</b> Continue and enhance efforts to address social, emotional, physical, and character education needs of students.</p> <p><b>A3.3</b> Examine structures, policies, and attitudes that serve as barriers to achievement of underrepresented minority students to improve climate and foster respect, inclusion, and high expectations for diverse student groups.</p>	<ul style="list-style-type: none"> <li>• Collaborate with the PTA/ Site Council/Core Values in providing parent education events that stress building healthy relationships, positive communication, bully prevention/intervention, building resiliency and reducing stress in our students and larger community. The principal, teachers, and support specialists will hold Kid-by-Kid meetings to address the social and emotional needs of students.</li> <li>• Increase the opportunities students have to explore, understand and appreciate the range of the cultures represented by the families at our school.</li> <li>• Increase the opportunities students have to showcase their strengths and talents by allowing them to choose how to demonstrate their learning and understanding of content.</li> <li>• Continue to provide strategies based on social emotional agendas particularly through class meetings and one-on-one assistance to help students understand how to navigate their communities.</li> <li>• Continue to provide opportunities for students to engage in leadership opportunities at school, e.g. student council, Ohlone Guides and classroom opportunities.</li> <li>• Continue to integrate the Mandarin and English strands through common understanding of Ohlone's philosophy and practices.</li> <li>• Maintain and/or increase the number of opportunities students have to increase their knowledge of themselves in space (e.g. playing with poetry program, dance program, yoga, etc.).</li> <li>• Continue to recognize the importance of play in children's life.</li> <li>• Teachers and staff will continue to develop and implement classroom and playground norms, discipline procedures and decision-making processes that promote responsible, inclusive, and safe interactions among community members: i.e. The Basic Ten.</li> <li>• The principal and teachers will continue to provide opportunities for all parents to be involved within the school community to strengthen the connection between home and school in order to support the social-emotional needs of students.</li> <li>• Teachers will collaborate on ways to use diversity as a resource for learning by developing inclusive curriculum that reflects the cultures of the students.</li> </ul>
<p>Assessment &amp; Evaluation Questions About Site Strategies &amp; School Improvement Activities</p>	

1. What activities, strategies and/or programs were most helpful to ensure that the learning environment has improved for all students?
- The yearly two-day retreat gives the staff an opportunity not only to bond, but also to share best practices, programs, and strategies to meet their students' social and emotional needs
  - The retreat also provided opportunities for teachers to improve their repertoire of activities to help students' develop positive social and emotional skills
  - Staff development days and staff meetings were used to continue conversations started at the retreat in November
  - 6Seconds (a SEL organization) worked with teachers new to Ohlone, as well as others, to assist them in their understanding of the value of social-emotional skill-building
  - The use of "experts" in the field of immersion to help educate the community (i.e. Amado from Stanford)
  - The PTA sponsored an annual celebration to acknowledge the diverse cultures that make up the Ohlone community
  - The student council sponsored several community-wide outreach, awareness building, and assistance to organizations that benefit those in need; i.e. Kenya Week, a read-a-thon for Emorijoi, Kenya, food collection during the holidays, work at the Arastradero Preserve, a collection for coats and jackets in the winter, a change jar collection to benefit Free the Children,...)
  - Free the Children led the student council in leadership building activities
  - The Ohlone Guides were responsible for many

<p>school-wide responsibilities</p> <ul style="list-style-type: none"><li>• Teachers used cultural awareness and tolerance as themes in which to integrate curriculum from other subjects</li><li>• Teachers held multiple discussions, meetings, and activities to address the roots of social bullying, including: personal responsibility, social responsibility, empathy, self advocacy, and more.</li></ul> <p>2. What results stand out?</p> <ul style="list-style-type: none"><li>• former students are actively involved in student government</li><li>• student council sponsored several community awareness activities; including a read-a-thon with proceeds going to Free the Children in Kenya, a Kenya week, a food drive, a coat and jacket drive, a change jar for Emorijoi, Kenya, a walk/run-a-thon with a water walk, field work at the Arastradero Preserve</li><li>•</li><li>• the Core Values Committee involvement in creating/maintaining a positive and inclusive community</li><li>• the CVC's continued efforts to educate the community as to the philosophy and it's related practices</li><li>• increased participation in all of Ohlone's adult committees</li></ul> <p>3. What are your next steps?</p> <p>The next steps include:</p> <ul style="list-style-type: none"><li>• Continuing our long-time relationship</li></ul>	
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with 6Seconds as facilitators and consultants with our social-emotional learning program

- Continue to use retreat time for improving teacher efficiency and culture
- The implementation of 6Seconds' climate survey to the Ohlone & evaluation of the results
- Hire Jeannette Wei to act as Mandarin Immersion Coordinator, to assist in integrating MI into the Ohlone philosophy
- Continued involvement of the student council in determining which causes and activities to sponsor
- Heighten the importance and accountability of the Ohlone Guides
- Share best practices for addressing student social and emotional needs
- Maintain the parent leadership team as an advisory committee
- Maintain the teacher leadership team as an advisory committee
- Use the book, A Whole New Mind, as

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<p>a focus for discussion involving 21<sup>st</sup> century student needs combined with the Ohlone philosophy</p> <ul style="list-style-type: none"><li>• gener</li></ul>	

<p style="text-align: center;"><b>Meeting the Needs of All Students: English Language Learners</b></p>	
<p style="text-align: center;">Strategic Plan Sub-Initiatives</p>	<p style="text-align: center;">Site Strategies &amp; School Improvement Activities</p>
<p><b>A3.3</b> Examine structures, policies, and attitudes that serve as barriers to achievement of underrepresented minority students to improve climate and foster respect, inclusion, and high expectations for diverse student groups.</p> <p><b>Site Goals:</b></p> <ul style="list-style-type: none"> <li>• English Language Learners will achieve measurable progress in English language acquisition.</li> <li>• English Language Learners will improve in their ability to access the grade-level curriculum in English.</li> <li>• English Language Learners and their families will be integrated into the schoolwide community.</li> </ul>	<ul style="list-style-type: none"> <li>• The ELD teacher will administer the CELDT to all students whose home language is other than English to obtain baseline and annual data.</li> <li>• Teachers will improve use of Specially Designed Academic Instruction in English (SDAIE) strategies in all classrooms.</li> <li>• The principal and teachers will continue to improve the communication between the school community and the families of Limited English Proficient students to cultivate greater community for English Language Learners and their families.</li> <li>• Increase the communication to parents from the ELD teacher and classroom teachers regarding their child’s progress in developing their skills in speaking, listening, reading and writing English.</li> <li>• Ensure that EL students are receiving instruction to learn English in their regular classroom as well as with the ELD teacher. Increase communication and collaboration between the EL teacher and classroom teachers to ensure that instruction is planned with the specific needs of each student in mind.</li> <li>• Continue and increase the use of materials and technology designed to support the development of English language for students.</li> <li>• Continue to offer opportunities for EL families to feel a part of the school community.</li> </ul>
<p>Assessment &amp; Evaluation Questions About Site Strategies &amp; School Improvement Activities</p>	

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<p>1. What activities, strategies and/or programs were most helpful to ensure that the needs of English Language Learners are being met?</p> <ul style="list-style-type: none"><li>• Parent hosted principal “coffees” to meet with other parents and to discuss pertinent educational issues.</li><li>• Staff discussions sharing best ways to meet ELL needs</li><li>• Use of the ELL teacher as a consultant to best meet needs of students</li><li>• Use of the VTP/Elem. Coordinator to help with understanding the unique needs of under-represented groups</li></ul> <p>What results stand out?</p> <ul style="list-style-type: none"><li>•</li></ul> <p>• What are your next steps?</p>	



<p style="text-align: center;"><b>Meeting the Needs of All Students: Gifted, Talented &amp; High Achieving Students</b></p>	
<p style="text-align: center;">Strategic Plan Sub-Initiatives</p>	<p style="text-align: center;">Site Strategies &amp; School Improvement Activities</p>
<p><b>A1.2</b> Expand curricular, instructional, and assessment support, and staff training to increase the breadth and depth of learning for all students.</p>	<ul style="list-style-type: none"> <li>• Teachers will provide classroom-centered experiences for GATE, high performing, and other motivated K-5 students through assignments and expectations modified for greater depth and/or complexity.</li> <li>• Through the Kid-by-Kid process, the principal and teachers will identify high achieving students, develop a plan, and monitor student progress.</li> <li>• The principal and teachers will use grade level meeting times to share instructional strategies and curriculum materials in order to meet the individual needs of students..</li> </ul>
<p style="text-align: center;"><b>Assessment &amp; Evaluation Questions About Site Strategies &amp; School Improvement Activities</b></p>	
<ol style="list-style-type: none"> <li>1. What activities, strategies and/or programs were most helpful to ensure that the needs of gifted, talented, and high achieving students are being met?             <ul style="list-style-type: none"> <li>• Cluster and cross-cluster opportunities to share/discuss best practices to differentiate</li> </ul> </li> <li>2. What results stand out?</li> <li>3. What are your next steps?</li> </ol>	

<p style="text-align: center;"><b>Meeting the Needs of All Students: Special Education Students</b></p>	
<p style="text-align: center;">Strategic Plan Sub-Initiatives</p>	<p style="text-align: center;">Site Strategies &amp; School Improvement Activities</p>
<p><b>A3.2</b> Examine particular needs of students performing below grade level and improve support.</p> <p><b>A3.4</b> Enhance early intervention (e.g. assessment, intervention programs).</p> <p>Provide communication between the school community and families of special education students.</p> <p><i>Other site-based objectives may be added.</i></p>	<ul style="list-style-type: none"> <li>• District staff will provide staff with training about the specific learning needs of special education students.</li> <li>• Teachers will provide classroom activities and materials that allow special education students to access the core curriculum.</li> <li>• The resource specialist, teachers, the human services team (HST) and the principal will evaluate the progress of the special education students regularly to ensure that IEP goals are met.</li> <li>• Continue to hold Kid-by-Kid and Human Service Team (HST) meetings to discuss the specific needs of struggling learners and to brainstorm support strategies.</li> <li>• Continue to provide early intervention for students who begin to show signs of need from the teachers, RSP teacher, and Reading Specialist.</li> <li>• Increase the skills and knowledge of teachers to enable them to successfully teach vocabulary and increase the background knowledge some low achievers need to help them be successful.</li> <li>• Continue to utilize the expertise of the school psychologist and other specialists to help develop intervention plans for struggling students.</li> <li>• Use Lesson Study and Book Study Groups to help identify strategies that work for struggling students.</li> <li>• Continue to maintain clear and frequent communication with families of special education students.</li> </ul>
<p>Assessment &amp; Evaluation Questions About Site Strategies &amp; School Improvement Activities</p>	

<ol style="list-style-type: none"> <li>1. What activities, strategies and/or programs were most helpful to ensure that the needs of Special Education students are being met?</li> <li>2. What results stand out?</li> <li>3. What are your next steps?</li> </ol>	
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<h2>Meeting the Needs of All Students: Under Achieving Students</h2>	
<h3>Strategic Plan Sub-Initiatives</h3>	<h3>Site Strategies &amp; School Improvement Activities</h3>
<p><b>A3.2</b> Examine particular needs of students performing below grade level and improve support.</p> <p><b>A3.3</b> Examine structures, policies, and attitudes that serve as barriers to achievement of underrepresented minority students to improve climate and foster respect, inclusion, and high expectations for diverse student groups.</p> <p><b>A3.4</b> Enhance early intervention (e.g. assessment, intervention programs).</p>	<ul style="list-style-type: none"> <li>• The principal and teachers will identify at-risk students at all grade levels based on below grade level performance in reading, writing, and mathematics.</li> <li>• District staff, the principal, and teachers will continue to work with all intervention programs (Academy, literacy and math summer schools, tutorial) to further meet the needs of students who are performing below grade level.</li> <li>• The principal and teachers will create ways to improve parental involvement through increased communication to ensure that parents do not feel disenfranchised.</li> <li>• The HST will meet regularly to discuss the specific needs of students</li> </ul>
<h3>Assessment &amp; Evaluation Questions About Site Strategies &amp; School Improvement Activities</h3>	
<ol style="list-style-type: none"> <li>1. What activities, strategies and/or programs were most helpful to ensure that the needs of under achieving students are being met?</li> <li>2. What results stand out?</li> <li>3. What are your next steps?</li> </ol>	