

**Title I  
School Wide Program  
2014-2015**

**Taylor Intermediate School  
Snowflake Unified School District  
682 School Bus Lane  
Snowflake, AZ 85937**

**Review Team Members**

Debbie Muder, Principal  
Holly Collett, 4<sup>th</sup> Grade Level Leader  
Tama Fontes, 5<sup>th</sup> Grade Level Leader  
Marie Caldwell, 6<sup>th</sup> Grade Level Leader  
Kobie Hatch, Parent  
Wendy McVicker, Parent  
Betsy Wilson, Parent  
Rhonda Krouse, Community Member  
Sherri McCleve, Community Member  
Ron Tenney, Federal Projects Director  
Hollis Merrell, Superintendent of Schools

**District and School Leadership**

**District Mission Statement**

The mission of Snowflake Unified School District is to prepare students to become productive and responsible members of society, who have a sound academic foundation, by providing opportunities to develop skills and acquire knowledge mentored by a professional caring staff in partnership with home and community.

## **District Belief Statements**

### **We believe:**

- All students are unique individuals who can learn
- Education establishes a foundation for life-long learning which benefits all students.
- All school personnel will be positive role models affecting the learning environment.
- Education is an active partnership among the home, the school, and the community.
- Facilities enhance and maximize the educational process.

## **Taylor Intermediate School Mission Statement**

**“Schools are for Children”**

**“Schools belong to the community”**

**“Schools are people developers”**

**“Self-Effort Educates”**

**Taylor Intermediate, in partnership with parents and the community, will enable all children to learn, to become critical thinkers, to believe in themselves, to respect others, to demonstrate responsible citizenship and to value education.**

## **Beliefs**

### **We believe:**

- Each student is entitled to the highest quality educational opportunities.
- Education must advance the self-esteem, growth and integrity of all students.
- Education is the shared responsibility of the student, home, school and community.
- There is power in the integrated approach to teaching and learning.
- Shared decision making is valuable.
- Everyone can learn and be successful.
- Education is a life-long process.

## Leadership/Management Style

Consensus building is very important at our site. Those that are impacted by the improvements desired should be a part of the decision-making processes and in the implementation of the identified solutions. Time should be given for staff, parents and students to reflect on how well the educational system is functioning according to the desired outcomes. The staff meets regularly for collaboration on issues we see need addressed in order to properly assess, implement and adjust our efforts on our goals. Our district has approved early release time every Friday for our staff to meet for several hours. At Taylor Intermediate we have a staff meeting each Thursday for 1 hour to collaborate as a staff. Grade levels meet once each week to discuss common concerns and do grade level planning. We have district committees selected to help address the common needs of our sites.

## Taylor Intermediate School Academic Goal Statements

**From our data analysis, the school has identified the top critical academic needs to be Reading, Mathematics, and Writing. Implementation of BT with fidelity will also be a focus of ours.**

1. Understanding the meaning embedded in text is the fundamental reason for reading. Students will increase in their ability to comprehend text as evidenced by various assessments including the state and school developed assessments.
  - **Objective 1:** We will continue improving the implementation of and fidelity to our balanced literacy program through trainings and in-services.
  - **Objective 2:** During the school year we will determine and/or refine interventions and strategies that will assist students in developing an appropriate level of phonemic awareness, phonics, vocabulary, fluency and reading comprehension.
  - **Objective 3:** Students will use the Accelerated Reading program to assist them in progressing as good readers. The staff will focus on having each student successfully reach 100% of their reading goals each quarter
  
2. The need to understand and use a variety of mathematical strategies in multiple contextual situations has never been greater. Students will demonstrate growth in their ability to use math effectively as evidenced by various assessments including the state and school developed assessments.
  - **Objective 1:** We will continue improving the implementation of and fidelity to our balanced math program through trainings and in-services.
  - **Objective 2:** The staff will address the basic math facts mastery and computational skills by students through the use of various strategies and programs to address identified deficient areas.

- **Objective 3:** We will monitor the math program for effectiveness. We will assess the strengths and weaknesses of the math program and address the weak areas by finding ways to supplement the program.
  - **Objective 4:** We will improve/utilize methods and strategies for helping students properly develop the sufficient amount of math vocabulary that will assist them in their problem solving skills.
3. Writing is a complex skill that involves learning language and using it effectively to convey meaning through text. All students will effectively use written language for a variety of purposes and with a variety of writing tasks.
- **Objective 1:** Have students use expository writing to inform or explain by using facts, ideas, and explanations. Have students use personal narrative or creative stories that include a plot and shows the reader what happens through well developed characters, setting, dialogues, and themes using figurative language, descriptive words, and phrases
  - **Objective 2:** Demonstrate research skills using reference materials such as a dictionary, encyclopedia, and thesaurus to complete a variety of writing tasks.
  - **Objective 3:** We will continue improving the implementation of and fidelity to our balanced literacy program through trainings and in-services.
4. Continued implementation of the Beyond Textbook curriculum and learning activities.
- **Objective 1:** Continued in-services on Balanced Math.
  - **Objective 2:** Receive proper training and in-services on Balanced Literacy.
  - **Objective 3:** Continued in-service on Galileo
  - **Objective 4:** Continued training on the use of the Wiki and all its components.
  - **Objective 5:** Continued improvement on intervention program.
  - **Objective 6:** Continue to address effective instruction and classroom management strategies.

### **Data Driven Decision Making Focus**

**Taylor Intermediate has been focusing on gathering data that is accurate and timely in order to properly inform the staff, students and parents on how well the school is addressing the needs of each student. The following assessments are used for data collection and dialogues with emphasis placed on AIMS and Galileo data:**

1. AIMS/DPA: Annual administration – both normed and criterion referenced / Reading, Writing, Mathematics / grades 4-6
2. Terra Nova: Norm referenced /Reading and Mathematics / grades 4-6 and embedded in AIMS DPA

3. Grade level assessment instruments designed by staff / Criterion referenced / Grades 4-6
4. AZELLA: Students identified for testing from the Home Language Surveys and PHLOTE forms completed when a student registers for school / grades 4-6
5. Accelerated Reader: Reading comprehension and some fluency / grades 4-6
6. Star Reader: Reading placement and assessment / grades 4-6
7. Write Tools: Structured writing instruction / grades 4-6
8. District formative assessments in Reading, Writing and Math.
9. District Benchmark Tests in Reading, Writing, Math, Science.
10. McGraw Hill Reading Series: Includes leveled readers/ grades 4-6
11. IEP Team decisions: Differentiated instructional strategies as define din the respective IEPs/ grades 4-6
12. SEI: Differentiated English Language learner strategies/ grades 4-6.

## **Comprehensive Needs Assessment Data**

### **Demographic Data**

Taylor Intermediate School is a 4<sup>th</sup>-6<sup>th</sup> grade school that enrolls 227 students (2014-2015) and has 58% of the student body on free/reduced lunch count. The schools ethnic composition is 14% Hispanic, 6% Native American, less than 3% other, and 76% White. The school is 53% male and 47% female. Taylor Intermediate's absent rate is 5.4%. The staff consists of one principal, 11 certified staff (all of whom are highly qualified and certified in their respective areas and 8 FTE instructional assistants (all of whom meet the highly qualified definition under the No Child Left behind Act of 2001 (NCLB). The school also houses the district's BD-ED Cross Categorical (K-6) program, which also serves Snowflake Junior High (7-8), Snowflake Intermediate School (4-6), Taylor Elementary School (K-3), and Highland Primary (K-3). Taylor Intermediate School is one of two 4-6 schools in the district and is located in the town of Taylor, AZ.

### **AIMS Achievement Data:**

#### **Percentage of Students Meeting/Exceeding on 6<sup>th</sup> Grade AIMS assessment**

Area	Baseline	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
<b>Reading</b>	See	64%	69%	73%	76%	75%	82%	85%	84%	88%	81%		
<b>Writing</b>	2005	83%	98%	75%	56%	74%	77%	56%	68%	65%	58%		
<b>Math</b>	column	57%	56%	64%	73%	72%	71%	75%	79%	84%	74%		

#### **Percentage of Students Meeting/Exceeding on 5<sup>th</sup> Grade AIMS assessment**

Area	Baseline	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
<b>Reading</b>	56%	59%	53%	67%	54%	63%	66%	75%	77%	74%	78%	76%	83%	86%
<b>Writing</b>	51%	51%	52%	67%	54%	63%	43%	46%	63%	40%	73%	63%	51%	65%
<b>Math</b>	37%	38%	32%	45%	36%	47%	59%	59%	66%	74%	73%	56%	70%	73%

5<sup>th</sup> Grade Graph continued

**Percentage of Students Meeting/Exceeding on 5th Grade AIMS assessment**

Area	2013	2014	2015	2016
<b>Reading</b>	78%	82%		
<b>Writing</b>	62%	52%		
<b>Math</b>	72%	64%		

**Percentage of Students Meeting/Exceeding on 4<sup>th</sup> Grade AIMS assessment**

Area	Baseline	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
<b>Reading</b>	See 2005 column	67%	73%	72%	87%	79%	84%	89%	75%	83%	74%		
<b>Writing</b>		58%	69%	82%	73%	86%	-	-	-	-	-		
<b>Science</b>						- - -	73%	65%	75%	79%	73%		
<b>Math</b>		68%	74%	77%	84%	75%	72%	74%	70%	74%	56%		

**Galileo Benchmark Achievement Data:**

4 <sup>th</sup> Grade	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
<b>Math B1</b>	72.8%	81%	61%			
<b>B2</b>	66.5%	76%	73%			
<b>B3</b>	71.9%	74%	71%			
<b>Read B1</b>	83.51%	78%	63%			
<b>B2</b>	75.23%	77%	70%			
<b>B3</b>	78.22%	79%	71%			
<b>Writing B1</b>	59.76%	51%	48%			
<b>B2</b>	58.88%	54%	55%			
<b>B3</b>	58.36%	57%	54%			
<b>Science B1</b>	49.79%	51%	47%			

<b>B2</b>	55.79%	56%	55%			
<b>B3</b>	62.56%	62%	60%			

<b>5<sup>th</sup> Grade</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-45</b>	<b>2015-16</b>	<b>2016-17</b>
<b>Math B1</b>	73.03%	87%	75%			
<b>B2</b>	66.87%	67%	62%			
<b>B3</b>	72.03%	75%	63%			
<b>Read B1</b>	77.68%	69%	74%			
<b>B2</b>	68.35%	71%	65%			
<b>B3</b>	75.12%	70%	72%			
<b>Writing B1</b>	55.08%	52%	56%			
<b>B2</b>	52.93%	59%	62%			
<b>B3</b>	57.14%	61%	62%			

<b>6<sup>th</sup> Grade</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-45</b>	<b>2015-16</b>	<b>2016-17</b>
<b>Math B1</b>	68.90%	78%	69%			
<b>B2</b>	68.31%	66%	69%			
<b>B3</b>	73.78%	77%	72%			
<b>Read B1</b>	79.17%	76%	79%			
<b>B2</b>	67.50%	62%	73%			
<b>B3</b>	73.21%	65%	65%			
<b>Writing B1</b>	55.41%	56%	56%			
<b>B2</b>	62.02%	57%	59%			
<b>B3</b>	59.62%	63%	63%			



## **School Wide Reform Strategies**

### **Provide opportunities for all students to meet proficient and advanced levels of student academic achievement**

Taylor Intermediate will continue to serve students in Grades 4-6. Through a school wide process of monitoring students, learning opportunities will be made available to all children to help them reach proficiency or advanced levels. The process starts with staff members meeting as grade level teams to review the data and set goals for the following year. The grade level teams review what was successful for them during the school year and also spend time with the scores of their upcoming students. This information helps each to set their grade level goals for upcoming year.

During the following school year these goals are implemented and monitored. Grade levels will regularly sit down and review classroom data in relation to the set goals. This data will be analyzed and charted as necessary. In addition to these professional meetings teachers take time on a daily basis to review assessment data from their individual students. Some classroom data is displayed for all to monitor. This data will include: Bench Mark tests, District Formative Assessments, AIMS, Accelerated Reader, Star Reader, and District Math Facts data.

In addition to establishing goals and expectations for students, teachers and administration, the data will allow Taylor Intermediate to undergo a curriculum review in the areas of Reading, Math and Writing. This review will be done to help each understand how the core academic program is assisting in the acquisition of the set goals. The results will influence the purchasing of supplemental materials, assessments and curriculum adoptions.

Use effective methods and instructional strategies that are based on scientifically based research that strengthen the core academic program, increases the amount of learning time, proper classroom management strategies and includes strategies for serving underserved populations.

The district is focused on teaching strategies that are researched based. These include phonemic awareness, phonetic word analysis, writing rubrics, teaching comprehension, vocabulary instruction across content areas, guided reading, leveled reading, math fact strategies, problem solving strategies, essential elements of instruction, and differentiated instructional practices.

Curriculum maps are updated periodically and are utilized to assure that the Arizona Academic Standards, with assessment, are followed.

Each student is placed in a heterogeneous classroom. These classrooms differentiate instruction so all students are engaged, experience success and increase expectations for themselves. Special Education students are included into the general classrooms.

The programs (listed below) are utilized by each teacher, reading specialist and other support services to help each student realize success.

- Star Reader
- Accelerated Reader
- Six + One Traits of Writing
- Balanced Math
- Balanced Literacy
- Math Facts in a Flash
- McGraw Hill Reading
- Reading Intervention Class
- Sheltered English Immersion activities
- Reteach and Enrich program
- Lunch Tutorial program (reteach)

At Taylor Intermediate, students gain instructional time with teacher guidance by utilizing a collaborative teaching approach between and among classrooms, Special Education, English Language Acquisition and paraprofessional help. This allows students to benefit from extra support provided during the day within individual, small group and classroom configurations.

**High Quality Professional Development for all instructional staff so that each instructor is able to implement strategies required by the school reform model selected.**

Professional Development at the school is centered on three goals, driven by on-going data analysis, specifically related to the site and the district's Professional Development Plan.

- a. All students' scores on the state Reading and Math tests will increase by the end of the 2014-2015 school year as measured by the annual spring administration of the Reading test (*still to be determined*) to show incremental growth towards the goal.
- b. All school staff will implement – in their respective classrooms – identifiable differentiated instructional strategies to increase student achievement in the core academic areas as assessed by: annual AIMS scores/Terra Nova scores in the areas of writing, reading, and mathematics; DFA's; and Quarterly Benchmark tests.
- c. The staff will fully implement the Beyond Textbook program as outlined in the Vail School District with adjustments to this curriculum as needed.

The three goals provide the structure for professional development for the teacher and for the school. Professional development is embedded into the school day during the common planning time, as well as once a month during our monthly staff meetings. The District Professional Development Plan further guides the school by staff attending in district trainings; out-of-district trainings, utilizing the workshop method at the sites for introductory materials and with deeper understanding created by using other professional development strategies such as Book Study and Inquiry/Action models.

**Highly qualified teachers in all core content area classes as a result of the implementation of effective strategies and incentives to attract and retain such teachers.**

Highly qualified teachers are employed at the school. This is assured by the hiring screening of the successful candidates, ensuring that they meet the “Highly Qualified” definition(s) from NCLB and from the Arizona Department of Education. The school utilizes differentiated salary to attract and retain staff in hard-to-staff areas such as Special Education teachers. The school, as per district policy and per federal mandates, will pay for certificates/endorsements in identified high need areas and/or to ensure that the staff member is highly qualified. The school also utilizes the district professional development incentives, (i.e. seat hour certificates that may result in salary advancement on our district salary schedule) to assure continued growth of staff.

We have one teacher at Taylor Intermediate School that is not highly qualified yet. She will have her student teaching completed in December and at that time will receive her certificate and be highly qualified.

**Opportunities and expectations for teachers to be included in the decision-making related to the use of academic assessment results leading to the improvement of student achievement.**

Teachers at the school utilize various strategies of data assessment from criterion and norm-referenced sources, as well as written and oral teacher input, to assure triangulation of data to be used for academic assessment of the student to ensure proper programmatic placement. Under the direction of the Principal and the Superintendent, the teacher is responsible for assessing the student data to ensure that correct instructional strategies are utilized to help the student progress. Among the methodologies utilized for assessment are student study teams, data review meetings to look at schoolwide and individual student data, Title I Parent meetings to get parent input into the placement process, Parent-Teacher Organization (PTSO) for examining various school issues, and Title I staff meetings to ensure cross-curricular strategies.

**Opportunities for parents to be actively and meaningfully involved in the major decisions concerning all aspects of the schoolwide Title I program related to policy and procedures, as well as all other areas of parental involvement.**

See attachments “Title I Parent Involvement Policy” and “Taylor Intermediate Parent/Student/Teacher Compact”

**Provides programs and resources for students transitioning from one level of education to another, such as pre-school to kindergarten, elementary to middle school, middle to high school, etc.**

The school (4-6) also offers a Special Education program and Title I After Reading School program. We have also implemented a targeted tutoring time for students at noon.

**Provides a schoolwide budget that includes a budget narrative that demonstrates the coordination and integration of federal; state, and local funds and resources such as in-kind services and program components.**

The school, under the direction of the Director of Federal Programs, coordinates various funding streams including Title IA, Title IIA, Title IID, Title III, Early Childhood Block Grant, IDEA Basic Grant, and the Gifted Grant, as well as site based Maintenance/ Operation and Capital funds. The budget is created annually and the federal funds are coordinated under the direction of the Director of Federal Programs with input from the school for specific needs, based on data analysis. District M&O and Capital funds are coordinated through the District Business Manager. Based on the annual Arizona department of Education Comparability Report, schools are allocating resources in a comparable manner.

**Provides for a schoolwide support team, which includes representatives of all appropriate stakeholders; i.e. students (where appropriate), administrators, parents, and community members, as well as an objective outside facilitator.**

The school team consists of the grade-level chairpersons, parents, community members, the principal, and the Director of Federal Programs, and Assessment. If needed, a consultant is available from the Arizona Department of Education. The team meets as needed, but no less than twice a year.

### **Evaluation**

The schoolwide project will be evaluated annually. Following quarterly assessments, the principal will report on successes and challenges during the scheduled administrative team meetings. The principal will also attend the gradelevel team meetings to discuss and update on student success.

By May 28<sup>th</sup> of each year the Schoolwide team will be brought together to address any necessary revisions. Each goal will be reviewed. Data will be analyzed. The goals set by the individual grade level teams will be reflected in the adopted Schoolwide Plan. This plan will then receive a final review/revision by September 15<sup>th</sup> of the implementation year. The final plan will be presented to staff, parents and community members.

**Plan Development: Each schoolwide plan in the LEA:**

The core schoolwide plan and the site plan was developed during the 2005-2006 for Taylor Intermediate School, with the final plan reviewed and approved by the Arizona Department of Education during the 2006-2007 school year. During the Fall 2007 semester, the three other schoolwide plans were updated and revised into the new template. There was a district team that developed the core basics for each school. This team consisted of all Reading Specialists, the Director of Curriculum, and parent representatives. Upon completion of the core plan format, the sites then met (Fall 2007) with the grade level chairs and then the entire teaching staff of the site and modified the plan to fit specific site concerns. Currently at Taylor Intermediate, the teaching staff meet during the second week of April 2013, and the grade level chairs and PTSO met with the principal the following week to review our school wide plan by updating the demographic and achievement data, both of which is now current. Because the demographics and data of the schools are virtually identical and because all of the sites are all within a three to four mile radius of one another, the plans tended to be fairly similar.

ADE approved the core maps (Spring 2007), and the respective site plans are in effect and will be modified annually, based upon analysis of test data, budget needs, etc. The plans will be given to each teacher in hard copy, posted to the district website, and available to parents at the annual Title I meetings, Parent/Teacher Conferences, and/or upon request. District translators and other languages, as indicated by PHLOTE and Home Language Surveys, will translate the final documents into the language of need.

## COMPREHENSIVE NEEDS ASSESSMENT

<b>Goal Topic #1</b>	<b>Desired Results</b>	<b>Current Results</b>	<b>Need</b>
Reading Proficiency	100% of students will attain proficiency or better in reading by 2014-2015	74% of 4 <sup>th</sup> the Graders 81% of 5 <sup>th</sup> the Graders 81% of 6 <sup>th</sup> the Graders met or exceeded on the AIMS 2014 Spring Test	<p>Gap – 26% of the 4<sup>th</sup> Graders Gap – 16 % of the 5<sup>th</sup> Graders Gap –17% of the 6<sup>th</sup> Graders will need to become proficient.</p> <p><b>Objective 1:</b> All Teachers, Aides, and Subs will receive Balanced Literacy Training and Support.</p> <p><b>Objective 2:</b> We will continue improving the implementation of and fidelity to our balanced literacy program through trainings and in-services through out the year.</p> <p><b>Objective 3:</b> During the school year we will determine and/or refine interventions and strategies that will assist students in developing an appropriate level of phonemic awareness, phonics, vocabulary, fluency and reading comprehension.</p> <p><b>Objective 4:</b> Students will use the Accelerated Reading program to assist them in progressing as good readers. The staff will focus on having each student successfully reach 100% of their reading goals each quarter with 85% or higher accuracy/</p> <p><b>Objective 5: Intervention</b> Groups will be established with Reteach and Enrich components based on Formative Assessments given and Benchmark Testing.</p>

<b>Goal Topic # 2</b>	<b>Desired Results</b>	<b>Current Results</b>	<b>Need</b>
Mathematics Proficiency	100% of students will attain proficiency or better in math by 2014-2015	56% of the 4 <sup>th</sup> Graders 64 % of the 5 <sup>th</sup> Graders 74% of the 6 <sup>th</sup> Graders Met or exceeded on the 2014 AIMS Spring Test	<p>Gap –44% of the 4<sup>th</sup> Graders Gap – 37% of the 5<sup>th</sup> Graders Gap – 26% of the 6<sup>th</sup> Graders will need to become proficient.</p> <p><b>Objective 1:</b> Improve upon the Conceptual Lesson segment.  <b>Objective 2:</b> Improve implementation of DMS.  <b>Objective 3:</b> Evaluate techniques for enrichment and reteaching.  <b>Objective 4:</b> Address math vocabulary component of BM.  <b>Objective 5:</b> Analyze AIMS, Galileo and DFA's for Reteach and Reach  <b>Objective 6:</b> Consistency within school in Balanced Math</p>

<b>Goal Topic #3</b>	<b>Desired Results</b>	<b>Current Results</b>	<b>Need</b>
Writing Proficiency	<p>100% of students will attain proficiency or better in writing by 2014-2015</p> <ul style="list-style-type: none"> <li>• <b>Note:</b> 4th Grade students don't take the Writing AIMS test.</li> </ul>	<p>51% of 5<sup>th</sup> Graders 58% of 6<sup>th</sup> Graders <b>Met or exceeded on the 2014 AIMS Spring Test</b></p> <ul style="list-style-type: none"> <li>• <b>4<sup>th</sup> Grade students don't take the Writing AIMS test.</b></li> </ul>	<p>Gap – 49% of the 5<sup>th</sup> Graders Gap – 42% of the 6<sup>th</sup> Graders will need to become proficient.</p> <p><b>Objective 1:</b> We will continue to have students use expository writing to inform, persuade or explain by using facts, ideas, and explanations.</p> <p><b>Objective 2:</b> We will have students use personal narrative or creative stories that include a plot and shows the reader what happens through well developed characters, setting, dialogues, and themes using figurative language, descriptive words, and phrases.</p> <p><b>Objective 3:</b> Demonstrate research skills using reference materials such as a dictionary, encyclopedia, and thesaurus in a variety of writing tasks.</p> <p><b>Objective 4:</b> We will continue improving the implementation of and steadfast loyalty to our balanced literacy program through trainings and in-services.</p> <p><b>Objective 5:</b> 6 Traits will be incorporated into cross curriculum activities..</p>

<b>Goal Topic #4</b>	<b>Desired Results</b>	<b>Current Results</b>	<b>Need</b>
BT Implementation Proficiency	Total implementation of the BT with full fidelity.	<ol style="list-style-type: none"> <li>1. Using the yearly calendar to address mastery learning of the state standards.</li> <li>2. Using the Reteach and Enrichment time.</li> <li>3. Effective with the Balanced Math program</li> <li>4. Using Galileo data and DFA data to inform us on how well student mastery is happening.</li> <li>5. Interventions are taking place.</li> </ol>	<p>Objective 1: Training and in-services on Balanced Literacy.</p> <p>Objective 2: Continued in-services on Balanced Math.</p> <p>Objective 3: Continued in-service on Galileo</p> <p>Objective 4: Continued training on the use of the Wiki and all its components.</p> <p>Objective 5: Continued improvement on intervention program.</p> <p>Objective 6: Continue to address effective instruction and classroom management strategies.</p>

## ACTIONS TO MEET OUR IMPROVEMENT NEEDS

<b>Goal #1- Objectives - Reading</b>	<b>Actions Steps</b>	<b>Time Lines</b>	<b>Success Indicators</b>
<p><b>Objective 1:</b> All Teachers, Aides, and Subs will receive Balanced Literacy Training and Support.</p> <p><b>Objective 2:</b> We will continue improving the implementation of and fidelity to our balanced literacy program through trainings and in-services through out the year.</p> <p><b>Objective 3:</b> During the school year we will determine and/or refine interventions and strategies that will assist students in developing an appropriate level of phonemic awareness, phonics, vocabulary, fluency and reading comprehension.</p> <p><b>Objective 4:</b> Students will use the Accelerated Reading program to assist them in progressing as good readers. The staff will focus on having each student successfully reach 100% of their reading goals each quarter with 85% or higher accuracy/</p> <p><b>Objective 5: Intervention</b> Groups will be established with Reteach and Enrich components based on Formative Assessments given and Benchmark Testing.</p>	<p>1.1 Initial Balanced Literacy Training provided by the District.</p> <p>1.2 Follow- up Balanced Literacy Training supported in In-service time, Professional Development, and collaboration among colleagues.</p> <p>1.3 Mentoring by a Reading or Balanced Literacy Coach.</p> <p>2.1 Staff and Grade Level Meetings. Check for implementation and share ideas.</p> <p>2.2 Professional Development credit given for in-service time.</p> <p>3.1 Fluency Practice component (similar to DMS) with a Retell section implemented.</p> <p>3.2 Daily Reading Comprehension questions as part of our Balanced Literacy Program.</p> <p>3.3 Posting vocabulary words from unwrapped documents for core content areas.</p> <p>4.1 Status of the Class taken.</p> <p>4.2 Posting Vocabulary words learned and number of words read.</p> <p>5.1 DFA scores posted to a Spread sheet.</p> <p>5.2 Additional Galileo training and how to use data to drive instruction.</p> <p>5.3 Training on Enriching standards taught.</p>	<p>1.1 8/12</p> <p>1.2 12/13</p> <p>2.1 Weekly – all year</p> <p>2.2 May 2013</p> <p>3.1 9/12</p> <p>3.2 8/12-5/13</p> <p>3.3 8/12 – 5/13</p> <p>4.1 Mandatory weekly</p> <p>4.2 Weekly</p> <p>5.1 Weekly</p> <p>5.2 Inservice during year.</p> <p>5.3 Use of Friday Inservice</p>	<p>OBJ. 1 100 % Trained Evidence in Classroom Survey fm staff</p> <p>OBJ. 2 Agendas</p> <p>OBJ. 3 Evidence in class Fluency logs and checks. Vocab assessment</p> <p>OBJ. 4 Logs Word Walls Competition well</p> <p>OBJ. 5 Listed on sheet Use of data Enrichment activities</p>

<b>Goal #2 - Objectives - Mathematics</b>	<b>Action Steps</b>	<b>Time Lines</b>	<b>Success Indicators</b>
<p><b>Objective 1:</b> Improve upon the Conceptual Lesson segment.</p> <p><b>Objective 2:</b> Improve implementation of DMS.</p> <p><b>Objective 3:</b> Evaluate techniques for enrichment and reteaching.</p> <p><b>Objective 4:</b> Address math vocabulary component of BM.</p> <p><b>Objective 5:</b> Analyze AIMS, Galileo and DFA's for Reteach and Reach</p> <p><b>Objective 6:</b> Consistency within school in Balanced Math</p>	<p>1.1 Staff Observations of each other. 1.2 In-services</p> <p>2.1 Keep students engaged and on task throughout DMS.</p> <p>3.1 Staff discussion of enrich and Reteach 3.2 Implement activities and ideas generated from discussion 3.3 Find higher level thinking activities for enrichment</p> <p>4.1 Implement vocabulary activities from unwrapped documents</p> <p>5.1 Staff in-servicing on Galileo and interpreting its data 5.2 Analyze success with Galileo results, AIMS &amp; DFAs between classes 5.3 Confer with grade levels above and below for student strengths and weaknesses.</p> <p>6.1 Use of the Math Coach to train and in-service staff.</p>	<p>1.1 &amp; 1.2 Throughout the year.</p> <p>2.1 Throughout the year.</p> <p>3.1- 3.3 Throughout the year</p> <p>4.1 Throughout the year</p> <p>5.1-5.3 Ongoing</p> <p>6.1 Throughout year</p>	<p>OBJ 1: Eval Instrument Attendance</p> <p>OBJ 2: Student Scores on DMS</p> <p>OBJ 3: Scores Staff Inservice Staff Collaboration</p> <p>OBJ 3: Display Vocabulary Assess Vocabulary</p> <p>OBJ 5: Test Scores Staff Collaboration</p> <p>Math Scores Consistency in Classrooms</p>

<b>Goal #3 – Objectives - Writing</b>	<b>Action Steps</b>	<b>Time Lines</b>	<b>Success Indicators</b>
<p><b>Objective 1:</b> We will continue to have students use expository writing to inform, persuade or explain by using facts, ideas, and explanations.</p> <p><b>Objective 2:</b> We will have students use personal narrative or creative stories that include a plot and shows the reader what happens through well developed characters, setting, dialogues, and themes using figurative language, descriptive words, and phrases.</p> <p><b>Objective 3:</b> Demonstrate research skills using reference materials such as a dictionary, encyclopedia, and thesaurus in a variety of writing tasks.</p> <p><b>Objective 4:</b> We will continue improving the implementation of and steadfast loyalty to our balanced literacy program through trainings and in-services.</p> <p><b>Objective 5:</b> 6 Traits will be incorporated into cross curriculum activities.</p>	<p>Objectives 1, 2, 3 – Follow BT Calendar</p> <ol style="list-style-type: none"> <li>a. Utilize unwrapped document</li> <li>b. Incorporate all essential questions into the lessons.</li> <li>c. Utilize conceptual lesson techniques.</li> </ol> <p>4.1 Training and implementation of Balance Literacy</p> <p>4.2 Literacy Coach assists in further training and modeling of skills.</p> <p>5.1: All written assignments in the classrooms will be assessed using the 6-Traits criteria.</p>	<p>OBJ 1-3. All Year</p> <p>4.1 August</p> <p>4.2 Throughout the year.</p> <p>5.1 Throughout year.</p>	<p>OBJ 1-3. Classroom Obs Galileo Quarterly Benchmarks Weekly DFAs</p> <p>OBJ 4: All trained Effective Coaching</p> <p>OBJ 5: 6 –Trait Quarterly Benchmarks Formative Assessments 6-Trait rubrics</p>

<b>Goal #4 – Objectives – EEI &amp; Classroom Management strategies.</b>	<b>Action Steps</b>	<b>Time Lines</b>	<b>Success Indicators</b>
<p>Objective 1: Training and in-services on Balanced Literacy.</p> <p>Objective 2: Continued in-services on Balanced Math.</p> <p>Objective 3: Continued in-service on Galileo</p> <p>Objective 4: Continued training on the use of the Wiki and all its components.</p> <p>Objective 5: Continued improvement of intervention program.</p> <p>Objective 6: Continue to address effective instruction and classroom management strategies.</p>	<p>1: See Goal # 1 and Goal # 3</p> <p>2: See Goal # 2</p> <p>3: More training on the Galileo program and how to access the data and learning strategies.</p> <p>4: Continue with teacher in-services that address the various components of the WIKI and how to effectively use each.</p> <p>5.1 Continue to improve the Reteach and Enrichment program.</p> <p>5.2 Continue to improve the REACH program</p> <p>6.1 In-services on the components of EEI.</p> <p>6.2 In-services on Classroom Management</p> <ul style="list-style-type: none"> <li>• Routines &amp; Procedures</li> <li>• Harry Wong/Fred Jones</li> </ul>	<p>1: See Goal 1&amp; 3</p> <p>2: See Goal 2</p> <p>3: Aug-Dec</p> <p>4: Aug-May</p> <p>5.1 Aug -May</p> <p>5.2 Aug- May</p> <p>6.1 Aug-May</p>	<p>Obj 1: See Goal 1 &amp; 3</p> <p>Obj 2: See Goal 2</p> <p>Obj 3: Teachers demonstrate effective use</p> <p>Obj 4: Teachers demonstrate effective use</p> <p>Obj: 5 Students show academic gains.</p> <p>Obj 6: Teachers proper use of EEI strategies and classroom management strategies</p>

## **SCHOOL-PARENT COMPACT**

### **Taylor Intermediate School**

*The Taylor Intermediate School, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2011-2012.*

### **School-Parent Compact**

#### **Components**

- School Responsibilities
- Parent Responsibilities
- Student Provisions
- Additional School Responsibilities
- Signatures

#### **Additional School Responsibilities**

**The Taylor Intermediate School will:**

- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way. (Accomplished through Site Council Meetings, teacher and school letters.)
- Involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way. (Accomplished through Site Council sessions.)
- Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand. (Provided as requested by parents. Letters are often sent home in English or Spanish as needed.)
- Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet. (Information provided in the student handbook, information on the school website, information sent home via district newsletters, and information provided through the school staff.)
- On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible. (Parents meetings are made frequently at the request of parents and teachers.)

- Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading. (Report cards are given at the end of each semester and additional reports can be made upon request.)
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002). (Letter sent home as required.)

***Please sign in the appropriate spot below to show your support and understanding of the Taylor Intermediate School-Parent Compact. Please return this part of the form back to your child's school office.***

\_\_\_\_\_  
*Student*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Parent*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*School Representative*

\_\_\_\_\_  
*Date*

**(PLEASE NOTE THAT SIGNATURES ARE NOT REQUIRED)**

### School Responsibilities

The Taylor Intermediate School will:

- **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**
  - Taylor Intermediate School will follow the standards set forth by the Arizona Department of Education.
  - Taylor Intermediate School will comply with our Federal Projects Office
  - Taylor Intermediate School will hire only highly qualified staff to educate our students.
  - Taylor Intermediate School Teachers will provide time for extra support during the school day; at recess and other appropriate times through individual and small group settings.
- **Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**
  - Parent teacher conferences are held at parent or teacher request throughout the school year
  - District scheduled parent teacher conferences are on the following dates: October 13, 2010, March 15, 2011
- **Provide parents with frequent reports on their children's progress.** *Specifically, the school will provide reports as follows:*
  - Progress reports will be sent home regularly for struggling students. (Students who fall far below or who are approaching the state standards.)
  - Progress reports will also be sent home with a parent request.
- **Provide parents reasonable access to staff.** *Specifically, staff will be available for consultation with parents as follows:*
  - Staff will be accessible to parents during designated prep times. If possible, please call and schedule meetings in advance to ensure that the teacher does not have other appointments.
- **Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:**
  - Parents are always welcome to check in at the office and visit their child's classroom. (If a special circumstance presents itself the administration, parent and teacher will meet together to resolve the issue.)
  - Parents are invited to join the Site Council, PTSO or attend meetings as their schedule allows

### Parent Responsibilities

- **We, as parents, will support our children's learning in the following ways:**
  - ◇ Monitoring attendance
  - ◇ Making sure that homework is completed.
  - ◇ Monitoring amount of television, and use of electronic and/or online media their children view.
  - ◇ Volunteering in my child's classroom.
  - ◇ Participating, as appropriate, in decisions relating to my children's education.
  - ◇ Promoting positive use of my child's extracurricular time.

- ◇ Take an active interest in my child and in what he/she has learned at school.
- ◇ Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- ◇ Being aware of the school/district policies and regulations
- ◇ Serving on committees as opportunities present themselves and time allows.

### **STUDENT PROVISIONS**

- **We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:**
  - ◇ *Come to school every day on time and be ready to learn.*
  - ◇ *Get a good night's sleep and eat a healthy breakfast*
  - ◇ *Take responsibility for my work and be on my best behavior at home and at school.*
  - ◇ *Respect other students, adults and myself.*
  - ◇ *Do my homework every day, ask for help when I need to and return homework to school on time.*
  - ◇ *Practice and review reading, math, and writing skills on a regular basis.*
  - ◇ *Choose a variety of activities beyond television and or electronic/online media.*
  - ◇ *Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.*

**The Taylor Intermediate School – Student – Parent Compact is an agreement between the school, the parents, and the students themselves. It is a brief outline of some of the shared responsibilities for improved student achievement in meeting learning results.**

#### **Students' Responsibilities**

As a student at Taylor Intermediate

I will be successful by:

- Being the best I can be
- Respecting others and myself at all times.

- Communicating with parents and teachers honestly.
- Taking responsibility for seeing I have breakfast, plenty of sleep, and I'm dressed appropriately.
- Coming to school ready and learning all I can.
- Using time wisely.
- Being responsible for my own work, property, and supplies.
- Being to school on time.
- Listening and following directions the first time.
- Learning to solve my problems as they arise.

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**Student signature**

### **Parents' Responsibilities**

As a parent of students at Taylor Intermediate, I will help my child be successful by:

- Insuring they get enough sleep and have nutritious meals.
  - Having consistent expectations.
  - Being punctual and promoting regular attendance.
  - Teaching him/her responsibility.
  - Helping to develop the potential of my child by promoting a positive attitude.
  - Teaching that school is a great resource.
  - Providing a quiet place and materials for homework.
  - Checking homework, progress reports, and checking the PASS
  - Communicating with the School
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**Parent/Guardian signature****Teachers' Responsibilities**

As a Teacher of Taylor Intermediate I will help each child be successful by:

- Demonstrating knowledge of content and student needs.
- Selecting quality instructional goals.
- Being open to and implementing a variety of methods and instructional techniques.
- Engaging students in learning by using interesting presentations.
- Communicating accurate and up-to-date records and information for parents, students, and staff.
- Motivating students by creating an environment of respect and rapport.
- Managing Classroom Procedures and managing Student Behavior.

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Teacher signature