

FAIRFIELD PUBLIC SCHOOLS

SCHOOL IMPROVEMENT PLAN

2013-2015

School	Mill Hill Elementary School
Principal/Headmaster	Kevin Chase
Date	October 8, 2013
Team Members	Kevin Chase, Teresa Samuelson, Jane Logie, Mary Ellen McKee, Nancy Meehan, Christina Capuano, Melissa Griffeth, Bobbi Stak, Suzanne Grigg, Ann Oliver, Jeanne Gaughan, Joan Hellthaler, Leslie Ford, Laura Fulton

Analysis of Student Data

2013 CMT:

Grade 3/Current Grade 4:

- Reading – second highest percentage at/above goal in past eight years (81.3%)
- Writing - reduction to slightly above average of past eight years (77.9%)
- Math – highest percentage at/above goal in past eight years (88.2%), however with the lowest average scale score indicating that many of those students just made goal

Grade 4/Current Grade 5:

- Reading – second lowest percentage at/above goal in past eight years (75.3%) and below 2013 district average (78.8%)
- Writing – reduction to .1% higher than 2013 district average (79.2%)
- Math – second lowest percentage at/above goal in past eight years (77.9%) and below 2013 district average (86.8%)

Grade 5:

- Reading – slight reduction from previous year, but third highest percentage at/above goal in past eight years (86.7%) and second highest average scale score (268.6)
- Writing - slight reduction from last year, but approximately the average for the past eight years (88%)
- Math – second highest percentage at/above goal in past eight years (92%) with highest percentage reaching advanced level in district (72%) and the second highest average scale score (310.7) in the past eight years indicating many students solidly in goal range and explaining the increase at advanced level
- Science - highest percentage at/above goal in past six years (85.3%)

2013 EOY Reading Percentage at/above benchmark goal as measured by DRA2 (K-2) or the Benchmark Assessment System (3-5):

- Grade K – 86%; Grade 1 – 86%; Grade 2 – 85%; Grade 3 – 87%; Grade 4 – 81%; Grade 5 – 82%
- Grades K & 4 were the only grade levels to experience a reduction in percentage from the previous year

2013 EOY Math:

- Grades K-2 – AIMS Web: all areas were above benchmark goals, with only one area experiencing a reduction (K Oral Counting)
- Grades 3-5 – Blue Ribbon:

Celebrations

- Our district benchmarks demonstrate a strong program. Students perform well on all district benchmark assessments. Our CMT scores are consistent and above district averages in most cases.
- School wide data on our school climate survey indicated all areas in the acceptable (goal) range, thus demonstrating that we support the emotional wellbeing of students and adults.
- Third grade CMT results
- Fifth grade CMT results, specifically in Math Advanced levels

Challenges

- Fourth grade reductions on CMT results
- Reducing the loss of students at Advanced levels

Hypotheses

- Change in assessments from DRA2 to Benchmark
- Transition from verbal retell and recall to written responses in Grade 3
- Third grade goals and areas of focus
- Disproportionate concentration on struggling learners drew attention away from those at or near goal or advanced

Student Data and School achievement targets for June 2014:

Mill Hill DRA2/F & P Benchmark End of Year Percent at or above Goal										
	GOAL	2008-2009	2009-2010	2010-2011	2011-2012	MILL HILL 2012 Target	2012-2013	MILL HILL 2013 Target	December 2013	January 2014
Kindergarten	4	74%	67%	76%	91%	85%	86%	85%		74%
1st Grade	18	74%	83%	79%	78%	90%	86%	90%	73%	54%
2nd Grade	28	79%	80%	72%	84%	95%	85%	95%	84%	86%
3rd Grade	38	67%	81%	77%	84%	90%	87%	95%	79%	86%
4th Grade	40	91%	87%	90%	B 84%	95%	81%	95%	58%	74%
5th Grade	50		94%	93%	B 56%	95%	82%	95%	84%	82%

Mill Hill AIMSweb Kindergarten							
	2010-2011	2011-2012	2012-2013	2011-2013 MILL HILL point gain	December 2013-2014	January 2014	DISTRICT Target
Missing Number	15.3	16.7	15.8	+ .5	9%	15%	5 point gain
Number Identification	52.5	54.8	52.9	+ .4	40%	51%	5 point gain
Oral Counting	81.2	81.6	80.6	- .6	50%	69%	5 point gain
Quantity Discrimination	24.9	27.2	26.5	+ 1.6	20%	24%	5 point gain

Mill Hill AIMSweb 1 st Grade								
	2010- 2011	2011-2012	2011-2012 point gain	2012-2013	2011-2013 Mill Hill point gain	December 2013-2014	January 2014	DISTRICT Target
Missing Number	20.1	21	+ .9	22.1	+ 2 point gain	15%		5 point gain
Number Identification	63.6	65.6	+ 2.0	66.6	+ 3 point gain	50%	65%	5 point gain
Oral Counting	89.6	89.9	+ .3	92.7	+ 3.1 point gain	81%	73%	5 point gain
Quantity Discrimination	34.1	35.6	+ 1.5	36.5	+ 2.4 point gain	28%	60%	5 point gain
M Comp	17.2 mean	33.2 mean	+ 16.0	36.1 mean	+ 18.9 point gain	19%		5 point gain

Mill Hill AIMSweb 2 nd Grade								
	2010-2011	2011-2012	2011-2012 point gain	2012-2013	2011-2013 Mill Hill point gain	September 2013-2014	January 2014	DISTRICT Target
Mathematics Concepts and Applications	20.6	21.2	+ .6	21.7	+ 1.1 point gain	10%	17%	5 point gain
M comp	13.9 (fall)	35.6	+ 21.7	38.1	24.2 point gain	23%	30%	5 point gain

Mill Hill Blue Ribbon-Integrated Understanding End of the Year								
	2010-2011	2011-2012	2012-2013	DISTRICT Average	Spring 2011- Spring2013 Mill Hill point gain	September 2013 BR overall	January 2014 BR overall	DISTRICT Target
3rd Grade	70%	55%	86%	71%	+16% point gain	73%	81%	10 point gain
4th Grade	73%	55%	60%	56%	-12% point loss	58%	74%	10 point gain
5th Grade	72%	77%	79%	75%	+7% point gain	68%		10 point gain

Student Data and School achievement targets for June 2014

Problem of Practice

Based on student achievement data in K-5 core areas, the academic environment must be designed to determine and regularly adjust for a high level of rigor for whole group, small group, and individual students by focusing on high level questioning and understanding text/task.

School-wide Focused Strategies

If we plan, deliver, and adjust for rigorous instruction through the use of high level questioning, then the percentage of students scoring at goal or above on district assessments will increase to meet or exceed the student school achievement targets for June 2014, as listed on the School Improvement Plan.

If we engage in regular communication with our students' families to inform them of all aspects of school occurrences and provide professional development and expectations for operational systems at less structured times of the day such as recess and lunch, then the percentage of students

scoring at goal or above on district assessments will increase to meet or exceed the student school achievement targets for June 2014 and the level of student behavioral misconduct will decrease as indicated on our school climate survey results.

Theory of Action Underlying This Plan

If we strategically and systematically design a school improvement plan that defines adult actions and measurements of successful implementation, then support will be given to students and staff toward our goals and student achievement will improve.

If we effectively monitor the progress of data within school and instructional data teams, then we should identify successful instructional strategies in improving student achievement.

If we define and create a level of support structures within staff to assist teachers in pedagogy and students in learning, then student achievement will increase in targeted areas.

If we create a school culture centered on collegiality to benefit students and student achievement, then staff will be better equipped to meet the differentiated needs of our students utilizing best practices and student achievement will improve.

If we engage in a reflective academic environment of planning, delivering, and adjusting for a high level of rigor with effective questioning prompted by Bloom’s levels 4 (Analyze), 5 (Evaluate), 6 (Create), then student achievement levels will increase to higher levels.

If we reorganize our thinking and practice to focus on the growth of high achieving and gifted students, then we will see categorical growth within our higher performance levels and no regression of achievement.

PRINCIPAL STRATEGIES

FOCUSED STRATEGY (addresses the problem of practice and are limited in number and high leverage):

If we plan, deliver, and adjust for rigorous instruction through the use of high level questioning, then the percentage of students scoring at goal or above on district assessments will increase to meet or exceed the student school achievement targets for June 2014, as listed on the School Improvement Plan.

ADULT ACTIONS	ACCOUNTABILITY MEASURES TO ENSURE IMPLEMENTATION	EVIDENCE OF SUCCESSFUL IMPLEMENTATION	SPECIFIC SUPPORT NEEDED
(Include persons responsible and the timeline.	(Include specific actions taken to monitor the adult actions for implementation)	(identify student achievement measures and timeline)	

<p>Monitor instructional practices by engaging in regular classroom observations within the framework of the new teacher evaluation model (formal & informal) and provide productive, timely feedback using the Marzano framework</p> <p>Effectively implement FPS supervision and evaluation model</p> <p>Provide PD on high level questioning strategies and achieving a high level of rigor in classrooms</p>	<p>Completion of Protraxx observation forms</p> <p>Meetings with teachers</p> <p>Teacher Goal forms, Goal meetings, Mid-Year and End-Year Meetings, completion of evaluative scoring</p>	<p>% kindergarten students will meet end of year benchmark as measured by the DRA2.</p> <p>% first grade students will meet end of year benchmark as measured by the DRA2.</p> <p>% second grade students will meet end of year benchmark as measured by the DRA2.</p> <p>% third grade students will meet end of year benchmark as measured by the F&P Benchmark Assessment</p> <p>% fourth grade students will meet end of year benchmark as measured by the F&P Benchmark Assessment</p> <p>% fifth grade students will meet end of year benchmark as measured by the F&P Benchmark Assessment</p> <p>A gain will be demonstrated by kindergarten students in oral counting, quantity discrimination and missing number as measured by AIMSweb.</p> <p>A gain will be demonstrated by first grade students on all mathematics subtests on AIMSweb.</p> <p>A gain will be demonstrated by second grade students on all mathematics subtests on AIMSweb.</p>	<p>PD on identification of effective teaching practices and how to provide quality feedback</p>
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		<p>A gain will be demonstrated by third, fourth and fifth grade students on the Integrated Understandings strand as measured by Blue Ribbon.</p> <p>% of students will meet goal in writing as measured by the CMT.</p>	
Coordinate/host instructional rounds (2 internal, 1 external)	Subsequent discussion should highlight level of successful implementation of the focused strategy	SAME AS ABOVE	Central coordination of external rounds
Provide targeted professional development related to feedback, Team recommendations, Instructional Rounds, data analysis, school and district goals	Classroom pedagogy reflect PD based instructional practices that research links to improvement in achievement	SAME AS ABOVE	PD on using observational data to recognize trends and determine best course of action to address needs

SCHOOL-WIDE STRATEGIES

FOCUSED STRATEGY (addresses the problem of practice and are limited in number and high leverage):

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ADULT ACTIONS (Include persons responsible and the timeline.)	ACCOUNTABILITY MEASURES TO ENSURE IMPLEMENTATION (Include specific actions taken to monitor the adult actions for implementation)	EVIDENCE OF SUCCESSFUL IMPLEMENTATION (identify student achievement measures and timeline)	SPECIFIC SUPPORT NEEDED
Develop a calendar of clearly defined and predetermined Tuesday PDs related to targeted professional development (SIP/School Data Team)	Creation of a calendar, stored on the "G Drive" that reflects PD based on school wide and/or grade level data analysis	SAME AS ABOVE	Collaborative conversations amongst Data Team members to determine PD needs
Further develop functional capacity of School Data Team (SIP/School Data Team)	Meet at benchmark assessment intervals to analyze data and engage in pedagogical discussions that will result in an increase of operational knowledge to engage students in more meaningful, purposeful tasks, focus professional development, and guide practices to accelerate overall student achievement Make use of proper forms such as agenda, minutes, and goal setting	SAME AS ABOVE	Have members of team visit/view exemplar model

<p>Continue to develop Instructional/Grade Level Data Teams (Principal, IIT, LAS, MST, Grade Level Teachers)</p>	<p>Provide grade levels an opportunity to review achievement data and engage in discussions to exploit successes and address concerns once a week for one hour</p> <p>Create a meeting minutes/agenda template for use by all</p> <p>Create a folder on the G Drive to house all minutes/agendas</p>	<p>SAME AS ABOVE</p>	<p>Have members of team visit/view exemplar model</p>
<p>Curriculum specialists will model use of data analysis in planning and prioritizing student needs for individual and small group instruction (MST, LAS)</p>	<p>Schedules of LAS, MST reflect regular visits and current work with grade levels</p>	<p>SAME AS ABOVE</p>	<p>Regular meeting time with District MST, LAC and MH MST, LAS to monitor best practices as they relate to school district plans and assist in PD planning</p>
<p>Teachers will model strategies that help students navigate through challenging text or a challenging tasks</p>	<p>Individual student conferences</p> <p>Small group conferences</p>	<p>SAME AS ABOVE</p>	<p>PD on questioning and conferring</p> <p>Resources on metacognition</p>

<p>Teachers review data to inform instruction individually or in small groups</p>	<p>Lesson plans based on reflective practices</p> <p>Individual/group differentiated student growth goals</p>	<p>SAME AS ABOVE</p>	<p>Professional development on reflective practice</p> <p>Professional development of assessing student growth with reflective practices</p>
<p>Teachers will evaluate the level of rigor of their lessons/units and adjust plans according to the reflection on student learning</p>	<p>Agendas, conversations, and adult actions support a rigorous learning environment</p>	<p>SAME AS ABOVE</p>	<p>Teachers will evaluate the level of rigor of their lessons/units and adjust plans according to the reflection on student learning</p> <p>Professional development on creating scales and rubrics</p>
<p>Teachers participate in rounds to gather data on our problem of practice</p>		<p>SAME AS ABOVE</p>	

Teachers will use technology and multiple resources effectively to enhance rigor	Diverse representations/products of student understanding	SAME AS ABOVE	
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SCHOOL-WIDE STRATEGIES

FOCUSED STRATEGY (addresses the problem of practice and are limited in number and high leverage):

If we engage in regular communication with our students' families to inform them of all aspects of school occurrences and provide professional development and expectations for operational systems at less structured times of the day such as recess and lunch, then the percentage of students scoring at goal or above on district assessments will increase to meet or exceed the student school achievement targets for June 2014 and the level of student behavioral misconduct will decrease as indicated on our school climate survey results.

ADULT ACTIONS (Include persons responsible and the timeline.)	ACCOUNTABILITY MEASURES TO ENSURE IMPLEMENTATION (Include specific actions taken to monitor the adult actions for implementation)	EVIDENCE OF SUCCESSFUL IMPLEMENTATION (identify student achievement measures and timeline)	SPECIFIC SUPPORT NEEDED
Designation of School Climate Team to monitor and respond to any incidents and proactively or reactively address any bullying behaviors (School Climate Team)	Regular meetings to review incident data; completion of necessary school climate forms	Decrease in reported incidents and bullying behaviors	Collaborative conversations amongst Climate Team members to determine action steps
Designate certain Building PD days for Responsive Classroom/PBIS training (SIP/Data Team)	School/classroom environment reflects effective practices of Responsive Classroom	SAME AS ABOVE	
Staff will engage in behaviors indicative of a model character with one another, students, and parents (All Staff)	School/classroom environment reflects a safe, positive atmosphere	SAME AS ABOVE	Have members of team visit/view exemplar model

<p>Staff will intervene and report any incidents regarding negative and/or bullying behaviors (All Staff)</p>	<p>School/classroom environment reflects a safe, positive atmosphere</p>	<p>SAME AS ABOVE</p>	
<p>Teachers will implement the strategies suggested in the health curriculum and RC; Teachers will provide opportunities for students to address troublesome situations during morning/afternoon meeting</p>	<p>School/classroom environment reflects effective practices of Responsive Classroom in a safe, positive atmosphere</p>	<p>SAME AS ABOVE</p>	

GRADE LEVEL OR DEPARTMENT STRATEGIES

FOCUSED STRATEGY (addresses the problem of practice and are limited in number and high leverage):

KINDERGARTEN

If we plan, deliver, and adjust for rigorous instruction through the use of high level questioning, then the percentage of students scoring at goal or above on district assessments will increase to meet or exceed the student school achievement targets for June 2014, as listed on the School Improvement Plan.

ADULT ACTIONS (Include persons responsible and the timeline.)	ACCOUNTABILITY MEASURES TO ENSURE IMPLEMENTATION (Include specific actions taken to monitor the adult actions for implementation)	EVIDENCE OF SUCCESSFUL IMPLEMENTATION (identify student achievement measures and timeline)	SPECIFIC SUPPORT NEEDED
All students will reach goal on both letter ID and sound/symbol assessments. The majority of kindergarten students will meet or exceed benchmark reading standards in the FPS elementary assessment book.	Establish routines Discuss and model appropriate behavior Create opportunities for children to work with various partners Differentiate instruction/grouping Implementation of the phonemic awareness activities, word work and reading and writing workshop models in our classroom, in addition to small guided reading groups	100% of students will meet or exceed district-determined benchmark for letter ID and sound/symbol. 87% of students will meet or exceed benchmark reading standards in the FPS elementary assessment book	

GRADE LEVEL OR DEPARTMENT STRATEGIES

FOCUSED STRATEGY (addresses the problem of practice and are limited in number and high leverage):

1st GRADE

If we plan, deliver, and adjust for rigorous instruction through the use of high level questioning, then the percentage of students scoring at goal or above on district assessments will increase to meet or exceed the student school achievement targets for June 2014, as listed on the School Improvement Plan.

ADULT ACTIONS (Include persons responsible and the timeline.)	ACCOUNTABILITY MEASURES TO ENSURE IMPLEMENTATION (Include specific actions taken to monitor the adult actions for implementation)	EVIDENCE OF SUCCESSFUL IMPLEMENTATION (identify student achievement measures and timeline)	SPECIFIC SUPPORT NEEDED
Grade 1 students will demonstrate improvement in their reading comprehension responses by June 2014. Grade 1 students will demonstrate improvement in their independent reading level by June 2014.	Response journals Whole group instruction Close Reading Partner discourse Small-Group instruction Running Records DRA2	The percentage of students meeting or exceeding Level 18 on the DRA2 will increase from 74% to 80% by June 2014. The percentage of students meeting or exceeding Level 18 on the DRA2 will increase from 74% to 80% by June 2014.	Professional development on effective questioning techniques Professional development on close reading Materials Needed: Literature that supports close reading for small group instruction Literature that supports close reading for whole-group discussion/Read-alouds

GRADE LEVEL OR DEPARTMENT STRATEGIES

FOCUSED STRATEGY (addresses the problem of practice and are limited in number and high leverage):

2nd GRADE

If we plan, deliver, and adjust for rigorous instruction through the use of high level questioning, then the percentage of students scoring at goal or above on district assessments will increase to meet or exceed the student school achievement targets for June 2014, as listed on the School Improvement Plan.

ADULT ACTIONS (Include persons responsible and the timeline.)	ACCOUNTABILITY MEASURES TO ENSURE IMPLEMENTATION (Include specific actions taken to monitor the adult actions for implementation)	EVIDENCE OF SUCCESSFUL IMPLEMENTATION (identify student achievement measures and timeline)	SPECIFIC SUPPORT NEEDED
<p>Grade 2 students will demonstrate improvement in reading.</p> <p>Grade 2 students will improve in reading comprehension.</p>	<p>Whole class and small group instruction</p> <p>1:1 student/teacher conference</p> <p>Student discourse (turn and talk opportunities)</p> <p>Daily independent practice</p> <p>Materials include:</p> <p>Pawprints, Scholastic guided reading books, teacher read-alouds, and student independent reading books.</p> <p>Progress will be monitored using the DRA2 progress monitoring assessment tools, running records, student/teacher conferences, and student reading response journals.</p>	<p>80% of second grade students will meet the Spring 2014 DRA Level Goal of 28.</p> <p>85% of 2nd grade students will respond to reading comprehension questions related to the text at their independent reading level, verbally or in writing, will increase reading comprehension from 19/20 score to 22 and above as measured on the DRA2 comprehension scoring rubric.</p>	<p>As a grade level, we will need time to confer with each other along with the LAS during grade level meetings.</p>

GRADE LEVEL OR DEPARTMENT STRATEGIES

FOCUSED STRATEGY (addresses the problem of practice and are limited in number and high leverage):

3rd Grade

If we plan, deliver, and adjust for rigorous instruction through the use of high level questioning, then the percentage of students scoring at goal or above on district assessments will increase to meet or exceed the student school achievement targets for June 2014, as listed on the School Improvement Plan.

ADULT ACTIONS (Include persons responsible and the timeline.)	ACCOUNTABILITY MEASURES TO ENSURE IMPLEMENTATION (Include specific actions taken to monitor the adult actions for implementation)	EVIDENCE OF SUCCESSFUL IMPLEMENTATION (identify student achievement measures and timeline)	SPECIFIC SUPPORT NEEDED
<p>Grade 3 students will demonstrate improvement in, or mastery of, their ability to answer interpretation questions that include text evidence to support their answers by June 2014.</p> <p>Grade 3 students will demonstrate improvement in reading comprehension.</p>	<p>Methods: Individual/small/whole group instruction based on individual student needs using teacher modeling, student discourse, and independent practice. Various materials will include: Readworks, Pawprints, Comprehension Tool Kit, Guided Reading Books, and Close Reading lessons, Teacher Read-Aloud books.</p> <p>Students will be instructed in the use of various graphic organizers (i.e. Box and Bullets) that aid comprehension.</p> <p>Students will receive the rubric for written response criteria and receive instruction in referring to “SLAMS” (sentences, length, answer the question, mechanics, support) when composing written responses to text.</p> <p>Progress Monitoring:</p> <p>Rubrics for written responses (0 – 4 point rubric), Fontas and Pinnell unit assessments, mid-year DRA2, or Benchmark, short form DRA2, anecdotal notes.</p>	<p>The percentage of third grade students answering interpretation questions related to text will score at/above goal, from 21.1 % in the fall to 50% in the spring, as measured by the June 2014 DRA2.</p> <p>The scores on the DRA2 that reflect a student’s “Independent” reading comprehension level range between 19 to 25 points. 20.1 percent of Grade 3 students scored in the range of 19 – 21 points. 30% will increase their scores to 22 – 25 points as measured by the June DRA2.</p>	<p>Support Required: As a grade level, we will need time to analyze and confer with one another and we will need to consult with our building LAS and IIT. We will also participate in any PD offered in this area (i.e. demo lessons by M. Rafferty).</p>

GRADE LEVEL OR DEPARTMENT STRATEGIES

FOCUSED STRATEGY (addresses the problem of practice and are limited in number and high leverage):

4th Grade

If we plan, deliver, and adjust for rigorous instruction through the use of high level questioning, then the percentage of students scoring at goal or above on district assessments will increase to meet or exceed the student school achievement targets for June 2014, as listed on the School Improvement Plan.

ADULT ACTIONS (Include persons responsible and the timeline.)	ACCOUNTABILITY MEASURES TO ENSURE IMPLEMENTATION (Include specific actions taken to monitor the adult actions for implementation)	EVIDENCE OF SUCCESSFUL IMPLEMENTATION (identify student achievement measures and timeline)	SPECIFIC SUPPORT NEEDED
<p><i>Students will respond to high level questioning within, about, and beyond the task to engage in a rigorous learning environment.</i></p> <p>The majority of students will increase their ability to achieve at a greater level with factions by labeling and/or shading fractional parts.</p> <p><i>Students will respond to high level questioning within, about, and beyond the task to engage in a rigorous learning environment.</i></p> <p>The majority of students will increase their ability to achieve at a greater level with factions by relating equivalent fractions to pictures.</p>	<p>analyze the fall Blue Ribbon Assessment and the fraction pre-assessment to gather baseline data.</p> <p>informal observations and/or anecdotal records and adjust teaching accordingly.</p> <p>consult with the Math Science Teacher as needed.</p> <p>consult with the Instructional Improvement Teacher for enrichment activities and/or fraction lessons/games.</p> <p>research and utilize fraction resources such as book and apps for tablets.</p>	<p>90% or more of students in grade four will demonstrate mastery on (strand m2c) label and/or shade fractional parts on the Blue Ribbon Assessment.</p> <p>90% or more of students in grade four will demonstrate mastery on (strand m8a) relating equivalent fractions to pictures.</p>	

GRADE LEVEL OR DEPARTMENT STRATEGIES

FOCUSED STRATEGY (addresses the problem of practice and are limited in number and high leverage):

5th Grade

If we plan, deliver, and adjust for rigorous instruction through the use of high level questioning, then the percentage of students scoring at goal or above on district assessments will increase to meet or exceed the student school achievement targets for June 2014, as listed on the School Improvement Plan.

<p>ADULT ACTIONS (Include persons responsible and the timeline.)</p>	<p>ACCOUNTABILITY MEASURES TO ENSURE IMPLEMENTATION (Include specific actions taken to monitor the adult actions for implementation)</p>	<p>EVIDENCE OF SUCCESSFUL IMPLEMENTATION (identify student achievement measures and timeline)</p>	<p>SPECIFIC SUPPORT NEEDED</p>
<p><i>Students will respond to high level questioning within, about, and beyond the task to engage in a rigorous learning environment.</i></p> <p>The majority of students will increase their ability to estimate solutions to problems to gauge the accuracy of their answers.</p> <p><i>Students will respond to high level questioning within, about, and beyond the task to engage in a rigorous learning environment.</i></p> <p>The majority of students will increase their ability to estimate solutions to problems to gauge the accuracy of their answers.</p>	<p>analyze the October Blue Ribbon assessment to gather baseline data.</p> <p>informal observations, district assessments, and teacher created assessments to track progress and adjust teaching accordingly.</p> <p>consult with the MST as needed.</p>	<p>Ninety percent of the students in fifth grade will demonstrate mastery of the strategies for estimating strand on the May Blue Ribbon assessment.</p> <p>Eighty percent of the students in fifth grade will demonstrate mastery of the estimating solutions to problems strand on the May Blue Ribbon assessment.</p>	