

# SCHOOLWIDE PLAN

SCHOOL: Yankee Ridge Elementary School

SCHOOL YEAR: 2010-2011

**TITLE I SCHOOL WIDE PLAN: STAKEHOLDERS**

SCHOOL NAME:	Yankee Ridge Elementary School		
PLAN BEGINNING DATE:	August 2010	PLAN ENDING DATE:	June 2011
DATE SUBMITTED TO DISTRICT LEADERSHIP:	September 10, 2010		

**SCHOOL LEADERSHIP TEAM MEMBERS & DISTRICT SIGN-OFF SHEET**

<b>TYPED/PRINTED NAME</b>	<b>POSITION/STAKEHOLDER</b>	<b>SIGNATURE</b>
Valerie Hill	Parent	
Darrel King	Parent	
Dana Mancuso	Parent	
Lorna Mesri	Teacher	
Mary Beth Norris	Principal	
Anita Rent	Parent	
Juanita Song	Teacher	
Lisa Warhover	Parent	

### TITLE I SCHOOL WIDE PLAN: GENERAL INFORMATION

Full-Time Equivalents of Staff (Record in Tenths, e.g. 1.5)						
Staff	2008-2009		2009-2010		2010-2011	
	Number	FTE	Number	FTE	Number	FTE
Administrators	1	1	1	1		
Teachers	30	30	30	30		
Teacher Aides	8	7.25	9	7.75		
Support Staff (clerical)	3	2.5	3	2.5		
Other (please specify)	5	4.5 (Soc. Worker, Psych, Lib, Mentor Coordinator, Custodian)	5	4.5 (Soc. Worker, Psych, Lib, Mentor Coordinator, Custodian)		

How long has the current principal held the position at this school? 11

What percentages of this year's staff meet the qualifications for Highly Qualified? 100%

Number of Paraprofessionals above who meet the following qualifications:

1. Completed two years of study of higher education	0	
2. Obtained an associate's (or higher) degree	6	Bachelor's degrees
3. Met standard of quality through a formal state or local assessment.	3	

Student Participation by Grade Levels or Age (Fall Enrollment Counts 2008-09/ 2009-10)						
Type	K	1	2	3	4	5
TA (Targeted Assistance)						
SW (School Wide)	51/ 48	54/ 57	56/ 55	48/ 57	51/ 48	44/ 51
NP (Non Public)						
LEP (Limited English Proficient)	0/ 7	5/ 1	8/ 5	0/ 4	0/ 0	1/ 1
SWD (Students With Disabilities)	8/ 9	8/ 9	10/ 10	11/ 9	9/ 13	13/ 7

**TITLE I SCHOOL WIDE PLAN:  
GENERAL INFORMATION**

<b>DEMOGRAPHICS DATA (Fall Enrollment Counts)</b>			
<b>Year</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>
Total Enrollment	304	316	
<b>GENDER:</b>			
Male:	167	175	
Female:	137	141	
<b>ETHNICITY:</b>			
White, not of Hispanic Origin	197	206	
Black, not of Hispanic Origin	60	52	
Hispanic	7	7	
American Indian/Alaskan Native	0	0	
Asian/Pacific Islander	15	20	
Multi-Racial/Ethnic	25	31	
<b>SPECIAL NEEDS CATEGORIES</b>			
Students with disabilities	59	57	
Limited-English proficient students	14	18	
Migrant students	0	0	
Students from low-income families	155	151	
Homeless students	6	4	

## TITLE I SCHOOL WIDE PLAN: GOAL READING

SMART GOAL:																																										
<ol style="list-style-type: none"> <li>1. <b>By May 2011, 80% of students in each classroom in grades K-3 will read aloud at least 90% of the district high frequency words.</b></li> <li>2. <b>By May 2011, each grade level will increase the percentage of students meeting the benchmark for Oral Reading Fluency (ORF) by 5% (over the previous year).</b></li> <li>3. <b>By May 2011, 85% of the students in each grade level 3-5 will meet or exceed standards on the ThinkLink benchmark reading assessments.</b></li> <li>4. <b>By May 2011, 85% of the students in each grade level 3-5 will meet or exceed reading standards on the ISAT.</b></li> </ol>																																										
DATA SUPPORTING GOAL:				ASSESSMENTS:																																						
<i>ISAT Reading Meets/Exceeds Percentages:</i> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>06-07</th> <th>07-08</th> <th>08-09</th> <th>09-10</th> <th colspan="2"><i>ThinkLink Meets/Exceeds:</i></th> </tr> <tr> <th></th> <th></th> <th></th> <th></th> <th></th> <th>Spring 09</th> <th>Spring 10</th> </tr> </thead> <tbody> <tr> <td>3<sup>rd</sup> Gr.</td> <td>52</td> <td>77</td> <td>58</td> <td>82</td> <td>3<sup>rd</sup> Gr. 66.7%</td> <td>85%</td> </tr> <tr> <td>4<sup>th</sup> Gr.</td> <td>84</td> <td>59</td> <td>63</td> <td>69</td> <td>4<sup>th</sup> Gr. 72.4%</td> <td>86%</td> </tr> <tr> <td>5<sup>th</sup> Gr.</td> <td>65</td> <td>80</td> <td>65</td> <td>80</td> <td>5<sup>th</sup> Gr. 65.9%</td> <td>96%</td> </tr> </tbody> </table>					06-07	07-08	08-09	09-10	<i>ThinkLink Meets/Exceeds:</i>							Spring 09	Spring 10	3 <sup>rd</sup> Gr.	52	77	58	82	3 <sup>rd</sup> Gr. 66.7%	85%	4 <sup>th</sup> Gr.	84	59	63	69	4 <sup>th</sup> Gr. 72.4%	86%	5 <sup>th</sup> Gr.	65	80	65	80	5 <sup>th</sup> Gr. 65.9%	96%	<b>DIBELS- Oral Reading Fluency (ORF), ISAT, ThinkLink, High Frequency Words, curriculum assessments</b>			
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<b>DATA ANALYSIS: (What part of your needs assessment led you to this goal?)</b> ISAT data indicates that the percentage of students meeting or exceeding standards in reading increased for all grade levels from Spring 2009 to Spring 2010. However, utilizing information from DIBELS and classroom/curriculum assessments, teachers have identified the following content areas of need for Yankee Ridge students: vocabulary development; decoding skills, including multi-syllabic words; sight words; using context clues; inferences; and interpreting data from charts, maps, & graphs. 4 <sup>th</sup> & 5 <sup>th</sup> graders met the established ORF goal for 2009-10, but 1 <sup>st</sup> , 2 <sup>nd</sup> , & 3 <sup>rd</sup> graders did not. Both kindergartners and 2 <sup>nd</sup> graders met the sight word goals for 2009-10, but 1 <sup>st</sup> & 3 <sup>rd</sup> graders did not. All grades assessed utilizing ThinkLink (3 <sup>rd</sup> , 4 <sup>th</sup> , 5 <sup>th</sup> ) met their established goals for 2009-10 and showed significant gains from the previous year.					<b>RESEARCH BASED BEST PRACTICES FOR INTERVENTION/REFORM MODEL:</b> - Response to Intervention (RTI) - Language! program for special needs students - Read Well program for intervention level students																																					
STRATEGIES	PERSON(S) ACCOUNTABLE	METHOD TO MONITOR/EVALUATE	TIMELINE		Funding Source	Resources Needed to Implement Strategies	Professional Development Needs																																			
			BEGIN	END																																						
The building's Literature Collection will be maintained and improved in order to help teachers match students to their appropriate instructional and independent reading levels.	Lit. Collection Committee, Reading Subcommittee	Verbal feedback from staff, mid-year survey	Sept. 2010	May 2011	Building Budget, PTA funds	An elementary stipend will be used by the librarian to maintain the collection.	Train all staff on the agreed upon procedures for use																																			
All classroom teachers will expand their use of the Houghton Mifflin reading materials in order to provide spiraling learning opportunities for students. Staff will share effective lessons and activities.	Classroom teachers	Staff Report	Sept 2010	May 2011	District allocations, building budget	Copies of student workbooks and other materials	Teacher collaboration during Grade/Unit Meetings																																			
Staff will analyze reading assessment data and share strategies for assisting students targeted for reading intervention. Staff will also be provided training on using data to select text.	Classroom Teachers & Academic Support Staff	Progress monitoring and benchmark assessments, using the RTI process	Sept. 2010-	May 2011	NA	Copies of data summaries and analyses	Train new staff on assessments, staff collaboration																																			

**TITLE I SCHOOL WIDE PLAN  
GOAL: READING Continued**

STRATEGIES	PERSON(S) ACCOUNTABLE	METHOD TO MONITOR/ EVALUATE	TIMELINE		Funding Source	Resources Needed to Implement Strategies	Professional Development Needs
			BEGIN	END			
Students in most classes will participate in a “Reading Buddies” program; providing an opportunity for beginning readers to improve their letter/word recognition, reading fluency, & self-confidence.	Classroom Teachers	Analyze reading assessment data for participating beginning readers	Oct. 2010	May 2011	Title 1, PTA funds, or Building Budget	\$300- Treats for celebrations	Staff will be trained on coordinating & monitoring program’s success
“Word Walls” will be used more extensively in order to increase students’ automaticity of sight words and classroom vocabulary.	Classroom Teachers	Informal assessment of written and verbal expression.	Sept. 2010	May 2011	NA	NA	Staff collaboration re: most effective design & use
A building-wide reading incentive program will be implemented.	All Staff, Reading Subcommittee	Success of program will be determined by students’ levels of participation and student surveys	Sept. 2010	May 2011	Title 1, Building Budget	\$300- materials to support this activity	NA
Staff will collaborate on effectively planning and coordinating guided reading groups- using best practice strategies.	Reading Subcommittee, Classroom Teachers	Teacher reports on progress re: planning and implementing	Oct. 2010	May 2011	NA	NA	Collaboration during Elementary Staff Development Days & Grade Level Meetings
Staff will receive information about computer programs (on all computers in the computer lab) that reinforce students’ reading skills and utilize applicable programs.	Reading Subcommittee, Tech Cadre Rep.	Teacher reports on use of suggested programs, sites	Oct. 2010	Dec. 2011	Title 1, Building Budget	Copying costs	- Discussion during a Business Faculty Mtg.  - Training, as needed, for 3 <sup>rd</sup> -5 <sup>th</sup> grade teachers on the “Study Island” program
Staff will become familiar with the use of the Developmental Reading Assessment (DRA) and running records.	Classroom teachers and academic support staff	Assessment sheets	Sept. 2010	May 2011	NA	DRA materials	Train staff, as needed

## TITLE I SCHOOL WIDE PLAN: GOAL MATH

SMART GOAL:																																											
<p>- By May 2011, 85% of students at each grade level will demonstrate mastery (with 80% accuracy) of grade appropriate math facts &amp; concepts based on ThinkLink, ISAT, District Math Assessments, and/or curriculum assessments.</p> <p>- By May 2011, 85% of students at each grade level will meet the following expectations: K- identify, count, and order numbers 1-20; 1<sup>st</sup>- addition &amp; subtraction to 10; 2<sup>nd</sup>- add/sub. to 20; 3<sup>rd</sup>- add/sub. to 20 &amp; multiply to 5s; 4<sup>th</sup>- add/sub. to 20, multiply to 12, &amp; division to 5s; 5<sup>th</sup>- add/sub. to 20, multiply to 12, &amp; division to 10s.</p>																																											
DATA SUPPORTING GOAL:				ASSESSMENTS:																																							
<p><b>ISAT Math Meets/Exceeds Percentages:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>05-06</th> <th>06-07</th> <th>07-08</th> <th>08-09</th> <th>09-10</th> </tr> </thead> <tbody> <tr> <td>3<sup>rd</sup> Gr.</td> <td>88</td> <td>68</td> <td>87</td> <td>78</td> <td>85</td> </tr> <tr> <td>4<sup>th</sup> Gr.</td> <td>83</td> <td>84</td> <td>68</td> <td>80</td> <td>76</td> </tr> <tr> <td>5<sup>th</sup> Gr.</td> <td>72</td> <td>88</td> <td>82</td> <td>68</td> <td>84</td> </tr> </tbody> </table> <p><b>ThinkLink Math Data Meets/Exceeds Percentages:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>Spring 2009</th> <th>Spring 2010</th> </tr> </thead> <tbody> <tr> <td>3<sup>rd</sup> Gr.</td> <td>73.1%</td> <td>94.4%</td> </tr> <tr> <td>4<sup>th</sup> Gr.</td> <td>81.3%</td> <td>92.7%</td> </tr> <tr> <td>5<sup>th</sup> Gr.</td> <td>89.7%</td> <td>96.1%</td> </tr> </tbody> </table>					05-06	06-07	07-08	08-09	09-10	3 <sup>rd</sup> Gr.	88	68	87	78	85	4 <sup>th</sup> Gr.	83	84	68	80	76	5 <sup>th</sup> Gr.	72	88	82	68	84		Spring 2009	Spring 2010	3 <sup>rd</sup> Gr.	73.1%	94.4%	4 <sup>th</sup> Gr.	81.3%	92.7%	5 <sup>th</sup> Gr.	89.7%	96.1%	ThinkLink, District Math Assessments, ISAT, curriculum assessments			
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<p><b>DATA ANALYSIS:</b> (What part of your needs assessment led you to this goal?)</p> <p>ISAT data indicates that the percentage of 3<sup>rd</sup> &amp; 5<sup>th</sup> grade students meeting or exceeding math standards increased from Spring 2009 to Spring 2010; however, the percentage of 4<sup>th</sup> grade students meeting standards dropped during this same time period. Utilizing ongoing district and curriculum assessments, teachers have identified math content areas that Yankee Ridge students have difficulty with, including: charts, maps, and graphs; multi-step directions; written expression/ extended response; story problems; labeling answers; and basic math facts.</p>					<p><b>RESEARCH BASED BEST PRACTICES FOR INTERVENTION/REFORM MODEL:</b></p> <p>Response to Intervention (RTI)</p>																																						
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Disaggregated data from ThinkLink & ISAT will be reviewed, shared, and discussed.	Math Subcommittee	Analysis of ThinkLink & ISAT data	Oct. 2010	Jan. 2011	NA	Copying of data reports	Discussion at Business Faculty Meeting &/or Building Level Staff Development time																																				
Continue "Math Word of the Week" program to expand student knowledge of math terms & concepts.	Math Subcommittee	Analysis of ISAT, ThinkLink, & District Math Assessments	Oct. 2010	May 2011	NA	NA	NA																																				
Research a multi-grade program that teachers could easily prepare & implement that addresses the content areas identified above (in Data Analysis section).	Math Subcommittee	Survey staff for ideas, desired components, & desired outcomes	Oct. 2010	May 2011	NA	Unsure of needs at this time	Discussion at Business Faculty Meeting (Consider use of "Mastering Math Facts" & "Mastering Word Problems" programs)																																				

**TITLE I SCHOOL WIDE PLAN: WRITING**

<b>SMART GOAL:</b>							
80% of Yankee Ridge students will demonstrate writing competence, determined by meeting district exit expectations for their grade level. (Specific attention will be placed on areas of overall need determined by classroom writing assessments, including: format, basic conventions, complete sentences, focus, varying sentences, scope & sequence, handwriting automaticity.)							
<b>DATA SUPPORTING GOAL:</b>				<b>ASSESSMENTS:</b>			
<i>Assessment Data- Percentage of Yankee Ridge 5<sup>th</sup> grade students meeting or exceeding standards in <b>writing</b> on ISAT:</i> 2006-07 42%      2008-09 28% 2007-08 44%      2009-10 64% (goal was 50%)				ISAT Writing (5 <sup>th</sup> Grade only) Classroom Writing Assessments			
<b>DATA ANALYSIS: (What part of your needs assessment led you to this goal?)</b> Data indicates that 5 <sup>th</sup> grade students met the established goal for the 2009-10 school year. (Less than 50% of the 5 <sup>th</sup> grade students tested for the previous three testing cycles had met or exceeded the writing standards on ISAT.) Classroom writing assessments have indicated needs in a variety of areas. (See Smart Goal above for specific areas of focus.)					<b>RESEARCH BASED BEST PRACTICES FOR INTERVENTION/REFORM MODEL:</b> Six Traits of Writing Four Square Writing		
STRATEGIES	PERSON(S) ACCOUNTABLE	METHOD TO MONITOR/EVALUATE	TIMELINE		Funding Source	Resources Needed to Implement Strategies	Professional Development Needs
			BEGIN	END			
Grade level expectations for writing (from the District Writing Handbook) will be copied & distributed to staff to help familiarize with basic expectations.	Writing Subcommittee	NA	Oct. 2010	Nov. 2011	Title 1, Building Budget	Copies of expectations for all teaching staff	Pass out and discuss at a Business Faculty Meeting
Monthly school-wide writing activities will be planned and implemented, reinforcing the use of six traits as a framework.	Writing Subcommittee, All staff	Subcommittee will monitor level of participation & quality of students' work	Oct. 2010	May 2011	Title 1, Building Budget (if needed)	Handouts, fliers, etc. for students/families	Discussion re: implementation at a Business Faculty Meeting
Staff will collaborate with their grade level, below grade level, and above grade level co-workers re: writing skills/ exit expectations in order to provide a more comprehensive program overall.	Writing Subcommittee, all teaching staff	Teacher reports of students meeting grade level exit expectations for writing	Oct. 2010	May 2011	NA	NA	Discussions during grade level/unit meetings
Teachers will consistently integrate Six Traits during daily writing instruction.	Writing Subcommittee, Classroom teachers	Survey of teachers (2 Xs/ year) re: use of Six Traits	Oct. 2010	May 2011	NA	Six Traits materials	Discussion re: implementation at a Business Faculty Mtg.
Staff will consider compiling a school-wide collection of students' writings.	Writing Subcommittee	Completion of collection	Feb. 2010	May 2011	Building Budget	Copies of students' writings	Discussion during Bus. Faculty Mtg.
Staff will begin the process of collecting data (beyond ISAT measures) on students' writing achievement.	Writing Subcommittee, Classroom Teachers	Baseline data for students' writing	Jan. 2011	May 2011	Building Budget	Copies of students' writings	Discussion of &/or training on assessing "correct writing sequences" and "mastering dictated sentences"



## TITLE I SCHOOL WIDE PLAN: GOAL PBIS

SMART GOAL:									
<b>Reduce the number of office discipline referrals by 10% by May 2011 as compared to the 2009-2010 school year.</b>									
DATA SUPPORTING GOAL:				ASSESSMENTS:					
- SWIS discipline data: There were 223 discipline referrals for the 2009-10 school year. - Surveys were completed in Spring 2008 by students, parents, & staff regarding the school climate and social/emotional learning at Yankee Ridge. Surveys were completed again in Spring 2010 by 3 <sup>rd</sup> -5 <sup>th</sup> grade students & by staff (SAS)				<ul style="list-style-type: none"> <li>• Discipline referrals- analysis of specific information related to discipline referrals</li> <li>• Informal observations by teachers and other staff members</li> <li>• Reflections shared by students &amp; parents/family members</li> <li>• Feedback from visitors, volunteers, etc.</li> <li>• Follow-up surveys</li> </ul>					
<b>DATA ANALYSIS: (What part of your needs assessment led you to this goal?)</b> - 48% of the 2009-10 discipline referrals were for minor infractions. 53% of the referrals came from problems in the areas of physical aggression and disrespect. - Overall, the results of the Spring 2010 student surveys suggest positive differences in measures of Bonding/School Climate & Caring/Respect among 2010 3 <sup>rd</sup> -5 <sup>th</sup> grade students compared with their 2008 counterparts. Areas that still need improvement are: Emotional Management & Relationships.					<b>RESEARCH BASED BEST PRACTICES FOR INTERVENTION/REFORM MODEL:</b> Response to Intervention (RTI), Positive Behavior Intervention System (PBIS), “Caring School Community”& “Second Step” SEL Curriculums				
STRATEGIES	PERSON(S) ACCOUNTABLE	METHOD TO MONITOR/EVALUATE	TIMELINE		Funding Source	Resources Needed to Implement Strategies	Professional Development Needs		
			BEGIN	END					
Students will be provided with specific information regarding what the “Three Expectations for Yankee Ridge Excellence” look like at each grade level.	PBIS/SEL Subcommittee	Completion of activities, staff survey(s) re: effectiveness of strategy (after completion)	Aug. 2010	May 2011	Building budget, Yankee Ridge PTA	- Copies of PBIS matrix - Rotation of Expectations (review) - All School Assembly: “Drumming Up Character”	Follow-up discussions at Business Faculty Meetings		
Class meetings will be utilized to encourage students to effectively communicate their feelings and needs.	Classroom Teachers	Staff report	Aug. 2010	May 2011	NA	Caring School Community curriculum materials	- Training provided by building social worker - Collaboration during Grade/Unit Meetings		

**TITLE I SCHOOL WIDE PLAN  
GOAL: PBIS Continued**

STRATEGIES	PERSON(S) ACCOUNTABLE	METHOD TO MONITOR/ EVALUATE	TIMELINE		Funding Source	Resources Needed to Implement Strategies	Professional Development Needs
			BEGIN	END			
Students at Yankee Ridge will recognize and communicate their feelings and needs.	PBIS/SEL Subcommittee, all staff	Review of discipline referrals for antecedents related to students' communications, survey of classroom teachers' observations	Aug. 2010	May 2011	NA	Second Step & Caring School Community (class meetings) curriculum, professional library resources for SEL	Sharing during staff meeting times
Students at Yankee Ridge will demonstrate caring and respect through their words and actions.	PBIS/SEL Subcommittee, all staff	Same as above	Aug. 2010	May 2011	NA	Same as above, with addition of anti-bullying program	Same as above
All classrooms will utilize "Second Step" & "Caring School Community" curriculums.	PBIS/SEL Subcommittee, all classroom teachers	Reports from classroom teachers	Sept. 2010	May 2011	NA	Same as above	Building social worker will provide training, sharing w/ other staff
Staff members will plan activities to focus on the three expectations to reinforce the social/emotional learning.	PBIS/SEL Subcommittee	Discipline data & staff reflection	Aug. 2010	May 2011	NA	- Morning announcements - Assemblies - Bldg. & classroom newsletters - "Cool Tools"	Discussions at Business Faculty Meetings & PBIS Universal Team Meetings
On a monthly basis, the PBIS Universal Team will review discipline data and develop strategies to respond to problem areas/ times.	Building Administrator, PBIS Universal Team	Meeting minutes	Sept. 2010	May 2011	NA	Copying costs, SWIS data	Discussions at Business Faculty Meetings & PBIS Universal Team Meetings
All building staff; including certified non-certified, and support staff; will support the use of a common SEL language and skills.	PBIS/SEL Subcommittee, all staff	Staff feedback, discipline data	Sept. 2010	May 2011	NA	Second Step curriculum	District-provided training, In-building communications/trainings for non-certified & support staff

## TITLE I SCHOOL WIDE PLAN: PARENT INVOLVEMENT

**SMART GOAL:**

**During the 2010-2011 school year, 80% of the targeted parents will actively participate in planned school-based activities and events as measured by the sign-in sheets.**

**DATA SUPPORTING GOAL:**

A **Title 1 Parent Needs Survey** provided information about parents' needs & interests including: activity locations, best time (for activities), TPAC, reading at home, writing at home, math practice activities, homework, ISAT, positive attitudes, NCLB, use of computers to motivate learning, and educational resources.

**ASSESSMENTS:**

- Monitoring of parent/ family involvement at events/ special activities
- Feedback (informal/ verbal) from student/ parents/ families
- Monitoring level of student interest and involvement in academic-related activities that can be facilitated at home
- Follow-up survey

**DATA ANALYSIS: (What part of your needs assessment led you to this goal?)**  
 There continues to be varying levels of parent/family involvement at school events- with the different Yankee Ridge neighborhoods not equally represented. Nearby neighborhood families tend to be more involved than distant neighborhoods. During Spring 2010, the Yankee Ridge PTA Executive Board looked at the need for particular PTA-sponsored events, and changes were made for the 2010-11 school year in order to better meet the current needs of Yankee Ridge families.

**RESEARCH BASED BEST PRACTICES FOR INTERVENTION/REFORM MODEL:**  
 Marzano, et. al. "Parent and Community Involvement" in *What Works in Schools*.

STRATEGIES	PERSON(S) ACCOUNTABLE	METHOD TO MONITOR/EVALUATE	TIMELINE		Funding Source	Resources Needed to Implement Strategies	Professional Development Needs
			BEGIN	END			
Teachers will utilize Parent Information Meetings (during Back to School Night), parent-teacher conferences, and class newsletters to provide specific information to parents about the math, reading, and writing programs/ instruction being implemented.	Classroom Teachers	Copies of back to school info packets submitted to building principal	Sept. 2010	May 2011	Title I, Building budget	Copies of high frequency words for parents to use at home	August discussion with staff, Re: priority information
Teachers will utilize class newsletters to provide information to parents about ways they can be involved and supportive of their child's academic progress, including: reading, math, and writing strategies they can use at home; and samples of what "good writing" looks like.	Classroom Teachers	Copies of class newsletters submitted to building principal	Sept. 2010	May 2011	NA	NA	Staff will share their newsletters with colleagues

**TITLE I SCHOOL WIDE PLAN**

**GOAL: PARENT INVOLVEMENT Continued**

STRATEGIES	PERSON(S) ACCOUNTABLE	METHOD TO MONITOR/ EVALUATE	TIMELINE		Funding Source	Resources Needed to Implement Strategies	Professional Development Needs
			BEGIN	END			
Staff will plan & facilitate a Reading Night program to promote the joy of learning. Staff will provide parents with information about reading & reading development at these & other events.	Reading Subcommittee	Subcommittee will analyze and discuss parent involvement data RE: participation	Nov. 2010	April 2011	Title I	\$200	NA
Parents will be encouraged to support their child’s involvement in a school-wide reading incentive program- in order to encourage reading both at home and at school.	Reading Subcommittee	Level of student participation will be monitored	Oct. 2010	May 2011	Title I	NA	NA
Math Subcommittee members will review parent surveys and find & share ideas/resources to help parents support their child’s early math learning. Parents will specifically be provided information that will allow them to better understand math “language” and homework directions.	Math Subcommittee	Parent survey	Oct. 2010	May 2011	NA	- \$ for copying parent surveys - \$ for supplies, if needed	Collaboration/ sharing during Business Faculty Meetings
Parents will be informed through newsletters and school events of the steps being taken toward improving students’ social emotional learning at Yankee Ridge.	All staff, PBIS/SEL Subcommittee	Staff and parent reports	Sept 2010	May 2011	NA	Yankee Ridge <i>Thoughts &amp;</i> classroom newsletters	Discussions during Faculty Meetings
Parents will be provided with suggestions for following through with social emotional learning ideas at home.	All staff, PBIS/SEL Subcommittee	Staff and parent reports	Sept 2009	May 2010	NA	Yankee Ridge <i>Thoughts &amp;</i> classroom newsletters	Collaboration during faculty meetings