

**Fulton County Schools
School Improvement Plan
2009-2012**

School Medlock Bridge ElementaryPrincipal Margaret Pupillo

What is a priority area for improving Student Achievement at your school? (Include no more than five, complete one form per objective.)									
Objective # <u>1</u>	Target Group			Performance Measure(s)	Baseline		Target/Indicator of Success		
	Description	No.	% of Population		2007-08	2008-09	2009-10	2010-11	2011-12
To increase student achievement in Reading.	All students in grades K-5.	K – 84	13%	Increase the percentage of students who can read previously taught high frequency words at 30 wpm in Kindergarten.	97%	87%	89%	91%	92%
		1 st , 2 nd - 209	33%	Increase the percentage of students enrolled by October 1, 2009 performing at Level 3 on the Reading portion of the CRCT in grades 1 and 2.	59%	72%	74%	76%	77%
		3 rd , 4 th , 5 th - 347	54%	Increase the percentage of students enrolled by October 1, 2009, performing at a Level 3 on the Reading portion of the CRCT in grades 3-5.	59%	59%	61%	63%	65%
What interim indicators will be used to monitor progress during the year for this objective?									
Data to be collected during 2009-10					Position Responsible			Frequency	
<u>Kindergarten</u> *Fluency Checklist *End of month assessments of progress *DIBELS, initial sound fluency and letter naming fluency					Classroom teachers			Sept. (5-10), Dec. (15), Feb. (20), April (30) End of each month Every other month	
<u>1st Grade</u> *Fluency and comprehension checks					Classroom teachers			September, December, February, April	
<u>2nd Grade</u>					Classroom teachers			9 weeks	

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<p>*Scholastic Reading Inventory (SRI) *Classroom assessments *Checkpoints assessment data</p> <p><u>3rd Grade</u> *ITBS data *Checkpoints assessment data *CRCT practice passages *Scholastic Reading Inventory (SRI)</p> <p><u>4th Grade</u> *Checkpoints assessment data *CRCT Skills Checks *Scholastic Reading Inventory (SRI)</p> <p><u>5th Grade</u> *ITBS data *Checkpoints assessment data *Comprehension tests (such as Harcourt and CRCT online assessment questions) *Scholastic Reading Inventory (SRI)</p>	<p>Classroom teachers</p> <p>Classroom teachers</p> <p>Classroom teachers</p>	<p>9 weeks 18, 27 weeks</p> <p>October 9, 18, 27 weeks Quarterly Quarterly</p> <p>9, 18, 27 weeks Quarterly Quarterly</p> <p>October 9, 18, 27 weeks 9, 18, 27 weeks Quarterly</p>
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Interim Data Collected – Mid-Year Update

Scholastic Reading Inventory (9 weeks)

2nd 48% of students scored above 450
3rd 53% of students scored above 650
4th 67% of students scored above 750
5th 72% of students scored above 850

Scholastic Reading Inventory (18 weeks)

2nd 58% of students scored above 450
3rd 66% of students scored above 650
4th 62% of students scored above 750
5th 78% of students scored above 850

CRCT Reading Practice Tests (9 weeks) % above 85%

3rd 68%

CRCT Reading Practice Tests (18 weeks) % above 85%

3rd 90%

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4th 41%
5th 73%

4th 61%
5th 76%

ITBS Total Reading Scores % above 70%

3rd 67%
5th 69%

Checkpoints Scores (2nd week) % above 70%

3rd 39%
4th 45%
5th 69%

Checkpoints Scores (18 Week)

2nd 44% of students scored at or above 80%
3rd 79% of students scored above 70%
4th 66% of students scored above 70%
5th 61% of students scored above 70%

Classroom Assessments (9 weeks)

2nd 98% of students scored 80% or higher

Fluency checks (September 2009)

K 47% of students exceeded 30 WPM
1st 75.4% of students exceeded 45 WPM

Fluency checks (December 2009)

K 54% of students exceeded 30 WPM
1st 76.6% of students exceeded 60 WPM

Comprehension Checks

1st 65.4% of students scored at or above 80%

DIBELS (Kindergarten)

69% of students meet benchmark scores (September 2009)
94% of students meet benchmark scores (October 2009)
58% of students meet benchmark scores (December 2009)

End of month assessment (Kindergarten)

27% of students meet benchmark scores (September 2009)
33% of students meet benchmark scores (October 2009)
53% of students meet benchmark scores (November 2009)
62% of students meet benchmark scores (December 2009)

What initiatives/improvements will be implemented in the area of **School Initiatives/Professional Development** to support this objective?

Implementation Plan for 2009-10	Position Responsible	Budget/Resources
Teachers will use planning time, TEAM time, and Extended Team time to analyze results from benchmark assessments, fluency and comprehension checks, SRI scores and CRCT/ITBS data to identify strengths and weaknesses as well as determine target groups of students.	Classroom teachers	

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<p>Teams will determine the most effective teaching strategies to increase student performance and mastery of standards. Specific grade level instructional strategies will include:</p> <p>K – Bi-weekly mini sessions lasting 10 minutes with the assistants to address struggling words.</p> <p>2nd – After determining student(s) who score below 300 on the SRI and/or below 80% on 9 week assessments, students will receive a minimum of 50 minutes per week of skill remediation with teachers.</p> <p>3rd -5th – Teachers will utilize various resources such as CRCT resource books (Harcourt) and other standards based instructional materials to increase independent comprehension skills. Reading skills will be taught cross-curricular to expose students to a variety of genres. Teachers will provide practice with higher level thinking skills using an assortment of books, such as novel studies, Junior Great Books, anthologies, short stories, and picture books. A variety of response options to these resources, such as literature circle discussions, response journals, selected response and portfolio projects will be incorporated to assess comprehension and strengthen reading skills.</p>	<p>Classroom teachers</p> <p>Classroom teachers</p> <p>Classroom teachers</p>	
<p>Actions Taken – Mid-Year Update</p> <p>K - Teachers identified successful strategies such as Word in the Pocket and Kinesthetic games to increase students' ability to correctly spell identified sight words. These were applied during transition times, carpet time and reading centers. In addition, word rings were chunked to concentrate on a smaller number of sight words.</p> <p>1st - Teachers gathered data from running records and comprehension checks to determine areas of strength and weakness.</p> <p>2nd - Teachers met with students who struggled with cold read passages and provided strategies to help students locate answers. In addition, weekly comprehension passages were assigned for homework.</p> <p>3rd - Teachers developed leveled comprehension practices and non-fiction homework passages. Also, teachers created a “Strategies for Success” checklist for students to use when answering multiple choice questions. After analyzing data, specific lessons were implemented to address common areas of weakness.</p> <p>4th - Teachers analyzed data and developed an updated action plan to incorporate more foreshadowing/inference skills into lessons. In addition, more “cold-read” passages were implemented to increase comprehension. Teachers also emphasized specific test taking skills and strategies with students.</p> <p>5th - Teachers identified common areas of weaknesses: vocabulary, drawing conclusions, understanding what the questions are asking and cause and effect. Teachers collaborated on techniques to teach students how to locate implicit details in passages and reiterate test taking skills and strategies.</p>		
<p>Actions Taken – End of Year Report</p>		

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What initiatives/improvements will be implemented in the area of Stakeholder Involvement to support this objective?		
Implementation Plan for 2009-10	Position Responsible	Budget/Resources
Results from students' assessments and fluency/comprehension checks will be shared with parents through interim progress reports. Teachers will provide parents with specific feedback of skills to work on at home.	Classroom teachers	
K - Materials will be sent home to aid parents when working with their child(ren) such as word rings and pre-decodable/decodable books.	Classroom teachers	
1 st - Books in a bag will be sent home with specific comprehension questions and vocabulary for parents to review with their child as well as a log to record the parental involvement.	Classroom teachers	
1 st -4 th - Classroom teachers will provide parents with access to and encourage use of the CRCT online assessment system (OAS) by providing classroom incentives for student completion.	Classroom teachers	
<p>Actions Taken – Mid-Year Update</p> <p>K - Parents were given a set of sight words to utilize at home with instructions to time their children for a minute. Parents of students struggling with sight word fluency were given a checklist to track the progress of words mastered.</p> <p>1st - Parents were asked to record the results and any comments of the weekly Book in a Bag activity completed at home.</p> <p>2nd - Teachers sent home a daily reading log included as part of homework for parents to verify students at home reading time.</p> <p>1st – 5th - Teachers provided parents with the CRCT testing site and passwords.</p> <p>3rd - Teachers sent a letter home to parents explaining weekly homework with strategies for parents to help their child. In addition, each student's SRI score was sent home along with a leveled book list for parents to help students choose books on his/her appropriate reading level.</p> <p>4th – 5th - Parents were involved in signing weekly Reading logs and assessments were shared with parents.</p>		
<p>Actions Taken – End of Year Report</p>		
What initiatives/improvements will be implemented in the area of School Management to support this objective?		
Implementation Plan for 2009-10	Position Responsible	Budget/Resources

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<p>Administrators will conduct 10 minute walkthroughs of each grade level during reading to assess standards based instruction and provided individual and school-level feedback using the Medlock Bridge "Monitoring to Support Instruction" Form.</p> <p>Administrators will provide teachers with planning time to work collaboratively (extended team times, duty days, etc) to plan these support initiatives and to reflect upon the data to make instructional modifications as needed.</p>	<p>Principal Assistant Principal CST</p>	
<p>Actions Taken – Mid-Year Update Administration began walkthroughs in October using the Medlock Bridge "Monitoring To Support Instruction" form and provided teachers with constructive feedback.</p> <p>Collaborative planning time was given to teachers to analyze data in order to plan instruction.</p>		
<p>Actions Taken – End of Year Report</p>		
<p><i>Mid-Year Summary</i></p>		
<p>Preliminary conclusions regarding progress on this objective: Kindergarten through 2nd grade students met and continue to improve benchmark scores.</p> <p>CRCT Reading practice tests scores improved in all grade levels. Third and fourth grade Checkpoints scores improved while Fifth grade Checkpoints scores decreased by 8%. As a result of our school scores and the comparison with the county and area averages, we believe the results for fifth grade are not a valid indicator of the progress made.</p> <p>ITBS scores were higher than expected.</p> <p>Teachers are collaborating to adjust lessons and units based on data results. Specific areas of weakness will be addressed during morning work, as focus skills for the week, and with struggling students in Extended Learning and Open Court Phonics.</p>		
<p>Additional action to be taken during remainder of this school year: Teachers will continue to assess data during Team Times, Extended Team Times, Duty Days and Early Release Days. Methods of delivery will be adjusted to increase student achievement. Teachers will familiarized students with specific vocabulary from Checkpoints assessments, CRCT practice tests, and common classroom assessments.</p> <p>First grade teachers will continue the Book in a Bag activity and will develop new comprehension strategies to increase student achievement in Reading fluency.</p>		

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<p>Second grade teachers will focus Context Clues based on Checkpoints data collected. Classroom teachers will incorporate mini lessons on context clues into regular reading lesson plans. Additionally, homework will include at least one assignment/week on context clues.</p> <p>Fourth grade teachers will increase practice of more difficult reading skills – inferences, drawing conclusions, foreshadowing and continue implementing new reading strategies.</p> <p>Fifth grade teachers will continue working with short passages for understanding as well as continue to implement new reading strategies.</p>
<p><i>End of Year Summary</i></p>
<p>Overall Conclusions regarding this Objective:</p>
<p>Future Steps to Address this Objective:</p>

Principal Signature		Area Superintendent Signature		LSAC Chair Signature	
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What is a priority area for improving Student Achievement at your school? (Include no more than five, complete one form per objective.)									
Objective # <u>2</u>	Target Group			Performance Measure(s)	Baseline		Target/Indicator of Success		
	Description	No.	% of Population		2007-08	2008-09	2009-10	2010-11	2011-12
To increase student achievement in Writing.	All students in grades 1, 3 and 5.	1 st – 100	16%	<p>Increase the percentage of students enrolled by October 1, 2009, who exceed criteria in Narrative writing on the first grade writing rubric.</p> <p>Increase the percentage of students enrolled by October 1, 2009 who meet or exceed expectations on the Response to Literature portion of the Third Grade Georgia Writing Assessment in the areas of Organization and Conventions.</p> <p>Increase the percentage of students enrolled by October 1, 2009 who exceed expectations on the Fifth Grade Georgia Writing Assessment.</p> <p>*O – Organization *C – Conventions</p>	N/A	23%	30%	34%	38%
		3 rd - 106	17%		*O-89% *C- 80%	O-84% C-82%	O-85% C-83%	O-86% C-84%	O-87% C-85%
		5 th - 123	19%		33%	38%	40%	41%	42%
What interim indicators will be used to monitor progress during the year for this objective?									
Data to be collected during 2009-10					Position Responsible			Frequency	
<u>1st Grade</u> Narrative Writing Samples (21 out of 24 exceeding)					Classroom teachers			9, 18, 27, 36 weeks	
<u>3rd Grade</u> Response to Literature writing journal and/or Cross curricular responses to stories					Classroom teachers			At the end of each unit	

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<p><u>5th Grade</u> Practice Georgia Writing Assessment (given in November) Writing Workshop writing samples (graded with 5th grade rubric twice a month) Cross-curricular writing samples</p>	<p>Classroom teachers</p>	<p>January 9,18,27 weeks 9,18,27 weeks</p>										
<p>Interim Data Collected – Mid-Year Update</p> <table border="0" style="width:100%"> <tr> <td style="width:50%"> <p><u>Narrative Writing Assessment (9 Weeks) % above 30%</u> 1st 35.4%</p> </td> <td style="width:50%"> <p><u>Narrative Writing Assessment (18 Weeks) % above 30%</u> 1st 53.4%</p> </td> </tr> <tr> <td> <p><u>Response to Literature Writing (October 2009)</u> 3rd 88% of students meet or exceed expectations in ORGANIZATION 86% of students meet or exceed expectations in CONVENTIONS</p> </td> <td> <p><u>Response to Literature Writing (December 2009)</u> 3rd 90% of students meet or exceed expectations in ORGANIZATION 3rd 90% of students meet or exceed expectations in CONVENTIONS</p> </td> </tr> <tr> <td> <p><u>Practice Georgia Writing Assessment (January)</u> 5th 7% of students exceeded expectations</p> </td> <td></td> </tr> <tr> <td> <p><u>Writing Workshops (October 2009)</u> 5th 27% of students exceeded expectations</p> </td> <td> <p><u>Writing Workshops (December 2009)</u> 5th 21% of students exceeded expectations</p> </td> </tr> <tr> <td> <p><u>Cross-Curricular Writing (October 2009)</u> 5th 20% of students exceeded expectations</p> </td> <td> <p><u>Cross-Curricular Writing (December 2009)</u> 5th 28% of students exceeded expectations</p> </td> </tr> </table>			<p><u>Narrative Writing Assessment (9 Weeks) % above 30%</u> 1st 35.4%</p>	<p><u>Narrative Writing Assessment (18 Weeks) % above 30%</u> 1st 53.4%</p>	<p><u>Response to Literature Writing (October 2009)</u> 3rd 88% of students meet or exceed expectations in ORGANIZATION 86% of students meet or exceed expectations in CONVENTIONS</p>	<p><u>Response to Literature Writing (December 2009)</u> 3rd 90% of students meet or exceed expectations in ORGANIZATION 3rd 90% of students meet or exceed expectations in CONVENTIONS</p>	<p><u>Practice Georgia Writing Assessment (January)</u> 5th 7% of students exceeded expectations</p>		<p><u>Writing Workshops (October 2009)</u> 5th 27% of students exceeded expectations</p>	<p><u>Writing Workshops (December 2009)</u> 5th 21% of students exceeded expectations</p>	<p><u>Cross-Curricular Writing (October 2009)</u> 5th 20% of students exceeded expectations</p>	<p><u>Cross-Curricular Writing (December 2009)</u> 5th 28% of students exceeded expectations</p>
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<p><u>Cross-Curricular Writing (October 2009)</u> 5th 20% of students exceeded expectations</p>	<p><u>Cross-Curricular Writing (December 2009)</u> 5th 28% of students exceeded expectations</p>											
<p>What initiatives/improvements will be implemented in the area of School Initiatives/Professional Development to support this objective?</p>												
<p align="center">Implementation Plan for 2009-10</p>	<p align="center">Position Responsible</p>	<p align="center">Budget/Resources</p>										
<p>Teachers will use planning time and TEAM time to analyze results of the writing samples, which are graded using established rubrics. These rubrics will be based on grade level expectations. First and third grade teachers will modify the rubrics into kid-friendly versions for student use. Strengths and areas of weakness will be identified and instructional strategies will be developed to address the weaknesses. As teachers examine results, they will create mini-lessons using a variety of resources, such as Tools of Writing, to improve writing skills. In addition, teachers will define a target group of students who are close to exceeding expectations. Instruction will be differentiated to help these students improve their writing skills. Furthermore, technology will be used in fifth grade to assist students with their writing skills.</p>	<p>Classroom teachers CST</p>											

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School Medlock Bridge ElementaryPrincipal Margaret Pupillo**Actions Taken – Mid-Year Update**

First grade teachers gathered data from the narrative writing piece, Lost Tooth.

Third grade teachers have created a student friendly version of the state rubric and focused on organization and conventions. Students completed writing tasks in science and social studies and evaluated their work using the student rubrics for organization and conventions. Teachers collaborated to evaluate writing samples and developed specific instruction to address weaknesses.

Fifth grade teachers used planning time to analyze writing samples and rubrics and found areas of common weaknesses: staying on topic, elaborating on details and vocabulary. Teachers used exemplars to model acceptable and exceptional work. Students used their writing test as a rough draft. Teachers held individual writing conferences with students.

Actions Taken – End of Year Report

What initiatives/improvements will be implemented in the area of **Stakeholder Involvement** to support this objective?

Implementation Plan for 2009-10	Position Responsible	Budget/Resources
<p>First grade teachers will give a copy of the rubric to parents during beginning of the year conferences for parents to reference at home. Parents can use these rubrics throughout the year to review grade level expectations. After each writing sample is assessed, the results on the rubrics will be sent home to parents. In addition, first grade teachers will add a section to their newsletter which goes home monthly to parents which focuses on writing and ways in which parents can reinforce writing skills at home.</p> <p>Fifth grade teachers will send home results of the Fifth Grade Practice Georgia Writing Assessment to parents with a rubric for parents to use to review at home</p>	Classroom Teachers	

Actions Taken – Mid-Year Update

First grade teachers included various narrative writings in weekly homework assignments.

Third grade teachers sent home a copy of the student rubric for parents to keep at home.

Fifth grade teachers sent writing workshop assignments and rubrics home as well as a copy of the Georgia Practice Writing Test.

Actions Taken – End of Year Report

What initiatives/improvements will be implemented in the area of **School Management** to support this objective?

Implementation Plan for 2009-10	Position Responsible	Budget/Resources

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<p>Students in 5th grade will be given an opportunity to take the practice writing assessment prior to the Georgia Writing Assessment to receive student feedback in all areas to assist in planning for future instruction.</p> <p>Administrators will provide teachers with planning time to work collaboratively (extended team times, duty days, etc) to plan these support initiatives and to reflect upon the data to make instructional modifications as needed.</p>	<p>Principal Assistant Principal CST</p>	
<p>Actions Taken – Mid-Year Update Fifth grade students took the Practice Georgia Writing Assessment in November. Results were analyzed by the Fifth grade team in order to plan for instruction.</p>		
<p>Actions Taken – End of Year Report</p>		
<p>Mid-Year Summary</p>		
<p>Preliminary conclusions regarding progress on this objective: First grade students improved paragraph formation as well as incorporated beginning, middle and ending sequence. Third grade students exceeded the target goal of 85% in organization and 83% in conventions. Fifth grade students have improved in cross-curricular writing. The number of students exceeding expectations needs to increase.</p>		
<p>Additional action to be taken during remainder of this school year: Grade level teachers will work together to identify areas of strengths and weaknesses. First grade teachers will continue to practice skills and incorporate more expressive language and complex vocabulary usage. Third grade teachers will extend the use of the conventions rubric to other writing genres. Fifth grade teachers will continue Writing Workshops and writing across the curriculum.</p>		
<p>End of Year Summary</p>		
<p>Overall Conclusions regarding this Objective:</p>		

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Future Steps to Address this Objective:

Principal Signature		Area Superintendent Signature		LSAC Chair Signature	
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What is a priority area for improving **Student Achievement** at your school? (Include no more than five, complete one form per objective.)

Objective # <u>3</u>	Target Group			Performance Measure(s)	Baseline		Target/Indicator of Success		
	Description	No.	% of Population		2007-08	2008-09	2009-10	2010-11	2011-12
To increase student achievement in Language Arts.	All students in grades 2 and 4.	2 nd -109 4 th - 118	17% 18%	Increase the percentage of students enrolled by October 1, 2009 performing at level 3 on the Language Arts portion of the CRCT in grades 2 and 4.	2 nd - 54% 4 th - 68%	2 nd -59% 4 th -71%	2 nd -64% 4 th -73%	2 nd -67% 4 th -74%	2 nd -70% 4 th -75%

What **interim indicators** will be used to monitor progress during the year for this objective?

Data to be collected during 2009-10	Position Responsible	Frequency
<u>2nd Grade</u> *Classroom assessments *Checkpoints assessments *Cumulative Grammar Skills assessment	Classroom teachers	9 weeks 18 and 27 weeks 9 weeks
<u>4th Grade</u> *CRCT skills checks *Grammar assessments	Classroom teachers	Quarterly Quarterly

Interim Data Collected – Mid-Year Update

Classroom Assessment (9 weeks)

2nd 98% of students scored above 80%

Cumulative Grammar Assessment (9 weeks)

2nd 86% of students scored above 80%

Checkpoints (18 weeks)

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School Medlock Bridge ElementaryPrincipal Margaret Pupillo2nd 44% of students scored above 80%CRCT Language Practice Tests (October 2009)4th 41% of students scored above 85%CRCT Language Practice Tests (December 2009)4th 61% of students scored above 85%Language Arts Grammar Assessments (October 2009)4th 39% of students scored above 85% (October 2009)Language Arts Grammar Assessments (December 2009)4th 44% of students scored above 85%What initiatives/improvements will be implemented in the area of **School Initiatives/Professional Development** to support this objective?

Implementation Plan for 2009-10	Position Responsible	Budget/Resources
Teachers will collaborate to analyze results from the grammar and CRCT checks to identify strengths and weaknesses. Remediation strategies will be developed to address student weaknesses. Teachers will use Daily Oral Language practice to reinforce previously taught Language Arts skills. In addition, teachers will utilize the preview/review (L to J) system to reinforce the Language Arts standards.	Classroom teachers	
Fourth grade teachers will use Mountain Language to build foundational Language skills.	Classroom teachers	

Actions Taken – Mid-Year Update

Second grade teachers created and retaught a unit on plural nouns including -s, -es, -ies, and irregular plural nouns as well as included review items on weekly grammar checks.

Teachers emphasized test taking skills and strategies with students and used Mountain Language to preview and review essential language skills.

Actions Taken – End of Year ReportWhat initiatives/improvements will be implemented in the area of **Stakeholder Involvement** to support this objective?

Implementation Plan for 2009-10	Position Responsible	Budget/Resources
Classroom teachers will provide parents with access to and encourage use of the CRCT online assessment system (OAS) by providing classroom incentives for student completion.	Classroom teachers	

Actions Taken – Mid-Year Update

Parents were provided with access to the CRCT online assessment system (OAS).

Teachers shared assessments with parents.

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Actions Taken – End of Year Report		
What initiatives/improvements will be implemented in the area of School Management to support this objective?		
Implementation Plan for 2009-10	Position Responsible	Budget/Resources
Administrators will provide teachers with planning time to work collaboratively (extended team times, duty days, etc) to plan these support initiatives and to reflect upon the data to make instructional modifications as needed.	Principal Assistant Principal CST	
Actions Taken – Mid-Year Update Collaborative planning time was given to teachers to analyze data in order to plan instruction.		
Actions Taken – End of Year Report		
Mid-Year Summary		
Preliminary conclusions regarding progress on this objective: Teachers noted that scores on the CRCT language practice tests and grammar assessments were lower than expected.		
Additional action to be taken during remainder of this school year: Teachers will increase the amount of review being done on previously taught skills. Teachers will familiarize students with specific vocabulary words on Checkpoints tests, CRCT practice tests and common classroom assessments.		
End of Year Summary		
Overall Conclusions regarding this Objective:		
Future Steps to Address this Objective:		

Principal		Area Superintendent		LSAC Chair	
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Principal Margaret Pupillo

Signature		Signature		Signature	
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What is a priority area for improving **Student Achievement** at your school? (Include no more than five, complete one form per objective.)

Objective # <u>4</u>	Target Group			Performance Measure(s)	Baseline		Target/Indicator of Success		
	Description	No.	% of Population		2007-08	2008-09	2009-10	2010-11	2011-12
To increase student achievement in Math.	All students in grades K-5.	K – 84	13%	Increase the percentage of students who are able to represent a number up to 20 in at least 8 different ways in Kindergarten.	86%	87%	88%	89%	90%
		1 st , 2 nd 209	33%	Increase the percentage of students enrolled by October 1, 2009, performing at a Level 3 on the Math portion of the CRCT in grades 1 and 2.	64%	73%	75%	76%	77%
		3 rd , 4 th , 5 th - 347	54%		60%	71%	73%	74%	75%

What **interim indicators** will be used to monitor progress during the year for this objective?

Data to be collected during 2009-10	Position Responsible	Frequency
<u>Kindergarten</u> Math Smart Goal checklist, Grab and Count, Counting Jar, Journal	Classroom teachers	Analyze data every 6-8 weeks 9, 18, 27 weeks End of units 1-10
<u>1st Grade</u> Benchmark assessments Magic Math review practice	Classroom teachers	
<u>2nd Grade</u> SAMS unit assessments Standards based skills assessment Checkpoints assessment data	Classroom teachers	At the completion of each unit 9 weeks 18, 27 weeks

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3rd 76%
5th 67%

CRCT Assessment Checks

3rd 24% of students scored above 70%
4th 64% of students scored above 85% (October 2009)
4th 11% of students scored above 85% (December 2009)

Checkpoints Math (2nd Week) % above 70%

3rd 20%
4th 9%
5th 18%

Checkpoints Math (18 Weeks)

2nd 10% of students scored at or above 80%
3rd 38% of students scored above 70%
4th 20% of students scored above 70%
5th 37% of the students scored above 70%

SAMS Unit Assessments % above 80%

1st Unit one: 85%
Unit two: 90%
Unit three: 82%
Unit four: 89%
Unit five: 83%
2nd Unit two: 87%
Unit three: 74%
Unit four: 94%
3rd Unit one: 82%
Unit two: 73%
Unit three: 77%
Unit four: 86%
4th Unit one: 72%
Unit two: 70%
Unit three: 77%
Unit four: 61%
Unit five: 66%
5th Unit one: 91%
Unit two: 85%
Unit three: 79%
Unit four: 77%

What initiatives/improvements will be implemented in the area of **School Initiatives/Professional Development** to support this objective?

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Implementation Plan for 2009-10	Position Responsible	Budget/Resources
<p>Teachers will use planning time, TEAM time, and Extended Team Time to analyze results from assessments to identify strengths and weaknesses. Instructional strategies, such as daily informal teacher observations, will be implemented to target areas of weakness. Other specific grade level instructional strategies will include:</p> <p>K - Calendar math lessons K – Students will work with teachers three times a week as well as with assistants bi-weekly to address the standard of modeling and representing of numbers to 20</p> <p>1st -Magic Math review sheets</p> <p>2nd – Teachers will meet with any students who score below 80% on each unit assessment for a minimum of 50 minutes per week for skill remediation</p> <p>3rd-5th – Mountain Math to preview/review foundational skills (L to J)</p>	<p>Classroom teachers</p> <p>Classroom teachers</p> <p>Classroom teachers</p> <p>Classroom teachers</p> <p>Classroom teachers</p>	
<p>Actions Taken – Mid-Year Update</p> <p>K - Teachers choose two students randomly daily to practice displaying a number in eight different ways. This was done in both large and small group settings and teachers gave valuable feedback as students showed their work. In addition, teachers used blank calendars and weekly centers in math to practice number building.</p> <p>2nd - Teachers analyzed data to determine telling time was a weak skill. Teachers provided students with blank clocks to practice drawing hour and minute hands to :00/:15/:30/:45. They provided additional “Telling Time” challenge activity games to be played before/during school with a partner and differentiated homework by providing worksheets/activities involving telling time for identified students.</p> <p>3rd – 5th - Teachers had students complete mountain math weekly to reinforce previously learned skills and to preview upcoming skills.</p> <p>3rd - Teachers created specific lessons focusing on problem solving and incorporated weekly problem solving practice, including all operations and multi-step problems.</p> <p>4th - Teachers used math journals was increased to record definitions, examples, and other relevant math information.</p> <p>5th - Teachers planned hands on activities and used computer lab for group activities and to complete practice tests. Common areas of weaknesses: word problems, fractions ,and vocabulary.</p>		
<p>Actions Taken – End of Year Report</p>		

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What initiatives/improvements will be implemented in the area of Stakeholder Involvement to support this objective?		
Implementation Plan for 2009-10	Position Responsible	Budget/Resources
Teachers will share information from each student's assessment with their parents through interim progress reports. In addition, unit letters and/or information included in monthly newsletters will be sent home to inform parents of standards being taught and suggestions of activities parents can complete at home with their child(ren) to reinforce the skills.	Classroom teachers	
Kindergarten teachers will provide partner games for parents so they can work on skills at home with their child.	Classroom teachers	
1 st – 5 th - Classroom teachers will provide parents with access to and encourage use of the CRCT online assessment system (OAS) by providing classroom incentives for student completion.	Classroom teachers	
<p>Actions Taken – Mid-Year Update Teachers sent home monthly newsletters with math curriculum updates and shared assessments with parents. Some grade levels also included Fulton County Mathematics Family Letter to be sent home with students.</p> <p>Kindergarten homework included counting jar practice pages, examples and instructions provided to the parents.</p> <p>First grade teachers sent home monthly newsletters which included math concepts that were to be introduced in the coming months.</p> <p>1st – 5th - Parents were provided with password for the online CRCT testing website (OAS). Some grade levels used incentives to increase usage of this system.</p>		
Actions Taken – End of Year Report		
What initiatives/improvements will be implemented in the area of School Management to support this objective?		
Implementation Plan for 2009-10	Position Responsible	Budget/Resources
Administrators will conduct 10 minute walkthroughs of each grade level during math to assess standards based instruction and provided individual and school-level feedback using the Medlock Bridge "Monitoring to Support Instruction" Form.	Principal Assistant Principal CST	

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<p>Administrators will provide teachers with planning time to work collaboratively (extended team times, duty days, etc) to plan these support initiatives and to reflect upon the data to make instructional modifications as needed.</p>		
<p>Actions Taken – Mid-Year Update Administration began walkthroughs in October using the Medlock Bridge “Monitoring To Support Instruction” form and provided teachers with constructive feedback.</p> <p>Collaborative planning time was given to teachers to analyze data in order to plan instruction.</p>		
<p>Actions Taken – End of Year Report</p>		
<p>Mid-Year Summary</p>		
<p>Preliminary conclusions regarding progress on this objective: Kindergarten students have continued to improve toward meeting their target goal.</p> <p>In second grade, the percentage of students scoring at or above 80% on SAMS Unit Assessments increased from 87% to 94%. Baseline Checkpoints Data (18 Weeks) – 10% scored at or above 80%. Teachers identified two common areas of weakness: telling time and general test taking skill.</p> <p>In third grade, students are consistently meeting expectations on the SAMS unit assessments. The lowest percentage of students meeting the 80% requirement is 73% on unit 2, and 73% is the target percentage for our goal. Checkpoints scores show that 38% of students met the required score of 70%. Teachers evaluated each item on the test to determine common areas of weakness. The CRCT practice tests further indicate the students struggle with story problems.</p> <p>Fourth and fifth grade teachers noticed that Checkpoints tests were much lower and little improvement was made towards meeting the target goal. As a result of our school scores and the comparison with the county and area averages, we believe the results are not a valid indicator of the progress made.</p>		
<p>Additional action to be taken during remainder of this school year:</p> <p>Kindergarten teachers will include student progress to parents/guardians on their weekly progress reports and provide work samples and highlight strengths. Students with little improvements will be provided with additional practice at home and during downtime in class (morning seatwork before the start of the day, afternoon play center time, and if applicable students that stay past 1st bell).</p> <p>First grade teachers will continue Magic Math Review weekly and develop item analysis of 18 week Assessment to identify items of weakness.</p> <p>Second grade teachers will continue to include telling time practice in weekly homework assignments and as part of Daily Math Warm-Up. Classroom teachers will create additional practice tests on OAS that focus on telling time. Classroom teachers will incorporate test taking strategies into weekly lesson plans using kid</p>		

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friendly posters and books.

Third grade teachers will utilize the problem solving lesson and practice.

Fourth and Fifth grade teachers will use daily review (previous skills) and continue analyzing tests to find areas of weaknesses. In addition, parent communication will continue on areas of strengths and weaknesses. Students will be provided additional practice opportunities targeting standardized testing formats. Teachers will familiarize students with specific vocabulary words used on Checkpoints tests, CRCT practice tests and common classroom assessments.

End of Year Summary

Overall Conclusions regarding this Objective:

Future Steps to Address this Objective:

Principal Signature		Area Superintendent Signature		LSAC Chair Signature	
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