

Ford Road Elementary School Action Plan and Addendum



Memphis City Schools
Dr. Kriner Cash, Superintendent

Antonio Burt, Principal
Stephanie Waller, Assistant Principal
Laquita Tate, Instructional Facilitator

School Improvement Plan-Assurance Page (TSIPP)

Assurance Page with Signature of Principal

I, Antonio Burt, principal of Ford Road Elementary School, give assurance that this Title I School-wide Plan was developed during a one-year period with parents and other members of the community. This plan is available to the local educational agency, parents, and the public. The intent and purpose of each federal categorical program is included. When appropriate there is coordination with programs under Reading First, Early Reading First, PCLT, Carl D. Perkins Vocational Act, and Head Start.

High Priority Schools Only

Ford Road Elementary School is on the “high priority” list. Therefore, I understand that I must spend not less than 10% of Title I funds for professional development

I CERTIFY that the assurances referenced above have been satisfied to the best of my knowledge.

Signature of Principal

Date Signed

Federal Programs, Grants, and Compliance School Requirements

 x *TSIP*

 x *Action Plan*

Addendum Items

 x *Intervention Plan*

 x *Transition Plan*

 x *Technical Assistance Report*

 x *List of current State / Federal Programs (Title I, SIG, SPED, etc...)*

 x *Teacher Mentoring Plan*

 x *Family Engagement Plan*

x *School Compact*

 x *Professional Development Plan*

 x *10 Components Cover Sheet (TSIP)*

School: Ford Road Elementary

Facilitator: Laquita Tate

Component 4: Action Plan Development



GOAL 1 – Mathematics

Template 4.1 – (Rubric Indicator 4.1)

Revised DATE: October 22, 2012

Section A –Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)

Goal	<p>The percent of all subgroups at Ford Road Elementary (African American, Economically Disadvantaged and Students with Disabilities) scoring proficient and advanced in grades 3-6 will increase to at least 31.8% in 2013. (baseline 2012 – 13%, based on a trajectory of a 20% annual reduction in basic and below basic proficiency)</p> <p>The percent of all subgroups at Ford Road Elementary (African American, Economically Disadvantaged and Students with Disabilities) scoring proficient and advanced in grades 3-6 will increase to at least 45.4% in 2014.</p> <p>The percent of all subgroups at Ford Road Elementary (African American, Economically Disadvantaged and Students with Disabilities) scoring proficient and advanced in grades 3-6 will increase to at 56.3% in 2015.</p>					
Which need(s) does this Goal address?	Ford Road Elementary School did not meet the proficiency target for mathematics. Ford Road is identified as an I-Zone school in 2012-2013 academic school year.					
How is this Goal linked to the system's Five-Year Plan?	This goal addresses Memphis City School's goal #1 to accelerate the academic performance of all students and goal #3, to build and strengthen family and community partnerships to support the academics and character of all students.					
Action Steps	IMPLEMENTATION PLAN – Goal 1					
Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and <i>include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.</i>	Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For Evaluation Strategy, define how you will evaluate the action step.)					
	Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes

Action Step 1	<p>Analyze school's data to identify strengths/weaknesses and to plan instruction for students who have not mastered state performance indicators.</p> <p>PD: Training on analyzing and disaggregating data.</p> <p>Communication: School wide/grade level data walls/Weekly Data Analysis Report</p> <p>PCI: Parents will be asked to reinforce skills at home and attend workshops.</p> <p>Technology: Triand, Study Island, Stanford Math, and Discovery websites will be used to access student and school reports.</p>	<p>August 2012-May 2013</p> <p>July 2012 (Training) On-going Weekly Data Meetings</p>	<p>Administrative Team District Math Coach All Teachers Tennessee Academic Specialist</p>	<p>TCAP Reports, State Report Card, AYP Report, Pearson Success website, ,AIMSweb reports, Discovery Education Assessment reports; Data Notebooks, Study Island Reports</p>	<p>Title I Funds \$2000.00</p> <p>Site Based Budget \$1200.00</p>	<p>Administrative team will monitor the use of data for planning and implementing instruction.</p>	<p>Increased percentage of students scoring proficient/advanced on the 2013 Math TCAP subtest.</p>
Action Step 2	<p>Teachers will differentiate instruction including workstations to address the learning needs of all students.</p> <p>PD: Book study- <u>Teach Like a Champion</u> by Doug Lemov.</p> <p>Communication: PLC and Faculty Meetings/Email/Newletters</p> <p>PCI: Monthly grade level parent meetings and weekly home reports</p> <p>Technology: Web-based instruction/power point presentation.</p>	<p>August 2012-May 2013</p>	<p>Administrative Team District Math Coach Grade Level Teachers Tennessee Academic Specialist, Andrea Sukow</p>	<p>Formative Assessments Common Core Standards, SmartBoard Interactive CPS, Lesson Plans, Computers</p>	<p>Title I Funds \$715.00(Books) \$3000.00(NCTM)</p> <p>Site-Based Budget \$2000.00 Ink</p> <p>SIG Funds \$1500.00 (A. Sukow)</p>	<p>Administrative team will monitor the utilization and implementation of strategies learned. Teachers will monitor the progress of the students.</p>	<p>Increased percentage of students scoring proficient/advanced on the 2013 Math TCAP subtest.</p>

Action Step 3	<p>Teachers will provide enrichment and intervention for students using technology and manipulatives.</p> <p>PD: Smart Board, Stanford Math, Education City, and Study Island training.</p> <p>PCI: Parent meetings, Open House, Math and Science Night</p> <p>Technology: Web-based instruction.</p>	August 2012- May 2013	Principal Asst. Principal Instructional Facilitator District Math Coach Core Content Teachers	Study Island CPS Units Smart Boards Computer Lab	<p>SIG Funds Purchase of Study Island and Education City \$3000.00</p> <p>SIG Funds Computers \$45,000.00</p>	Assessment Results Classroom Observations Lesson Plans	All students needing enrichment or intervention received effective, timely instruction
Action Step 4	<p>Ford Road Elementary will offer a Saturday Enrichment Academy focusing on Common Core Standards and higher-order thinking skills for mathematics.</p> <p>PD: Provide training sessions on the planning and implementation of the academy.</p> <p>Communication: marquee, newsletters, and flyers</p> <p>PCI: Instructional Facilitator will provide parents with skills and goals of Saturday Academy.</p> <p>Technology: Computers</p>	August 2012 (Training) Sept. 2012-May 2013	Certified Math Instructors All Teachers Instructional Facilitator	Manipulatives Technology School Supplies	SIG Funds \$1000.00	Portfolio Attendance monitoring	Increased percentage of students scoring proficient/ advanced on the 2013 Math TCAP subtest.
Action Step 5	<p>Ford Road will provide parent information sessions to promote involvement in the implementation of the Turnaround Model.</p> <p>PD: Administrative team will provide an overview to all stakeholders.</p> <p>Communication: Marquee, newsletters, Parent Link, flyers, and Parent University</p> <p>PCI: Parent/community meetings</p> <p>Technology: Power point presentations</p>	Summer 2012 September 2012	Administrative team District Personnel	Refreshments Informational PowerPoint	SIG Funds \$1000.00	Parent Needs Assessment Surveys	Increased parental involvement in school programs

Action Step 6	<p>Teachers will incorporate rigor in lessons designed to demonstrate higher order thinking skills.</p> <p>PD: Book Study-<u>Rigor is Not a Four Letter Word</u> by Barbara Blackburn</p> <p>Communication: Faculty meeting, PLC meeting, and Monday memos.</p> <p>PCI: Title I Meetings</p> <p>Technology: Power point presentation</p>	January 2013- May 2013	All Teachers Instructional Facilitator	<p>Rigor is Not a Four Letter Word</p> <p>Computer</p>	Title I Funds \$1200.00	<p>Classroom Observations</p> <p>Lesson Plans</p> <p>District Walk-Throughs</p> <p>Peer Observations</p>	<p>Increased math terminology</p> <p>Promoted higher-order thinking skills</p>
Action Step 7	<p>Fine Arts, Physical Education, Special Education, and classroom teachers will integrate math and science daily to promote critical thinking skills.</p> <p>PD: Teaching across the curriculum training.</p> <p>Communication: Newsletters and flyers</p> <p>PCI: Parents will be asked to reinforce skills at home and to attend Math and Science Night workshop.</p> <p>Technology: Triand, Study Island, Education City, and Discovery Ed websites will be used to access student and school reports</p>	August 2012- May 2013	All Teachers	<p>Gizmos: Interactive online simulations for science and math</p> <p>Smart Response Interactive System</p>	<p>MCS program in progress</p> <p>Title I Funds No Cost to the School</p>	<p>Lesson plans, Classroom Observations</p>	<p>Increased problem solving skills</p>
Action Step 8	<p>Ford Road Elementary will build collegial harmony among the faculty and staff</p> <p>PD: Faculty Retreat and Monthly Dinners</p> <p>Communication: Email and Newsletters</p> <p>Technology: PowerPoint presentation</p>	July 2012	<p>Principal</p> <p>Asst. Principal</p> <p>Instructional Facilitator</p> <p>All Teachers</p> <p>Para Professionals</p>	<p>Fogelman</p> <p>Executive Center</p> <p>Various Restaurants</p>	Title I Funds \$4800.00	<p>Professional Development Plan</p> <p>Evaluations</p>	<p>Increased cohesiveness of faculty and staff</p>

GOAL 2 – Reading/Language Arts

Template 4.1 – (Rubric Indicator 4.1)

Revised DATE: October 22, 2012

Section A –Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)

Goal	<p>The percent of all subgroups at Ford Road Elementary (African American, Economically Disadvantaged and Students with Disabilities) scoring proficient and advanced in grades 3-6 will increase from 16.9% Proficient/Advanced to at least 33.5% in 2013. (baseline 2012 – 13%, based on a trajectory of a 20% annual reduction in basic and below basic proficiency)</p> <p>The percent of all subgroups at Ford Road Elementary (African American, Economically Disadvantaged and Students with Disabilities) scoring proficient and advanced in grades 3-6 will increase to at least 46.8% in 2014</p> <p>The percent of all subgroups at Ford Road Elementary (African American, Economically Disadvantaged and Students with Disabilities) scoring proficient and advanced in grades 3-6 will increase to at least 57.5% in 2015.</p>
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Which need(s) does this Goal address?	Ford Road Elementary School did not meet the proficiency target for Reading/Language Arts. Ford Road has been identified as an I-Zone school in 2012-2013 academic school year.
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How is this Goal linked to the system's Five-Year Plan?	This goal addresses Memphis City School's goal #1 to accelerate the academic performance of all students and goal #3, to build and strengthen family and community partnerships to support the academic and character of all students.
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ACTION STEPS – Template 4.2 – (Rubric Indicator 4.2)

IMPLEMENTATION PLAN – Template 4.3 – (Rubric Indicator 4.3)

Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and <i>include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.</i>		Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For Evaluation Strategy, define how you will evaluate the action step.)					
		Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
Action Step 1	Teachers will analyze school's data to identify strengths/weaknesses and to plan instruction for students who have not mastered state performance indicators.	August 2012-May 2013	Administrative Team	Data Sources	No Cost	Classroom Observations Data Analysis Report Data Notebooks Students'	Increased percentage of students scoring proficient/advanced on the 2013 Reading/Language Arts TCAP subtest.
		August 2012-May 2013	District Literacy Coach Tennessee Academic	Formative Assessments AIMSweb Reading Plus,			

	PD: Training on analyzing and disaggregating data. Communication: School wide/grade level data walls. PCI: Parents will be asked to reinforce skills at home and attend workshops. Technology: Pearson Success, Education City, Study Island, and Discovery websites will be used to access student and school reports.		Specialist Retired Math Instructors	Headsprout Weekly Common Assessments		Performance	
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Action Step 2	<p>Teachers will incorporate Marcia Tate's brain based research strategies daily to build students' vocabulary and comprehension skills. PD was provided on including vocabulary and comprehension activities in literacy stations.</p> <p>PD: Marcia Tate and Robert Marzano research-based strategies, graphic organizers. Vocabulary Workstation</p> <p>Communication: Email and Family Newsletter</p> <p>PCI: Parents will be asked to reinforce skills at home and attend workshops.</p> <p>Technology: Triand, Discovery, Education City, Study Island, and Stanford LAW websites will be used to access student and school reports.</p>	September 14, 2012 August 2012- May 2013	Principal Asst. Principal Instructional Facilitator Literacy Instructional Curriculum Coaches Core Content Teachers	Computers and Computer Software Thinking Maps	Title I Funds \$5000.00	Assessment Results Classroom Observations	Improved achievement in reading and language arts.
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Action Step 3	<p>Teachers will provide a quarterly comprehensive test and weekly common assessments using a variety of assessment tools (Formative Assessments, AIMSWeb, MimioSprout, Education City, and Study Island) to determine the needs of students.</p> <p>PD: Training on analyzing and disaggregating specified data</p> <p>Communication: School wide /grade level data walls</p> <p>PCI: Parents will be asked to reinforce skills at home and attend workshops.</p> <p>Technology: Pearson Success, Discovery, Education City, Study Island websites will be used to access student and school reports.</p>	August 2012- May 2013	Administrative Team Core Content Teachers	Data Notebooks Formative and Summative Assessment results	Education City and Study Island Programs SIG Funds \$3000.00	Grade books Report cards Progress reports	Attainment of proficiency benchmark targets on the TCAP
Action Step 4	<p>Ford Road Elementary will offer a Saturday Enrichment Academy focusing on Common Core Standards and higher-order thinking skills for reading/language arts.</p> <p>PD: Provide training sessions on the planning and implementation of the academy.</p> <p>Communication: Marquee and newsletters</p> <p>PCI: Instructional Facilitator will inform parents of Saturday School skills and goals.</p> <p>Technology: Students will use computers and other technology.</p>	October 2012 (Training) Nov. 2012- April 2013	Certified Instructors All Teachers Instructional Facilitator	Formative and summative assessment data	SIG Funds (see Math Action Step 4)	Report Cards Progress Reports Assessment results	Increased percentage of students scoring proficient/ advanced on the 2013 Reading/language arts TCAP subtest.

Action Step 5	<p>Ford Road Elementary will build collegial harmony among the faculty and staff</p> <p>PD: Faculty Retreat and monthly faculty dinners</p> <p>Communication: Email, Monday Memos, and meetings</p> <p>Technology: PowerPoint presentation</p>	July 2012	<p>Principal</p> <p>Asst. Principal</p> <p>Instructional Facilitator</p> <p>All Teachers</p> <p>Para Professionals</p>	Faculty Retreat	SIG Funds Faculty Stipends (see above)	Professional Development Plan Evaluations	Increased cohesiveness of faculty and staff
Action Step 6	<p>Ford Road Elementary will conduct high quality, ongoing and job embedded professional development to increase the opportunities for teacher collaboration on differentiated instruction, data analysis, gender equity, and literacy stations.</p> <p>PD: Research based strategies</p> <p>Communication: School wide /grade level data walls</p> <p>PCI: Parents will be asked to reinforce skills at home and attend workshops.</p> <p>Technology: Pearson Success, Discovery, Education City, MimioSprout and Study Island websites will be used to access student and school reports.</p>	August 2012-May 2013	<p>Principal</p> <p>Asst. Principal</p> <p>Instructional Facilitator</p> <p>District Literacy Coaches</p> <p>All Teachers</p>	Professional Library ASCD Conference	SIG Funds/Title I Funds 5,000.00	Professional Development Plan Professional Development Evaluations PD Minutes	Increased implementation of research-based strategies
Action Step 7	<p>Teachers will connect reading initiatives to the language arts common core standards (100 Book Challenge).</p> <p>PD: Training on utilization of language arts common core standards</p> <p>Communication: Parent newsletters</p> <p>PCI: Students will read 30 minutes at home and parents will monitor.</p> <p>Technology: Pearson Success,</p>	August 2012-May 2013	<p>Dr. Susan Dold,</p> <p>Elementary Reading Content Specialists</p> <p>All Teachers</p> <p>Librarian</p>	Leveled Readers Fiction/Non-fiction books	No additional funds are needed	Book Report, Lesson Plans Reading Boards	Increased literacy skill proficiency

	Discovery, Education City, Study Island websites will be used to access student and school reports.						
Action Step 8	<p>Teachers will implement Literacy Workstations in grades K-6</p> <p>PD: Training on effective and engaging literacy workstations.</p> <p>Communication: School wide /grade level data walls. Weekly Data Analysis Report</p> <p>PCI: Parents will be asked to reinforce skills at home and attend workshops.</p> <p>Technology: Triand, Discovery, Education City, and Study Island websites will be used to access student and school reports.</p>	<p>September 14, 2012</p> <p>August 2012-May 2013</p>	<p>Instructional Facilitator</p> <p>Principal</p> <p>Literacy Instructional Curriculum Coaches</p> <p>Core Content Teachers</p>	Educational Materials	Title I Funds \$3500.00	<p>Classroom Observations</p> <p>Student Level of Achievement</p>	<p>Increased achievement in the early literacy skills.</p>
Action Step 9	<p>Fine Arts, Physical Education, Special Education, and classroom teachers will integrate reading and science daily to apply critical thinking skills.</p> <p>PD: Teaching across the curriculum training.</p> <p>Communication: Newsletters</p> <p>PCI: Parents will be asked to reinforce skills at home.</p> <p>Technology: Pearson Success, Discovery Ed., Education City, Study Island websites will be used to access student and school reports.</p>	<p>August 2012-May 2013</p>	All Teachers	<p>Gizmos: Interactive online simulations for reading and science</p> <p>Smart Response Interactive System</p>	<p>MCS program in progress</p> <p>Title I Funds No Cost to the School</p>	<p>Lesson plans, Classroom Observations</p>	<p>Increased problem solving skills</p>

GOAL 3 – Attendance

Template 4.1 – (Rubric Indicator 4.1)

Revised DATE: October 22, 2012

Section A – Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)

Goal	Ford Road Elementary School's goal is to maintain or exceed the attendance of 93% for the 2012-2013 academic year.
Which need(s) does this Goal address?	This goal addresses the need for all students to attend school each day. NCLB requires an attendance rate of 93% to make Adequately Yearly Progress (AYP).
How is this Goal linked to the system's Five-Year Plan?	This goal addresses Memphis City School's goal #1 to accelerate the academic performance of all students and goal #3, to build and strengthen family and community partnerships to support the academic and character of all students.

ACTION STEPS – Template 4.2 – (Rubric Indicator 4.2)

IMPLEMENTATION PLAN – Template 4.3 – (Rubric Indicator 4.3)

Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and *include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.*

Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For Evaluation Strategy, define how you will evaluate the action step.)

		Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
Action Step 1	Administration will issue truancy warning letters after every fifth absence to students who are consistently absent.	August 2012-May 2013	Attendance secretary Teachers Truancy Officer Parent Liaison	Information from SMS	No Cost	Attendance data will be monitored	Improved attendance of all students in all grade levels.
Action Step 2	Administration will recognize the classrooms that have excellent (at or above 95%) attendance weekly.	August 2012-May 2013	Attendance Secretary Asst. Principal Parent Liaison	Information from SMS	No Cost	Attendance data will be monitored	Improved attendance of all students in all grade levels.
Action Step 3	Students will be recognized for perfect attendance every two weeks. Names will be placed in a drawing	August 2012-May 2013	Principal Asst. Principal Counselor	Daily Folders Home/School Communication	PBIS Incentives and donations from adopters	SMS and daily Attendance Reports	Improved attendance of all students in all grade levels.
Action Step 4	All faculty and staff will be trained on the Time to Teach model to eliminate low level	July 2012	Principal Asst. Principal	Educational Materials	SIG Grant \$5000.00	Classroom observations	Lessen behavior problems/suspensions and improve attendance

	classroom instruction		Instructional Facilitator Teachers Academic Specialist				
Action Step 5	All faculty and staff will gain a better understanding of student poverty as it relates to academic achievement	July 2012	Tara Brown - Consultant	Educational Materials	SIG Grant \$3500.00	Classroom observations Attendance reports	Lessen behavior problems/suspensions and improve attendance

GOAL 4 – Action Plan Development

Template 4.1 – (Rubric Indicator 4.1)

Revised DATE: October 22, 2012

Section A – Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)

Science Goal	To increase the percentage of all African –American students, all students with disabilities, and all economically disadvantaged students to reflect a 10% growth in the number of students who score proficient or advanced in Science by Spring 2013 or we will achieve Adequate Yearly Progress (AYP) through Safe Harbor by reducing the number of students below proficient in Science by 10% as established by No Child Left Behind. We will move our students from 10.2% Proficient/Advanced to 20.2% Proficient/Advanced.
Which need(s) does this Goal address?	This goal addresses Memphis City School’s goal #1 to accelerate the academic performance of all students and goal #3, to build and strengthen family and community partnerships to support the academic and character of all students.
How is this Goal linked to the system’s Five-Year Plan?	To create an academically challenging, safe, supportive and effective learning environment

ACTION STEPS – Template 4.2 – (Rubric Indicator 4.2)

IMPLEMENTATION PLAN – Template 4.3 – (Rubric Indicator 4.3)

Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and *include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.*

Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For Evaluation Strategy, define how you will evaluate the action step.)

		Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
Action Step 1	Science concepts will be taught using science experiments and projects. Students will produce technology presentations using science skills.	Start Date: August 2012 End Date: May 2013	All Teachers grade K-8 Principal, Asst. Principal Instructional Facilitator	MCS Curriculum Supplemental materials	Additional science manipulatives and materials will be purchased using Title I Funds 1,000	Science textbook test scores, teacher made tests, projects, and observations will be used to determine mastery of SPIs. Daily review and classroom walkthrough visits by the principal, assistant principal and Instructional Facilitator	Students will show a 10% growth in moving from below proficient to proficient, or from proficient to advanced on the 2013 Science TCAP test

Action Step 2	Students will be involved in problem solving and inquiry methods to connect and apply scientific concepts. Students will use research skills and the Internet as reference materials. Students will create higher level science projects and display these projects in various areas of the school.	Start Date: 8/2012 End Date: 5/2013	All Teachers grade K-8 Principal Asst. Principal Instructional Facilitator	Computers with Internet access Materials for projects	Materials – Site-based budget \$200.00	Science textbook test scores, teacher made tests, projects, and observations will be used to determine mastery of SPIs	Students will show a 10% growth in moving from below proficient to proficient, or from proficient to advanced on the 2013 Science TCAP test
Action Step 3	Students will be taught all TCAP Science SPIs using the TCAP Coach books.	Start Date: 8/2012 End Date: 5/2013	All teachers Grades 3-5	TCAP Coach books	Title I TCAP Coach Books 2000.00	Student work and teacher observations will determine the re-teaching of various skills.	Students will show a 10% growth in moving from below proficient to proficient, or from proficient to advanced on the 201 Science TCAP test
Action Step 4	Parents and students will participate in a Math and Science Night that will involve science experiments, inquiry, games and workstations.	Start Date: 8/2012 End Date: 5/2013	All teachers Grades 3-5 Content Teachers	Computers Experiment materials Games Supplemental materials Food	Title I Funds Refreshments and Materials 400.00 Teacher Created Material and Manipulatives	Student /parent attendance, participation, and program evaluation/survey taken by students and parents will determine the success and future needs of the activity.	An increase in Parental involvement will motivate the student to persevere in their daily work in order to show a 10% growth in Science TCAP scores.
Action Step 5	All students in grades 3-6 will participate in the school Science Fair to apply the scientific method to all aspects of science.	January, 2013 to March 2013	Science Teachers Science Fair committee	Computers Scientific Method	Site Based School Budget \$750.00	Student project grades and the number of students invited to the city/state Science fair	Students will show a 10% growth in moving from below proficient to

				Materials Trifold boards Ribbons		will determine the success of the fair.	proficient, or from proficient to advanced on the 2013 Science TCAP test.
Action Step 6	Differentiate instruction by including at least four different experiments in correlation with the state standards that are hands-on and more aesthetically interesting	September 2012 to April 2013	Science Teachers District Science Coaches	Computers Scientific Method Materials	No Cost	Lab Tests, quizzes	Students will show a 10% growth in moving from below proficient to proficient, or from proficient to advanced on the 2013 Science TCAP test.
Action Step 7	Teachers will offer Saturday Academy improve student performance.	Daily for 2012-2013 between November and April	Extended Learning	Supplies and materials	\$14,000 (Funded by Extended Learning)	TCAP scores	Students will show A 10% growth in moving from below proficient to proficient, or from proficient to advanced on the 2013 Science TCAP test.

GOAL 5 – Action Plan Development

Template 4.1 – (Rubric Indicator 4.1)

Revised DATE: October 22, 2012

Section A – Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)

Parental Involvement Goal

To increase parent/guardian presence/participation at the school by 10% from the previous school year.

Which need(s) does this Goal address?

This goal addresses Memphis City School's goal #1 to accelerate the academic performance of all students and goal #3, to build and strengthen family and community partnerships to support the academic and character of all students.

How is this Goal linked to the system's Five-Year Plan?

This goal is aligned with Memphis City Schools District's primary goal for strengthening the family/school/community partnership to support the academic, vocational, social, and emotional development of all students.

ACTION STEPS – Template 4.2 – (Rubric Indicator 4.2)

IMPLEMENTATION PLAN – Template 4.3 – (Rubric Indicator 4.3)

Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and *include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.*

Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For Evaluation Strategy, define how you will evaluate the action step.)

		Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
Action Step 1	To offer activities and opportunities for parents and community members to become a part of the school by participating in the following activities. Written notification will be provided in a language parents can understand.	August 2012- May 2013	Guidance Counselors				
			Instructional Facilitator	Parent Workshop Flyers			
			Asst. Principal	SmartBoard			
			All Teachers	Parent Materials	Title I Allocation 3,557.00	Agendas Parent Surveys Observations Activity Evaluations	To increase opportunities for parents and community members to become part of the Ford Road Elementary School Family.
				Parenting Magazines			
				Copy Paper			Offer after school opportunities that showcase student talents.
				Games			
				Refreshments			Offer opportunities for families to bond together outside of the home.
				Books			

Action Step 2	<p>Parents will gain hands-on knowledge for improving self and effective strategies to help increase student achievement while at home by attending classes/meetings at Lester's Power Meetings. Instructions and written notification will be provided in a language parents can understand.</p> <ul style="list-style-type: none"> • How to help at home with Reading, Math, & Science • Title I Flexible Meetings • Health Fair • TCAP Prep • Parents Go Back to School 	<p>Start Date: 8/2012 End Date: 5/2013</p>	<p>Parent Advocate/ Counselor</p> <p>Guidance Counselor</p> <p>Instructional Facilitator</p> <p>Administration</p>	<p>Parent Workshop Flyers</p> <p>Overhead Smartboard Parent Materials Copy Paper</p>	<p>Title I Parental Involvement Allocation</p>	<p>Agendas Parent Surveys Observations Feedback Meeting Minutes</p>	<p>To actively involve parents in the educational process of their child or children.</p> <p>To offer activities and opportunities for parents to become a part of the school.</p> <p>To provide parent education and parenting growth tips and opportunities for learning about good parenting.</p> <p>To help parents understand student progress and offer ways for them to receive help in their efforts to improve their child's progress</p> <p>To improve communication with home and school.</p>
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ADDENDUM

- 1. Assurance Page**
- 2. Family Engagement Policy**
- 3. Family Engagement Plan**
- 4. Mentoring Program for New Teachers**
- 5. Sixth Grade to Middle School Transition**
- 6. Pre-School Transition Plan**
- 7. Professional Development Plan**
- 8. School wide Academic Intervention Plan**
- 10. Strategies to Attract Highly Qualified Teachers**
- 11. Report of Assessment Results**
- 12. Local, State and Federal Programs**
- 13. Technical Assistance Reports**
- 14. School-Home Compact**

(TSIPP)

Assurance Page

with Signature of Principal

I, Antonio Burt, principal of Ford Road Elementary School, give assurance that this Title I School wide Plan was developed during a one-year period with parents and other members of the community. This plan is available to the local educational agency, parents, and the public. The intent and purpose of each federal categorical program is included. When appropriate there is coordination with programs under Reading First, Early Reading First, PCLT, Carl D. Perkins Vocational Act, and Head Start.

High Priority Schools Only

Ford Road Elementary School is on the “high priority” list. Therefore, I understand that I must spend not less than 10% of Title I funds for professional development

I CERTIFY that the assurances referenced above have been satisfied to the best of my knowledge.

Signature of Principal

Date Signed



Ford Road Elementary

Family Engagement Plan

2012-2013

Policy Statement

Ford Road Elementary School recognizes the critical role that the home and family play in the development and academic achievement of scholars. Our Family Engagement Policy was created in an effort to build a long-range program of collaboration between the school and parents. This collaboration will effectively support the school's vision of providing a high-quality education for all scholars. The policy was developed jointly with parents, school administration, and staff.

Ford Road Elementary will create a family friendly school that encourages parent and family involvement in the following ways:

- ⦿ Post a *Welcome to Our School* sign at the front entrance of the school.
- ⦿ Consistently greet parents and visitors in a friendly and professional manner.
- ⦿ Conduct grade level parent conferences to provide grade specific information.
- ⦿ Respond to parent concerns in a timely and professional manner.
- ⦿ Involve parents and community stakeholders in the development of school compact, policies and parental involvement programs in an organized, ongoing, and timely way.
- ⦿ Provide opportunities for parents to evaluate school activities and offer suggestions about programs in a timely way.
- ⦿ Provide access to school telephone numbers and email addresses.
- ⦿ Provide opportunities for parents to participate in professional development that's available to staff and parents under No Child Left Behind.

Ford Road Elementary will build parents' capacity for school involvement the following ways:

- ⦿ Offer flexible parent meetings to inform parents of school events and issues, scholar assessments and progress and opportunities for future training.
- ⦿ Convene an annual meeting at flexible times to provide information about NCLB requirements and allow feedback from parents.
- ⦿ Provide timely information and assistance in the interpretation and understanding of curriculum, academic assessment and scholar performance data.
- ⦿ Encourage participation in the PTO and as Volunteer Readers.
- ⦿ Disseminate a monthly calendar and periodic newsletter to share information concerning school events and share helpful hints.

- Conduct Family Math/Science and Literacy Night to increase parents' ability to assist their scholars with their schoolwork.
- Include parents in the development and revision of the Parent/School Compact and the Family Engagement Plan and provide copies of each for every household.
- Distribute a scholar/parent handbook to each family that outlines school procedures and rules.



**Ford Road Elementary School
Family Engagement Plan
2012-2013**

August 2, 2012

Dear Parent/Guardian,

Your participation in your scholar's education is important to us. We have developed a Family Engagement Plan for our school. This plan explains how we at Ford Road Elementary School plan to work with parents to review and improve programs. Also, parents are encouraged to collaborate with the school and stakeholders in an effort to provide the best education for their scholar. We value involvement and urge you to take the time to read this information.

Federal Law requires us to distribute our Family Engagement Plan to parents to ensure their involvement in the educational processes of their child.

Please complete and sign the form below and return it to your scholar's teacher, so that we can be sure you received this important information.

If you have any questions regarding this plan, feel free to call Mrs. Tate @ 901-416-8150.

Sincerely,

Mr. Antonio Burt, Principal

(Do Not Detach)

Acknowledgement

I have received the Family Engagement Plan described in this letter.

Print Parent's Name _____ Date _____

Parent's Signature _____

Student's Name _____

Teacher's Name _____ Grade _____

**Teacher Mentoring Program
Ford Road Elementary School
2012-2013**

Action Steps	Timeline	Required Resources	Person Responsible	Expected Outcomes
1. New Teacher Orientation	August 2012	New Teacher Handbook Discipline Plan First Days of School	Mentor Coordinator, Instructional Facilitator	Teachers will become familiar with school policies and procedures, understand the importance of implementing daily procedures.
2. Complete initial inventories and commitments to the program by both parties. Establish a working relationship and acclimating to school culture.	September 2012	“Raising the Bar” Mentor Training Forms	Mentor Coordinators, Instructional Facilitator	Teachers will work with mentor teacher to be able to collaborate with one another and build cohesion.
3. Provide support through classroom visitations, observations, demonstrations of effective strategies, assessments, and classroom management techniques.	Daily	Monitoring Instruments Exemplary Educator	Mentor Mentor Coordinator Administrative Staff	Teachers will observe seasoned teachers in action. Administrative team will provide teacher with feedback on instructional practices.
4. Implement Professional Development activities in needed content areas	Weekly	Professional Learning Community Meetings Faculty Meetings	Mentor Coordinator Mentors Principal Assistant Principal Instructional Facilitator	Teacher will work with instructional facilitator and/or mentor to gain knowledge of needed practices.

5. Document/Log Activities of Support	Monthly	“Raising the Bar” logs	Mentor Coordinator Mentor	Teacher and mentor will work together to complete activities as set forth by the mentoring program.
6. Evaluate Teacher/Mentor Process	October 2012-May 2013	Evaluation Instrument	Mentee Mentors Administrators Instructional Facilitator	Facilitator will evaluate the practices of the teacher and mentor.
7. New Teacher meeting	Monthly	New Teacher Agenda Minutes Sign in	All New Teachers Instructional Facilitator	Facilitator will provide PD to new teachers on various strategies such as Classroom Management, Effective Teaching, etc. It will also be a time to share strategies that have been working.

**Ford Road Elementary School
Elementary to Middle School Transition Plan
2012-2013**

Action Steps	Timeline	Required Resources	Estimated Costs	Person(s) Responsible	Parent Involvement
We invite counselors from the surrounding feeder schools to discuss middle school requirements	April 2013	Materials/ Refreshments	\$0	Sixth Grade Teachers	Parents will receive packets and brochures to introduce them to middle school guidelines and procedures for entry.
The students will take a field trip to the feeder schools receive information on middle school transitioning and sign up for extracurricular activities	May 2013	Funding for bus	\$50.00	Sixth Grade Teachers Middle School Counselor	Parents will receive notice of scheduled middle school visit
Teachers will prepare a calendar of events for the month of May	May 2013	Copies/Supplies	\$0	Sixth Grade Teachers Instructional Facilitator	Parents will receive information on the events for the month.
Quarterly Meeting	September 2012- May 2013	Copies/Supplies	\$50.00	Sixth Grade Teachers	Parents will be introduced to the middle school transition.

**Ford Road Elementary School
Pre-School Transition Plan
2011-2012**

Action Steps	Timeline	Required Resources	Estimated Costs	Person(s) Responsible	Parent Involvement
Kindergarten Open-House Workshop for parents of pre-school children in the Ford Road district	May 2013	Workshop Materials/ Refreshments	\$200.00	Kindergarten Teachers	Parents will receive an overview of kindergarten, materials to help students prepare for kindergarten. Parents will visit the kindergarten classrooms.
Ford Road Pre-K students will spend ½ day in a kindergarten classroom to learn about kindergarten expectations, and meet the teachers.	May 2013	Supplies/Treats	\$50.00	Pre-K Teachers Kindergarten Teachers	Parents will receive notice of scheduled Pre-K visit.
Daycare providers and parents of pre-schoolers will be invited to Ford Road to discuss kindergarten expectations, and tour the kindergarten hall.	May 2013	Copies/Supplies	\$50.00	Kindergarten Teachers Instructional Facilitator	Parents and daycare providers will receive invitations to the event.
Monthly Meeting	September 2012- May 2013	Variety of Manipulatives	\$0	Pre-K Teachers	Parents will be introduced to the Pre-K program and work in groups to learn skills to help their children.



2012-2013 Professional Development Plan

School: Ford Road Elementary	Principal: Mr. Antonio Burt	*Beginning Balance: 12,200.00
Date: November 1, 2012	Regional Supt: Willie Rhodes	Instructional Facilitator: Laquita Tate

Professional Development Plan Overview

Based on an extensive review of student data, teacher data and school data, our school identified and prioritized measurable objectives by subgroups as follows:

- Goal 1: Increase the number of students scoring proficient and advanced in reading from 16.9% in 2012 to 31% in 2013 by aligning our program with state and CCSS standards.
- Goal 2: Increase the number of students scoring proficient or advance in mathematics from 14.7% in 2012 to 30% in 2013 by aligning our program with State and CCSS standards.
- Goal 3: Increase parental involvement to provide for maximum school-home connection.

The Professional Development Plan has goals that will provide teachers with the knowledge, skills, attitudes, behaviors and resources to meet our identified objectives:

Goal 1:

Teachers will increase their skills and deepen their knowledge of the research-based strategies that includes essential components of a comprehensive reading program using whole group, small group, learning stations, and flexible groups based on skill needs. Teachers will develop a pacing scale of state performance Indicators and use data from Discovery Education Assessment and weekly

assessments to drive instruction. Teachers will also gain a deeper understanding of the Reading Common Core Standards while implementing components of the CCSS into their weekly lessons.

Goal 2:

Teachers will utilize research-based strategies to improve math instruction including the use of technology, learning stations, small and whole group instruction, Calendar Math, and Brain Compatible Strategies. Teachers will formulate and manage a pacing scale of state performance indicators and use data from Discovery Education Assessment and weekly assessments to drive instruction. Teachers will also gain a deeper understanding of the Math Common Core Standards while implementing elements of the CCSS into their weekly lessons.

Goal 3:

Parental involvement will increase by providing trainings and opportunities for parents to be involved in their child's learning. Activities will be planned each month as a way to connect home with school.

Action Plans

The following plans describe our school's professional learning activities/events, the content, process and context we plan for each, our implementation timeline, expected outcomes, data sources used to evaluate effectiveness and the budget commitment required.

Goal 1: Increase the number of students scoring proficient and advanced in reading from 16.9% in 2012 to 31% in 2013.

<p>Content: <i>What will be learned?</i></p> <ul style="list-style-type: none"> Scientifically researched based literacy strategies that focus on the 5 Essential Components of a Comprehensive Reading Program Literacy Workstations Standards of the Common Core 	<p>Process: <i>What effective processes will be used?</i></p> <ul style="list-style-type: none"> Data Analysis Workshops Coaching Professional Learning Communities (PLC's) Webcast Grade Level Experts 	<p>Context: <i>What aspects of our learning environment will support this goal?</i></p> <ul style="list-style-type: none"> PLC's Common Planning Teacher Observation Peer Observation Cross-Grade Planning Job-embedded PD District PD
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Professional Learning Activities/Events	Presenters/Leaders	Implementation Timeline	Expected Outcomes	What data sources will you use to evaluate effectiveness? (i.e., teacher data, student data)	Balance 12, 200.00
Responsive Classroom <ul style="list-style-type: none"> Morning Meeting Spaces and Places by Debbie Diller 	D. Givens and T. Harris, Teachers	July 30, 2012	Teachers will create a classroom environment that supports students' developmental needs: cognitive, social, emotional, and physical.	Teacher Observations Lesson Plans Discipline Referrals	Materials: \$0 Balance 12, 200.00
Workstations <ul style="list-style-type: none"> Literacy Workstations by Debbie Diller 	E. McAfee, Teacher A. Burt, Principal L. Tate, Facilitator D. Jordan, SWAT	August 3, 2012 August 27, 2012 Sept. 14, 2012	Teachers will implement learning stations into their weekly instruction to maximize time on task.	Lesson Plans Teacher Observation Peer Observation PLC's Vertical Team Planning Job embedded PD Action Plans PD Reflections	5,000.00 Balance: 7200.00
Efficacy <ul style="list-style-type: none"> Data Analysis 	A. Burt, Principal S. Waller, Asst. Principal L. Tate, Facilitator	August 2012- April 2013	Teachers will examine weekly assessment results and benchmark test scores to determine weaknesses of individual students.	Formative Assessments PLT Minutes Exhibition Projects TCAP Results AIMSweb Reports Common Weekly Assessments	5,000.00 Balance: 2,200.00

<ul style="list-style-type: none"> Rigor is Not a Four Letter Word 	A.Burt, Principal S. Waller, Asst. Principal L. Tate, Facilitator	January, 2012	Teachers will learn how to implement lessons that are rigorous, meaningful, and engaging.	Teacher Evaluations Teacher Observations PLT Minutes Lesson Plans Formative Assessments	Material: book 1100.00 Balance: 1100.00
<ul style="list-style-type: none"> Differentiated Instruction 	L. Tate, Facilitator A. Burt, Asst. Principal S. Waller, Asst. Principal	October, 2012	Teachers will gain knowledge on how to implement assignments that are differentiated as well as changing their instruction to fit all learners.	Lesson Plans Teacher Observations PLC Meetings Assessments PD Reflections	None
<ul style="list-style-type: none"> SmartBoard Training 	W.Woodruff, Technology Specialist	October 3, 2012	Teachers will gain knowledge and skills on implementing technology in Reading and Language Arts.	Teacher Evaluations Teacher Observations PLT Minutes Lesson Plans Formative Assessments PD Reflections	None
	Deaunn Stovall, MimioSprout Representative	September 24,	Teachers will review program implementation and data analysis procedures.	Teacher Observations Lesson Plans PLC Minutes	None

<ul style="list-style-type: none"> • Headsprout/MimioSprout Refresher • School-wide Writing • ELA Common Core • Evaluation Rubric <ul style="list-style-type: none"> ○ Rubric Overview ○ TEM Training 	L.Tate, Facilitator	2012 October, 2012	Teachers will build upon and extend writing instruction of the process.	MimioSprout Reports Teachers Observation Work Displays Student Exhibitions Folio Writing Results TCAP Writing Results	None
	L. Tate, Facilitator Susan Dold, Literacy Specialist	September 5, 2012 October 2012 November 2012 December 2012 January 2012 February 2012 March 2012 April 2012	Teachers will learn how to implement the CCSS into their weekly lessons. They will also become very familiar with close reading.	Lesson Plans Formal Evaluations Teacher Observation PD Reflections	None
	S. Waller, Asst. Principal L. Tate, Facilitator A. Burt, Principal	August 2012	Teachers will get an understanding of what is in the rubric and what evaluators will look for when doing formal observations.	Lesson Plans Formal Evaluations Teacher Observations	None

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Goal 2: Increase the number of students scoring proficient or advance in mathematics from 14.7% in 2012 to 30% in 2012 by aligning our program with State standards.

<p>Content: <i>What will be learned?</i> Scientifically researched based and hands-on mathematic strategies that focus on using mathematical concepts in meaningful ways.</p>	<p>Process: <i>What effective processes will be used?</i></p> <ul style="list-style-type: none"> • Data Analysis • Workshops • Coaching • Professional Learning Teams (PLT's) • Grade Level Experts • Mentoring 	<p>Context: <i>What aspects of our learning environment will support this goal?</i></p> <ul style="list-style-type: none"> • PLT's • Common Planning • Teacher Observation • Cross-Grade Planning • Job-embedded PD
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Professional Learning Activities/Events	Presenters/Leaders	Implementation Timeline	Expected Outcomes	What data sources will you use to evaluate effectiveness? (i.e., teacher data, student data)	\$1100.00 Balance
<ul style="list-style-type: none"> • Stanford Math Refresher 	R. McSwain, Stanford Math Representative	October 2012	Teachers will review program implementation and data analysis of reports	Stanford Math Reports	None
<ul style="list-style-type: none"> • Smartboard Training 	W.Woodruff, Technology Representative	October 3, 2012	Teachers will utilize technology to increase student achievement in mathematics.	Lesson Plans Teacher Observations PLT Minutes PD Reflections	None

<ul style="list-style-type: none"> Envision Math Training 	Ms. Hawes, SWAT team	September 2012	Teachers will utilize technology to increase student achievement in mathematics and use the textbook interactively.	Lesson Plans Formal Evaluations Informal Observations Formative Assessments Evaluations PD Reflections	None
<ul style="list-style-type: none"> Daily Word Problems 	L.Tate, Facilitator	Sept. 28, 2009 Nov. 16, 2009 Dec. 3, 2009 Jan 20, 2010 May 5, 2010	Teachers will learn how to incorporate word problems into daily lessons.	Lesson Plans Teacher Observations	None
<ul style="list-style-type: none"> Horizontal and Vertical Walkthroughs 	A.Burt, Principal S. Waller, Asst. Principal L. Tate, Facilitator	September 2012 TBD	Teachers conduct classroom walkthroughs and discuss the effectiveness of instructional strategies.	Lesson Plans Peer Feedback	None
<ul style="list-style-type: none"> CPS Training 	District Trainer L.Tate, Facilitator	November 2012	Teachers will gain knowledge of how to utilize the CPS units in their daily instruction. Teachers will gain knowledge of how to implement the	Lesson Plans PD Reflection Observations	None

<ul style="list-style-type: none"> CCSS Mathematics Training District, Local, and National Conferences Study Island Training <ul style="list-style-type: none"> Software 	S. Waller, Asst. Principal L. Tate, Facilitator A.Sukow, TDOE	August 2012- April 2013	CCSS Mathematics standards into their weekly instruction.	Lesson Plans PLC Meetings Minutes Teacher Observations Formal Observations PD Reflections	1500.00 SIG
	TBA	TBA	Teachers will gain knowledge on a variety of topics and share with the staff.		TBA
	L.Tate, Facilitator	October 2012	Teachers will learn how to incorporate study island into their weekly instruction.	Lesson Plans PD Evaluations PLC Meeting Minutes Teacher Observations Lesson Plans	6,000 SIG

Goal 3: To create and sustain a school culture and learning environment that support building a positive relationship with all stakeholders.

<p>Content: <i>What will be learned?</i> Team Building Strategies, Character Building, and Collaborative Practice</p> <p>How to increase positive communication between home and school</p> <p>How to understand and appreciate all students</p>	<p>Process: <i>What effective processes will be used?</i> Presentations, workshops, coaching, mentoring Conferences Modeling PTO Meetings Parent and Staff Discussion Peer Coaching</p>	<p>Context: <i>What aspects of our learning environment will support this goal?</i> Classroom Observations PLC meetings Study Group Shared Planning Time Parent Link Parent Meetings/workshops Bulletin Board</p>
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Hold high expectations for student's academic achievement		
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Professional Learning Activities/Events	Presenters/Leaders	Implementation Timeline	Expected Outcomes	What data sources will you use to evaluate effectiveness? (i.e., teacher data, student data)	Total PD Budget Balance
Faculty Culture Building	L. Tate, Facilitator A. Burt, Principal S. Waller, Asst. Principal B. Edens, 6 th grade Teacher	July 2012	To ensure a cohesive team, rapport among peers, and build the schools culture through team building activities and presentations on culture and climate	Meeting Minutes Faculty Feedback Daily Observations	4100.00 SIG
Annual Title I Meeting	Laquita Tate, Facilitator	Sept. 13, 2012 Follow-up with parents throughout the 2012-2013 school year	To ensure that all stakeholders are aware of the Title I information	Meeting Minutes Surveys	\$0
School Based Decision Making Council Meetings	SBDMC Members	October 2012-May 2013	To ensure the participation of stakeholders in decisions of the school	Meeting Minutes Meeting Evaluations Meeting Discussion & Feedback	\$0
Division of Parent & Community Engagement (PACE)	Rhoda Stigall, Director and PACE staff	August 2012-May 2013	Provide training opportunities for parents and	Workshop Evaluation & Parent Feedback	\$0

			community members.		
Parent Power Meetings	Laquita Tate, Instructional Facilitator Dr. Waller, Asst. Principal Counselor Robertson Lead Teachers	October , 2012 November, 2012 December, 2012 January, 2013 February, 2013 March , 2013 April, 2013	To provide parents training on various topics as it relates to academic achievement.	Meeting Minutes Parents Feedback	Light Refreshments \$5.00 per person \$400.00
Effective Parental Involvement Training	School Counselor	November, 2012	To provide teachers with strategies and techniques to help increase parental involvement	Meeting Minutes Teacher Feedback Parents' Feedback	Light Refreshments Light Refreshments \$5.00 per person \$1100.00 Balance \$0.00
Parents Go Back to School	K to 6 th Grade Teachers	Month of November 2012 and February 2013	To provide parents the opportunity to share in the learning experience of their child/children. They will learn strategies that they can use at home with their child/children.	Sign-In Sheets Parent and Teacher Feedback	\$0

Curriculum Nights <ul style="list-style-type: none"> • Math/Science Night • Literacy Night • History Night • Game Night 	KK to 6 th Grade Teachers Laquita Tate, Facilitator	October 2012- April 2013	To provide parents with experiences that they can easily use at home. This is a way to get parents involved.	Sign in Sheets Parent Feedback	Light Refreshments Supplies \$500.00 each activity
Parent University	S. Waller, Asst. Principal Committee Members	October 2012- May 2013	To provide parents with a forum to help all scholars achieve proficiency by taking an active role in their child's life.	Sign-in Sheets Survey Parent Feedback	Light Refreshments Materials 500.00

School-wide Academic Intervention Plan 2012-2013

Directions: Complete the form to articulate the programs, models, and strategies which clearly define your school's intervention plan. What strategies have you incorporated in your school improvement plan to ensure that students experiencing difficulties are identified on a timely basis? How do you provide additional support to these students? These activities should provide students with additional services that increase the amount and quality of instructional time.

SCHOOL: Ford Road Elementary

SCHOOL YEAR: 2012-2013

Effective Programs, Models, and Strategies <i>(Ex, Differentiated instruction, Voyager, Stanford Math, Course Recovery, Classroom Libraries, Thinking Maps, ACT/SAT Prep, cooperative learning, STAR, etc.)</i>	Extended Day/Year <i>(Before, during, after school, summer, year round, STAR, SES) Identify the name of the extended day/year program, date, & time.</i>		Home-School Connection <i>Ex. Community Volunteers List the name of the organization, church, adopter, parent/ community group.</i>
Differentiated Instruction K-5	SF Sidewalks-Tier III Reading Intervention	August – May	K-5 Classroom Teachers
Scott Foresman Sidewalks K-5	SF Sidewalks-Tier III Reading Intervention	August – May	Paraprofessionals, Interventionists
Stanford Math K-5	During School Day	August – May	Classroom Teachers
MimioSprout	During School Day	September - May	KK-2 nd Grade Teachers
Responsive Classroom-Morning Meeting K-5	SF Sidewalks-Tier III Reading Intervention	September - May	KK-5 Classroom Teachers
Reading Plus 4-6	During School Day	September-May	4-6 Classroom Teachers
Scott Foresman Leveled Readers K-5	SF Reading Street	August - May	K-5 Classroom Teachers
PBIS K-6		September - May	Character Education Peer Mediation Behavior Plans Parent Resource Room Mendez Too Good For Drugs
Math Pull Outs	During the School Day	August-May	Project Coordinator
Hooked on Phonics	During the School Day	August-May	Paraprofessionals

Strategies to Attract High Quality, Highly Qualified Teachers

Check all that apply:

- ☒ Support uncertified personnel to gain certification
- ☒ Establish collaboration with colleges and universities
- ☒ Provide ongoing professional development
- ☒ Encourage local, state, and national professional development
- ☒ Implement a mentoring program
- ☒ Establish networks to build capacity
- ☒ Provide technical assistance
- ☒ Provide time for team planning and collaboration
- ☒ Provide generous resources and materials to assist teachers
- ☒ Professional Learning Communities

Ford Road Elementary School Report of Assessment Results 2012-2013

The office of Research, Evaluation and Assessment provides individual student academic assessment results to parents for the following assessments:

- TCAP Achievement Test
- TCAP Writing Assessments
- SAT-10 Assessment

This school provides individual student assessment results to parents for the following assessments:

- Scott Foresman Reading Baseline Assessment
- Scott Foresman Reading Unit Tests – each six weeks
- Weekly Common Assessments – Reading, Mathematics, Science, and Social Studies
- Discovery Education Formative Assessments
- AIMSWeb Assessment for Reading and Mathematics (K-5)
- Weekly Progress Reports from classroom teachers – inclusive of student assessments
- Academic Progress Reports
- Report Cards
- TCAP Home Report
- SAT-10 Home Report

Note(s):

Parents may request assistance translating these results.

Reports are translated for non-English speaking families as the need arises.

Local, State and Federal Programs

List all State Educational Programs and other Federal programs that are consolidated in this plan.

1. Title I
2. Title I Early Childhood
3. Extended Contract
4. Fee Waivers
5. Stanford Math Intervention Program
6. Reading Plus Intervention Program
7. Stanford LAW Intervention Program
8. Education City
9. Study Island
10. Discovery Education Assessment
11. Ed Plans
12. Reading is Fundamental (R.I.F.) Program
13. “Raising the Bar” New Teacher Mentoring
14. No Child Left Behind Act
15. Safe and Drug Free Schools
16. Site Based Budget
17. Title I Budget
18. SIG Budget
19. IDEA-Exceptional Children
20. MimioSprout
21. Triand Assessment Bank

Title I Revised School Plan Technical Assistance

Ford Road Elementary School receives technical aid from both the district and state. The following people assist us in our daily pursuit of academic excellence.

SW Regional Supt.-Willie Rhodes

SW Regional Director- Virginia McNeal

SW Regional Coordinator- Dr. Angela Whitelaw

Title 1 Supervisor- Penny Tubbs/Thelisa Taylor

Mentoring Coordinator-Tishsha Hopson

I-Zone Director-Dr. Sharon Griffin

Literacy Coach-Dikettie Jordan

Math Coach- Raven Hawes

Science Coach-Ladonna Tardy

Staff Development Coordinator-Cheryl Bailey

Staff Development Coordinator-Daphne Jones

Coordinator & Compliance/Instructor- Marjorie Douglas, Executive Director

Elementary Reading/Lang. Arts Instructional Support-Dr. Susan Dold

Elementary Mathematics Instructional Support-Dr. Suzanne Thomas

Exceptional Children-Gloria Lindsey (Supervisor)- Doris Wheat (Coordinator)

Computer Technology Assistance-Wanda Woodruff

TLA Instructional Coordinator-Myra Whitney

PBIS Coach- LaTonia Blankenship

Parental Involvement-Trevor Thompson

Tennessee Academic Specialist-Andrea Robertson



Ford Road Elemntary

2012-2013

School Compact

The Parent-School Compact has been jointly developed and agreed upon by the Ford Road Elementary administration, staff, parents, and scholars.

School's Agreement

I, the undersigned partner in the education of scholars at Ford Road Elementary agree to the following:

- Create and maintain a school climate that encourages and promotes high scholar achievement.
- Provide a safe environment that allows for positive communication between the school, parent, and scholar.
- Provide a high quality curriculum and research-based instruction that will enable all scholars to meet state and district standards.
- Inform parents frequently of the school's progress toward meeting district and state performance goals.
- Conduct flexible meetings to provide activities and strategies that parents can use to support student learning at home and school.
- Conduct annual parent/teacher conferences to discuss scholar progress and/or interventions.
- Provide parents reasonable access to staff, to volunteer, participate and observe their scholar's class.

Principal's Signature _____

Scholar's Agreement

I am a partner in my education. Therefore, I agree to do the following:

- **Attendance:** Attend school regularly and behave appropriately.
- **Academic Achievement:** Come to school each day with pencils, paper, and materials necessary for class work.
 - Complete and return all homework assignments.
 - Read at least fifteen minutes each night.
 - Practice good study habits.
- **Attitude:** Follow the rules of Ford Road Elementary and MCS Code of Conduct.
- **Attire:** Wear my school uniform each and every day, i.e. belt, shirt tucked in, one that is not sagging, and one of proper length, socks matching, black or white shoe strings only, and shoes matching.
- **Altitude:** Pushing myself to rise to higher heights and allowing myself to conquer new challenges.

Scholar's Signature _____

Parent/Guardian's Agreement

I want my scholar to achieve. Therefore, I agree to do the following:

- See that my scholar is punctual and attends school regularly.
- Support the school's effort to maintain discipline by encouraging my scholar to obey the rules of Ford Road Elementary at all times.
- Establish a time and place for my scholar to study and complete homework assignments and provide needed guidance, feedback and support.
- Encourage my scholar's efforts and be available for questions.
- Maintain contact with the school and my scholar's teacher(s).
- Obtain a library card for my scholar and encourage the checkout of useful resources.

- Require my scholar to read at least fifteen minutes each night.

Parent's Signature _____

Teacher's Agreement

It is important that my scholars achieve. Therefore, I agree to do the following:

- Inform parents and scholars of academic expectation that are grade-level appropriate.
- Provide high quality instruction that follows the Memphis City Schools curriculum guides.
- Employ a variety of instructional strategies and best practices so that all scholars will achieve at high levels and meet the standards set forth by the district and NCLB.
- Provide meaningful homework assignments that reinforce skills/concepts taught in the classroom.
- Use Parent Link, weekly folders, school calendars, and newsletters to inform parents and scholars of homework assignments and school activities.
- Provide timely assistance to parents so that they may assist their scholar with homework assignments.
- Keep parents informed about their scholar's progress through parent/teacher conferences, progress reports, phone calls, and weekly folders.
- Provide a classroom environment that is conducive to learning and engages every scholar in developmentally appropriate learning activities.

Revised 08/2012

Teacher's Signature _____

School Improvement Plan Review

Ten Components of a Title I Schoolwide Program (Highlighted Pages as Requested)		
<i>Schoolwide Program Component</i>	<i>SIP Pages</i>	
1. Comprehensive Needs Assessment of the entire school using data analysis of subgroups	TSIP p. 1-4	
2. Schoolwide Reform Strategies with emphasis on improved achievement of the lowest achieving student	Action Plan p. 6-21 Addendum: School-wide Academic Intervention Plan p. 42	
3. Instruction by Highly Qualified Staff	Action Plan p. 6-21 Strategies to Attract Highly Qualified Teachers p. 43	
4. High Quality and Ongoing Professional Development	Addendum: Professional Development Plan p. 32-41	
5. Strategies to Attract Highly Qualified Teachers to High Needs Schools	Addendum: Strategies to Attract Highly Qualified Teachers p. 43	
6. Increased Parental Involvement	Component 4: Action Plan p. 6-14, 20-21. Addendum: School/student/Parent Compact p.24-26 Addendum: Family Engagement Plan p. 48-49	
7. Assistance to Preschool Children from Early Childhood Programs to Elementary Programs	Appendix: Plans for Pre-K to KK Transition p. 31 Plan for 6 th Grade to Middle School Transition p. 30	

8. Measures to Include teachers in assessment decisions to improve student performance and instructional programs	Action Plan p. 6-21
9. Provide Timely, Additional Assistance to Students Experiencing Difficulty mastering standards	Addendum: School-wide Academic Intervention Plan p.42
10. Coordination and Integration of Federal, State and Local	Addendum: Coordination and Integration of Federal, State, and Local Programs p. 45

School Ford Road Elementary
District Memphis City Schools

Date Reviewed _____