

## Golda Meir School

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Grades: 3 - 8  
MPS Location #176

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## Section 2: School Profile

	<b>Current Enrollment Summary</b>	
	Hold Control key and click Data Warehouse link at left to go to Data Warehouse	Hold Control key and click Educational Plan link at right to find directions for getting Ed Plan reports.

### 0176- MEIR SCHOOL

Student Demographics	03	04	05	06	07	08	Total Pupils	% of Total
<b>Female</b>	47	44	48	16	16	17	188	51.1%
<b>Male</b>	45	46	41	17	16	15	180	48.9%
<b>African-American</b>	55	48	51	13	16	12	195	53.0%
<b>Hispanic</b>	7	5	2	1		2	17	4.6%
<b>White</b>	19	29	31	14	14	15	122	33.2%
<b>Asian</b>	2	3	1	3		1	10	2.7%
<b>Native American</b>					1	1	2	0.5%
<b>Other</b>	9	5	4	2	1	1	22	6.0%
<b>Free Meal</b>	31	20	24	5	7	5	92	25.0%
<b>Reduced Meal</b>	15	10	5	3	3	1	37	10.1%
<b>Not F/R Meal</b>	46	60	60	25	22	26	239	64.9%
<b>Special Ed</b>		5	6	4	5	2	22	6.0%
<b>Not Special Ed</b>	92	85	83	29	27	30	346	94.0%
<b>ELL</b>		1					1	0.3%
<b>Not ELL</b>	92	89	89	33	32	32	367	99.7%
<b>Grade Count</b>	<b>92</b>	<b>90</b>	<b>89</b>	<b>33</b>	<b>32</b>	<b>32</b>	<b>368</b>	

	<b>Current Enrollment Summary SPED</b>		
	Hold Control key and click Data Warehouse link at left to go to Data Warehouse		

SpEd Category	04	05	06	07	08	Total Pupils
AUT	1	1				2
CD			1			1
EBD		1				1
OHI	1	1		4	1	7
SLD	2		3	1		6
SPL	1	3				4
NC					1	1
<b>Grade Count</b>	<b>5</b>	<b>6</b>	<b>4</b>	<b>5</b>	<b>2</b>	<b>22</b>

1. Describe your special education service delivery model (self contained, resource, other) and programs for students with disabilities.

SPED services are delivered in a resource room. SPED students are supported in the regular education classroom as well.

2. Describe you students with Special Education needs in terms of numbers of students with mild, moderate and severe disabilities.

Students are cross-categorical primarily with mild disabilities.

3. Describe your Special Education support staff and roles of staff members.

The special education staff includes on full time cross-categorical SPED teacher and additional support staff. The support staff includes a speech and language teacher, diagnostic teacher, psychologist, social worker, special education supervisor, and a special services administrator all in a part time capacity. The SPED teacher acts as teacher, transition coordinator, and supports the regular education staff in conjunction with the other members of the support staff.

## School Profile – Golda Meir School

**Mission:** Golda Meir School offers a wide array of gifted and talented programs and services directed toward developing the abilities and competencies of children by enriching their lives as well as the lives of people with whom they interact.

**Vision:** The staff at Golda Meir School seeks to create a stimulating environment where the potential of every student is challenged and rewarded.

Program goals include:

- Developing an awareness of each student's abilities and talents
- Fostering respect for the abilities and talents of others
- Providing experiences in critical/creative thinking and problem solving skills
- Nurturing the leadership potential in each student
- Using cultural facilities to develop and expand student's artistic skills and talents
- Stimulating parent involvement in school activities, events, and learning situations

Our school received the DPI "New Wisconsin Promise School of Recognition Award" in 2004 for having above-average student academic performance in reading and mathematics for all students and student subgroups when compared to similar schools, and having met adequate yearly progress indicators for two or more consecutive years. From among 137,000 schools in the United States, 287 were recognized as National Blue Ribbon recipients in 2007. Golda Meir School is the only school in Milwaukee, and one of only five statewide, to receive this honor. Golda Meir School is one of the eight schools nationwide to be visited and studied for our success by the U.S. Dept. of Education in 2008.

Class trip destinations include Madison, Chicago, Colonial Williamsburg, Washington, D. C., New York City and Denmark. Our downtown location allows for regular visits to First Stage Children's Theatre, the Milwaukee Symphony, the Central Library, museums and numerous other downtown sites.

**Language and Literacy:** Each student is instilled with a love of the language arts and is provided with an authentic need to read for information. Teachers use a flexible grouping structure and varied instructional approaches (literature based, readers' and writers' workshop, etc.), while integrating the language arts program with other content subject areas as well as the arts. Our FLEX (Foreign Language EXploration) program includes: Spanish, French, German, Italian, Chinese, and Danish.

**Math:** In the Wisconsin Student Assessment System's School Performance Report, our school was cited as one of two schools in the state in which "disadvantaged African-American students outperformed students statewide who scored at the proficient level or above in math." All of our students compete in the national Continental Math League that involves solving complex mathematical problems. We also designed our own math proficiency tests that were based on the types of problems supplied by the League as well as end-of-year grade level expectations. There is daily practice in problem solving and noon hour Math Wizards groups.

**Science:** Third through fifth grade students participate in a school wide science fair that runs on a three-year thematic rotation. This ensures that students experience a variety of science performance assessments during their years at Golda Meir School. One theme, Invention Convention, asks students to use the scientific method and their own creativity to design and test a product that would solve a specific problem. Classroom lessons emphasize learning science process skills and science content/knowledge through hands-on activities and an integrated approach, as well as participating in science experiences offered by the Urban Ecology Center.



**Arts:** We received the Wisconsin Alliance for Arts Education's "Model School Arts Program Award" for developing an exemplary arts program in which the arts are an integral part of the education for all students. Field experiences include the Junior Docent Program at the Milwaukee Art Museum that allows our students to demonstrate their knowledge and abilities to integrate language arts, history, and the visual and performing arts. In partnership with Milwaukee's Present Music, Golda Meir School students annually compose and perform original works of music. Other annual arts opportunities include participation in Danceworks Mad Hot Ballroom Milwaukee dance program, Intergenerational Multi-Arts Project, a program pairing participants from adult centers and public schools to exchange their experiences and creative spirits in a presentation of dance, music, prose, and visual arts and a collaboration with Skylight Opera that uses pieces written by Golda Meir School students in a traveling musical production. Another collaboration with the Wisconsin Arts Board resulted in a grant involving the school in a public art installation of a memorial to community victims of violence. In-school arts opportunities include the visual arts, music and creative movement program, instrumental music lessons for over 95% of our students, chamber ensemble, string ensemble, band, chorus, swing chorus and theatre

**Technology:** Keyboarding, word processing, email, power point, web page production and Internet research round out our technology offerings. A Video Club trains students to use digital equipment and teaches them editing techniques. Golda Meir School concerts and programs filmed by students regularly air on MATA, the public access TV station. Most teachers have been trained in and utilize Smartboard projection technology and instructional programs. Project Lead the Way, a pre-engineering project incorporating math, science and technology, has been implemented for the upper grades with the use of a stand-alone laptop lab dedicated to this curriculum.



















**Other:** Since its inception, Golda Meir School has served students in grades 3 through 5. The 2004-2005 school year saw the addition of a small middle school. Full time teachers in each of our classrooms and a host of specialists serve our students. Business partnerships have been established with Quarles & Brady and Manpower to support our students' educational experiences. Daily web page updates help to improve communication with our parents. Our improved website is an effort to inform parents from all constituent groups. As a citywide school with parents from all over the metropolitan area communication with parents presents a challenge.

## Section 3: Needs Assessment Data and Narrative and Summary Charts

### Reading Needs Assessment

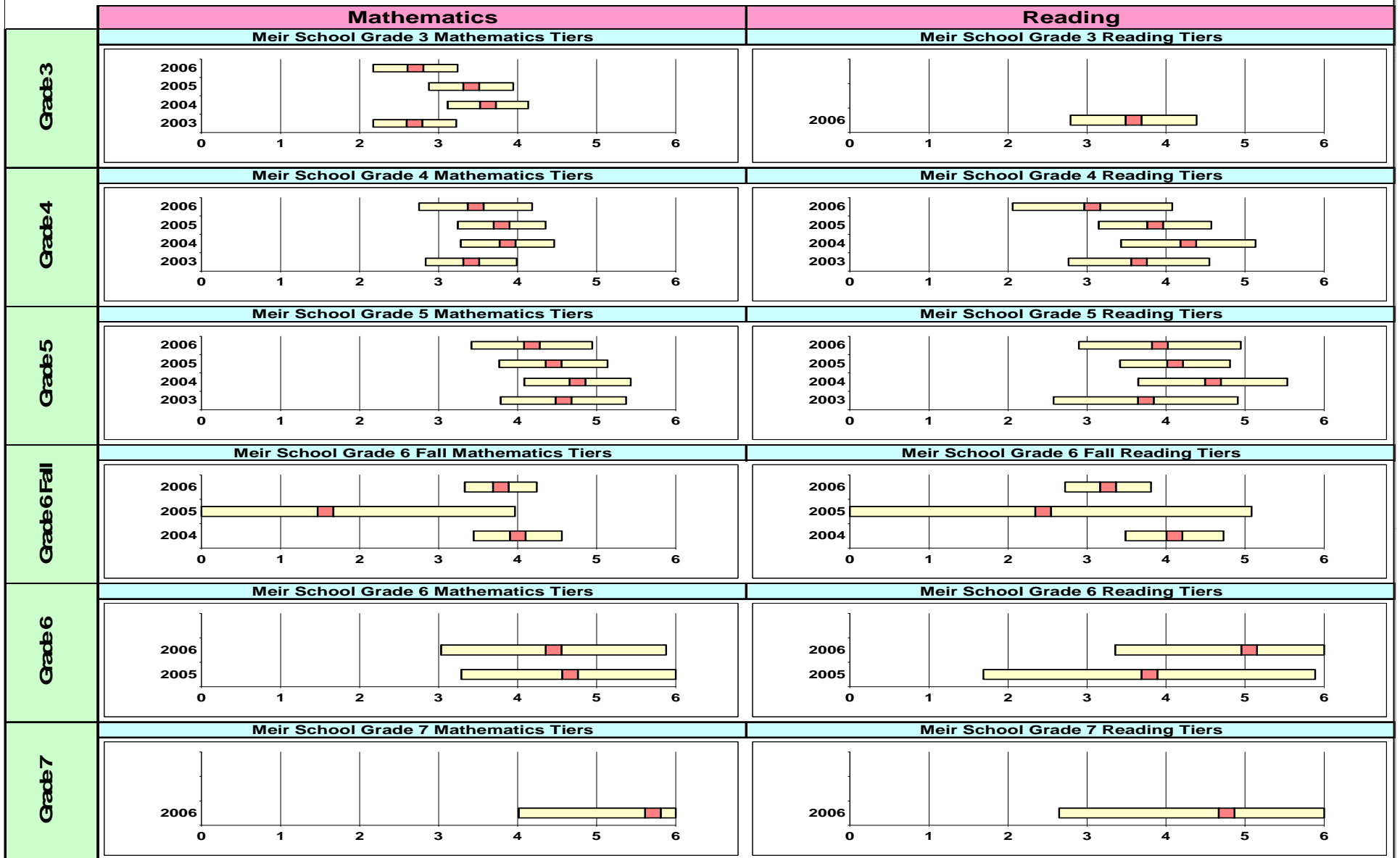
	<b>WKCE/Terra Nova Proficiency Summary by Grade - Reading,</b>	
	Hold Control key and click Data Warehouse link at left to go to Data Warehouse	Hold Control key and click Educational Plan link at right to find directions for getting Ed Plan reports.

Test Year	Grade 03			Grade 04			Grade 05			Grade 06			Grade 07			Grade 08		
	School	District	State	School	District	State	School	District	State	School	District	State	School	District	State	School	District	State
2007-08	93.4%	60.0%	79.5%	93.4%	60.2%	81.4%	95.5%	64.2%	84.4%	87.9%	61.4%	85.1%	84.4%	61.2%	84.9%	100.0%	59.4%	84.4%
2006-07	94.5%	63.5%	80.9%	95.6%	63.5%	81.9%	93.3%	64.9%	84.2%	87.9%	62.4%	85.0%	100.0%	58.8%	84.4%	100.0%	63.0%	84.1%
2005-06	97.8%	60.8%	80.6%	95.7%	61.1%	82.3%	96.8%	61.4%	82.9%	100.0%	57.3%	83.3%	96.4%	58.7%	83.8%	0.0%		84.6%

Academic Trend Indicators - Click on a trend indicator icon to select, then copy and paste in trend row for each applicable grade level									
Trend up: Higher proficiency each year	Bouncing up: Some movement lower, latest results above baseline year	Level: Latest results match baseline year	Bouncing: No consistent pattern of results	Bouncing down: Some movement higher, latest results below baseline year	Trend down: Lower proficiency each year				
									
Reading Trends									
		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
	WKCE / Terra Nova Trend								
	Value Added Trend								
To find and use <b>MPS Value Added Report (2006-2007)</b> : Use computer with live connection to internet; 1) Ctrl/Click MPS VALUE ADDED logo (above left); 2) Click OK; 3) Click Enable Macros; 4) Click Groups tab at bottom of Excel document; 5) Select Grade Level Graphs and your school from the pull down menus; 6) Evaluate the Value Added trends in reading for tested grades in your school. If Value Added data is not available for your school, enter, "na".									

# MEIR SCHOOL

## Value-Added Growth Analysis - Tiers by Grade Level



1. Describe your school's trend in reading in terms of proficient and non proficient students.

As students progress through the grade levels, there is a slight downward trend. Trend, however, does not seem to be statistically significant.

2. How does your school's performance compare to the district and the state?

Golda Meir School students score significantly above the district and above the state as well.

3. What does your school-level value added data say about student growth? What does your grade-level value added data say about student growth? Which grades, if any, are experiencing lower than average growth? (If no data, enter "na").

School-level value added data shows a downward trend at all grade levels.

4. Identify your reading urgent fact.

Students need help analyzing, evaluating and extending text.



**WKCE Strand SPI Summary – Reading**

Hold Control key and click Data Warehouse link at left to go to Data Warehouse

Hold Control key and click Educational Plan link at right to find directions for getting Ed Plan reports.



**Reading**

Diff = State - School																
Grade	Determines Meaning				Understand Text				Analyze Text				Evaluate & Extend text			
	State	Dist	Schl	Diff	State	Dist	Schl	Diff	State	Dist	Schl	Diff	State	Dist	Schl	Diff
03	65.4	52.7	73.6	8.2	74.2	60.7	82.6	8.4	65.5	52.8	72.8	7.3	48.5	38.1	54.2	5.7
04	71.7	57.5	82.6	10.9	69.3	55.8	78.8	9.5	62.6	49.6	72.2	9.6	56.5	46.1	65.6	9.1
05	68.3	52.4	77.2	8.9	77.8	64.1	86.0	8.2	61.0	48.9	68.9	7.9	57.1	45.7	65.3	8.2
06	68.3	53.6	77.8	9.5	64.0	50.0	73.7	9.7	62.1	49.0	70.4	8.3	64.7	51.8	72.9	8.2
07	71.5	57.6	74.4	2.9	66.3	52.1	69.4	3.1	59.5	45.6	63.0	3.5	64.7	51.0	67.5	2.8
08	72.0	56.3	84.8	12.8	73.1	59.2	85.2	12.1	65.6	52.9	77.0	11.4	66.2	51.6	79.2	13.0

5. Identify the strengths and weaknesses you see across grade levels in reading objectives as compared to the state and the district.

Strengths: In all strands, Golda Meir School students scored above the state and district. Determining meaning and understanding text seem to be a strength.  
Weaknesses: Analyzing, evaluating and extending text seem to be a weakness. Seventh grade students seem to be struggling with all four strands.

6. What does your District Benchmark assessments tell you about student performance in these same areas?

Benchmark assessments identify the same strengths and weaknesses. Meaning is a strength across all grade levels. Understanding seems to be less of a strength. Analyzing, evaluating and extending text seem to be a weakness across all grade levels.



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### WKCE Proficiency by Subgroup - Reading

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## Reading

Student Group	2007-2008				2006-2007				2005-2006			
	Enrolled	Percent Proficient			Enrolled	Percent Proficient			Enrolled	Percent Proficient		
		School	District	State		School	District	State		School	District	State
<b>African-American</b>	196	89.8%	54.1%	59.5%	186	91.4%	56.2%	60.6%	166	95.8%	52.8%	57.6%
<b>Asian</b>	10	100.0%	70.2%	76.0%	12	100.0%	73.6%	75.3%	17	100.0%	66.3%	74.2%
<b>Hispanic</b>	17	88.2%	65.2%	66.9%	14	92.9%	65.7%	66.0%	16	100.0%	62.3%	66.9%
<b>Native American</b>	2	100.0%	68.5%	75.6%	2	100.0%	68.7%	75.8%	2	50.0%	73.3%	75.1%
<b>White</b>	143	97.9%	78.3%	88.8%	149	98.7%	80.2%	88.9%	134	98.5%	79.2%	88.6%
<b>Female</b>	186	93.0%	65.1%	85.3%	198	94.4%	66.9%	86.0%	193	96.4%	63.3%	85.4%
<b>Male</b>	182	93.4%	57.2%	79.5%	165	95.2%	58.7%	81.0%	142	97.9%	55.9%	80.7%
<b>SpEd</b>	24	62.5%	27.1%	50.2%	19	57.9%	27.9%	50.6%	14	78.6%	26.2%	49.3%
<b>Non-SpEd</b>	344	95.3%	68.8%	88.8%	344	96.8%	70.3%	88.8%	321	97.8%	66.6%	88.5%
<b>ELL</b>	1	0.0%	51.7%	57.4%	1	0.0%	49.7%	56.2%	3	100.0%	43.5%	55.8%
<b>Non-ELL</b>	367	93.5%	62.0%	85.0%	362	95.0%	63.8%	85.1%	332	97.0%	61.0%	84.5%
<b>FRL</b>	130	89.2%	57.2%	69.4%	127	89.0%	59.0%	69.5%	127	97.6%	55.4%	68.5%
<b>Non-FRL</b>	238	95.4%	77.3%	90.5%	236	97.9%	78.1%	90.6%	208	96.6%	73.8%	89.9%
<b>Total</b>	368	93.2%	61.0%	83.3%	363	94.8%	62.7%	83.4%	335	97.0%	59.5%	83.0%

7. Identify targeted student groups that have significantly lower performance (English language learners, special education, and free and reduced lunch).

Hispanic students, Special Education students, English Language Learners (one student in the building). The performance of free and reduced lunch students has been decreasing steadily since 2006.

8. Describe your school's trend in reading in terms of proficient and non proficient students in these student groups.

Downward trend for all four student groups.

9. How does your school perform in terms of proficient and non proficient students compared to the district and the state?

Our school performs way above the district and the state. The number of Golda Meir School students scoring proficient in reading is in the 90 to 100 percent range. The number of students scoring proficient in reading for the district and the state is in the 60 to 70 percent range.

10. Analyze all reading information collected at your school (including Benchmark Assessment data, SPS data, local assessments, learning walk data, and Instructional Practices Survey). Describe what you are doing or not doing that might be contributing to achievement results. Consider both overall and disaggregated results.

a. Why are students performing as they are in the area you identified as a weakness (i.e.: Determines Meaning, Understands Text, Analyzes Text and Evaluates/Extends Text)?

Students are performing well at the lower level of Bloom's Taxonomy. We need to do more to help students improve their higher level thinking skills.

b. How will you monitor student learning in Reading?

Benchmark assessments, Jerry Johns reading inventory, teacher observations

c. How could you improve the effectiveness of the implementation of your current strategies or determine if there is a need to identify new or additional strategies?

Staff development on reading strategies

d. What instructional strategies are you using to increase student learning for proficient and advanced students?

Key Words, Paired Reading, Non-fiction Reading Strategies, Text Structure

11. Students' ability to Determine Meaning impacts performance in every Reading Objective. How will you improve performance in this area?

Establish reading strategies to practice determining meaning across curricular areas; Use the Literature Circle model with modifications for various grade levels; Encourage students to write summaries of /reflections on what they have read; Explore district reading strategies resources

12. What reading instructional research based strategies are currently being addressed in your professional development plan?

We are not aware of any research based strategies being addressed in our professional development plan. This would be something we need to work on as a staff. We recognize the need for a consistent approach to teaching reading strategies.



13. What is the connection between your current data and reading professional development addressed in the Educational Plan?

We are not aware of any reading professional development addressed in our current Education Plan. We have not had any reading professional development this year.


















14. What is your plan to collect evidence that documents the impact of professional development on student achievement?

Begin using reading portfolios to collect evidence of student achievement.

## Math Needs Assessment

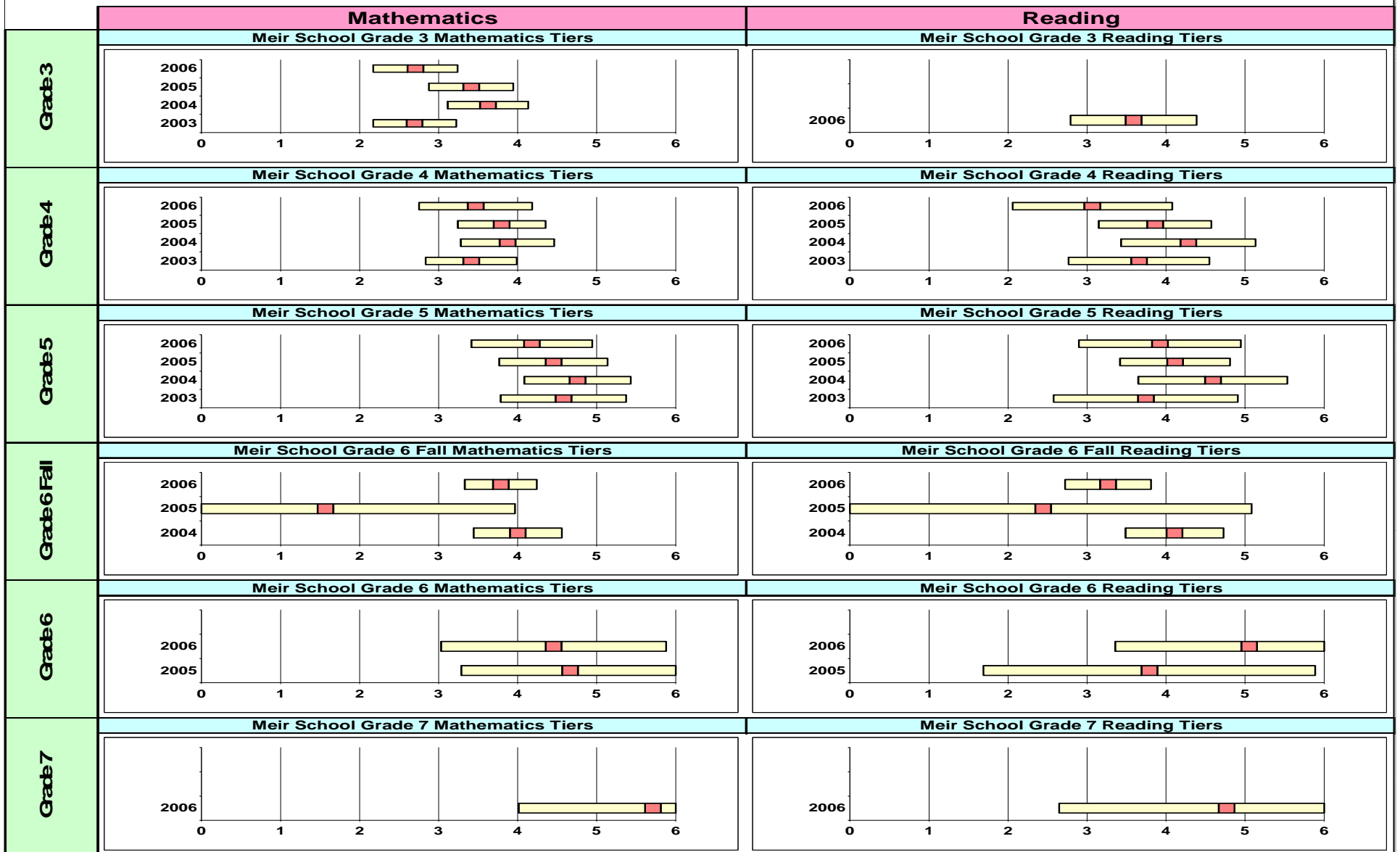
	<b>WKCE/Terra Nova Proficiency Summary by Grade - Math</b>	
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	School	District	State	School	District	State	School	District	State	School	District	State	School	District	State	School	District	State
2007-08	83.5%	48.0%	73.9%	89.0%	50.1%	76.6%	85.4%	47.7%	76.1%	87.9%	42.5%	75.8%	81.3%	40.3%	76.9%	96.9%	38.3%	75.3%
2006-07	87.9%	45.5%	73.8%	86.7%	51.7%	77.3%	77.8%	45.7%	75.0%	84.8%	40.2%	76.0%	100.0%	44.4%	79.1%	92.6%	40.2%	74.9%
2005-06	91.1%	42.9%	71.9%	85.9%	43.6%	72.6%	87.1%	40.4%	72.6%	100.0%	37.7%	73.0%	96.4%	36.7%	73.8%	0.0%		74.2%

Academic Trend Indicators - Click on a trend indicator icon to select, then copy and paste in trend row for each applicable grade level								
Trend up: Higher proficiency each year	Bouncing up: Some movement lower, latest results above baseline year	Level: Latest results match baseline year	Bouncing: No consistent pattern of results	Bouncing down: Some movement higher, latest results below baseline year	Trend down: Lower proficiency each year			
								
Math Trends								
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
	<b>WKCE / Terra Nova Trend</b> 							
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# MEIR SCHOOL

## Value-Added Growth Analysis - Tiers by Grade Level



1. Describe your school's trend in math in terms of proficient and not proficient students.

We are consistently above state and well above district averages on the WKCE-CRT. We have a small, easily identifiable group of students not proficient at each grade level.

2. How does your school's performance compare to the district and the state?

We average between 35 to 40 percentage points above the district. We are generally 10 to 15 percentage points above the state.

3. What does your school-level value added data say about student growth? What does your grade-level value added data say about student growth? Which grades, if any, are experiencing lower than average growth? (If no data, enter "na").

Our school level data seems to be telling us that we are on a downward trend at all grade levels. Grade level data shows the same.

4. Identify your math urgent fact.

Our value added data shows we are on a downward trend and we have a group of students at each grade level not meeting proficiency in math on the WKCE.



### WKCE Strand SPI Summary – Math

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## Mathematics

Grade	Diff = State - School																							
	Math Processes				Number Operations & Relationships				Geometry				Measurement				Statistics & Probability				Algebraic Relationships			
	State	Dist	Schl	Diff	State	Dist	Schl	Diff	State	Dist	Schl	Diff	State	Dist	Schl	Diff	State	Dist	Schl	Diff	State	Dist	Schl	Diff
03	39.3	27.1	44.2	4.9	75.0	62.6	79.1	4.1	80.1	70.2	82.4	2.3	74.0	63.3	76.9	2.9	70.0	56.5	73.6	3.6	77.3	66.3	80.3	3.0
04	46.8	34.8	53.0	6.2	82.1	71.3	87.3	5.2	75.4	66.3	79.7	4.3	74.9	62.8	79.7	4.8	62.2	51.6	66.2	4.0	76.9	63.3	83.9	7.0
05	57.2	43.6	61.1	3.9	77.5	65.4	82.1	4.6	77.0	67.5	77.5	0.5	64.5	49.2	69.3	4.8	60.5	46.6	64.8	4.3	66.8	50.7	73.6	6.8
06	46.6	30.5	56.4	9.8	63.8	48.3	74.8	11.0	76.1	61.5	81.7	5.6	61.6	45.4	71.2	9.6	64.8	47.0	71.5	6.7	72.3	57.3	80.2	7.9
07	47.9	29.3	52.5	4.6	67.9	49.3	69.2	1.3	67.3	50.2	70.0	2.7	72.4	56.6	73.1	0.7	64.4	47.5	67.4	3.0	65.4	47.7	68.9	3.5
08	47.7	28.6	61.3	13.6	53.9	36.6	68.4	14.5	65.7	49.8	76.9	11.2	50.1	35.0	63.1	13.0	58.5	42.5	70.3	11.8	62.2	45.0	74.9	12.7

5. Identify the strengths and weaknesses you see across grade levels in math objectives as compared to the state and the district.

We are above the state and the district in all content strands, but we show weaknesses in Math Processes, Number Operations & Relationships and Measurement.

6. What do your District Benchmark assessments tell you about student performance in these same areas?

The data is consistent. We show weaknesses in those three strands on the Benchmark assessments as well.



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### WKCE Proficiency by Subgroup – Math

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Milwaukee Public Schools  
EDUCATIONAL PLAN

## Mathematics

Student Group	2007-2008				2006-2007				2005-2006			
	Enrolled	Percent Proficient			Enrolled	Percent Proficient			Enrolled	Percent Proficient		
		School	District	State		School	District	State		School	District	State
<b>African-American</b>	196	79.6%	34.8%	42.1%	186	78.5%	35.0%	41.9%	166	81.9%	30.1%	37.0%
<b>Asian</b>	10	100.0%	63.0%	75.5%	12	100.0%	62.5%	74.5%	17	94.1%	56.3%	70.1%
<b>Hispanic</b>	17	94.1%	49.6%	57.7%	14	78.6%	50.1%	58.3%	16	93.8%	45.7%	54.3%
<b>Native American</b>	2	100.0%	52.8%	63.9%	2	100.0%	57.4%	64.3%	2	100.0%	47.0%	59.0%
<b>White</b>	143	94.4%	67.9%	82.6%	149	95.3%	67.5%	82.9%	134	98.5%	64.0%	80.3%
<b>Female</b>	186	85.5%	44.2%	74.6%	198	81.3%	44.2%	75.8%	193	86.5%	39.6%	72.9%
<b>Male</b>	182	87.9%	44.8%	75.2%	165	92.1%	44.9%	76.2%	142	94.4%	39.8%	73.3%
<b>SpEd</b>	24	45.8%	23.2%	45.0%	19	63.2%	23.1%	45.4%	14	64.3%	19.9%	41.2%
<b>Non-SpEd</b>	344	89.5%	49.4%	80.9%	344	87.5%	49.2%	81.1%	321	91.0%	43.9%	78.3%
<b>ELL</b>	1	0.0%	42.5%	54.9%	1	0.0%	40.9%	56.0%	3	66.7%	36.0%	51.4%
<b>Non-ELL</b>	367	86.9%	44.8%	77.1%	362	86.5%	44.9%	77.2%	332	90.1%	40.1%	74.3%
<b>FRL</b>	130	77.7%	40.2%	58.4%	127	78.7%	40.5%	58.5%	127	86.6%	35.4%	54.2%
<b>Non-FRL</b>	238	91.6%	63.1%	84.8%	236	90.3%	62.0%	84.9%	208	91.8%	54.6%	82.1%
<b>Total</b>	368	86.7%	44.5%	75.8%	363	86.2%	44.6%	76.0%	335	89.9%	39.7%	73.1%

7. Identify targeted student groups that have significantly lower performance (English language learners, special education and free and reduced lunch).

African American students, Free and Reduced Lunch students

8. Describe your school's trend in math in terms of proficient and non proficient students in these student groups.

The trend for African American students is bouncing and the trend for Free and Reduced Lunch is declining.

9. How does your school's performance in terms of proficient and non proficient students compare to the district and the state?

Our school's performance is much higher than the district and state. We are 44 percentage points higher than the district and 11 percentage points higher than the state.

10. Analyze all math information collected at your school (including Benchmark Assessment data, SPS data, local assessments, learning walk data, and Instructional Practices Survey). Describe what you are doing or not doing that might be contributing to achievement results. Consider both overall and disaggregated results.

a. Why are students performing as they are in the area you identified as a weakness (i.e. Mathematical Processes, Number Operations, Geometry, Measurement, Statistics and Probability and Algebraic Relationships)?

Prior to this year the staff was not united around one curriculum. We are ending our first year with the new adoption which most classroom teachers are using.

b. How will you monitor student learning in math?

Benchmark assessments, Everyday Mathematics beginning of the year and end of the year assessments, CABS

c. How could you improve the effectiveness of the implementation of your current strategies or determine if there is a need to identify new or additional strategies?

Our Ed Plan needs to be reviewed by staff on a regular basis. Staff members need to implement strategies with fidelity. Benchmark assessment data and data from CABS needs to be reviewed by staff on a regular basis.

d. What instructional strategies are you using to increase student learning for proficient and advanced students?

Current strategies include differentiation and ability grouping though there is a need for focused and productive discussions around both topics by staff.

11. What math instructional research based strategies are currently being addressed in your professional development plan?

Instructional strategies include use of non-linguistic representations (Marzano), and Marzano's Academic Vocabulary Six Step Process, and District Curriculum Pacing Guides.



12. What is the connection between your current data and math professional development addressed in the Educational Plan?

As a staff we have started looking at CABS and how CABS will give us more data to use and how that data can help guide instruction. We have also discussed instructional strategies and how instructional strategies can improve student achievement. We explored ways to increase specific instructional strategies with the new math adoption.

13. What is your plan to collect evidence that documents the impact of professional development on student achievement?











We plan to do grade level scoring of constructed response items for the Benchmark assessments. We will review Benchmark assessment data and data from CABS quarterly.

## Writing Needs Assessment

 Milwaukee Public Schools <b>DATA WAREHOUSE</b>	<b>WKCE Writing Rubric Scores</b>	 Milwaukee Public Schools <b>EDUCATIONAL PLAN</b>
Hold Control key and click Data Warehouse link at left to go to Data Warehouse		Hold Control key and click Educational Plan link at right to find directions for getting Ed Plan reports.

### 0176- MEIR SCHOOL

	Grade 04						Grade 08					
	Writing-Narrative/Descriptive						Writing-Persuasive					
	Composition (0-6)			Conventions (0-3)			Composition (0-6)			Conventions (0-3)		
	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School
2007-2008	3	3.0	3.7	2.0	1.9	2.1	3.3	3.2	4.0	2.0	2.0	2.0
2006-2007	3.1	3.0	3.4	1.9	1.9	2.0	3.4	3.2	3.7	2.0	2.0	2.0
2005-2006	2.6	2.6	3.0	2.0	2.0	2.0	3.2	3.1		2.0	2.0	
2004-2005	2.9	2.8	3.2	2.0	1.9	2.0	3.2	3.0		2.0	1.9	

Academic Trend Indicators - Click on a trend indicator icon to select, then copy and paste in trend row for each applicable grade level					
Trend up: Higher proficiency each year	Bouncing up: Some movement lower, latest results above baseline year	Level: Latest results match baseline year	Bouncing: No consistent pattern of results	Bouncing down: Some movement higher, latest results below baseline year	Trend down: Lower proficiency each year
					
Writing Trends					
Grade 4 – Narrative - Descriptive		Grade 8 - Persuasive		Grade 10 - Persuasive	
Composition	Convention	Composition	Convention	Composition	Convention
					

1. Describe your school's trend in writing in terms of proficient and not proficient students based on the rubric scores in the chart above.

The trend is a positive one. Our students are getting better in writing. Our 4<sup>th</sup> graders are not yet proficient in composition, but each year they are getting closer to proficient (after a dip in the score from 2004-2005 to 2005-2006). Our 8<sup>th</sup> graders were proficient in composition this past year. Our 4<sup>th</sup> and 8<sup>th</sup> graders have consistently scored proficient in conventions over the past four years.

2. How do your school's rubric scores compare to the district and the state based upon Wisconsin's 6 point Composition score and 3 point Convention score? (Score of 4 or more is considered proficient for Composition, score of 2 or more is considered proficient for Conventions. Analyze scores separately.)

Our scores are consistently above or equal to the district and the state. This is true for composition and conventions at both the 4<sup>th</sup> and 8<sup>th</sup> grade level.

3. Identify your writing urgent fact.

Our 4<sup>th</sup> graders are not yet proficient in composition.

**Annual MPS School-Based Writing Assessment (April 2008) - % Proficient and Above Holistically and In Each Writing Domain**

Grade	Holistic Score	Ideas	Organization	Voice	Word Choice	Sentence Fluency and Variety	Conventions
3	3.0	3.5	3.0	3.0	3.0	3.0	3.0
5	2.5	2.5	2.5	3.0	2.5	2.5	2.0
7	3.0	3.0	3.0	3.0	3.0	3.0	3.5



*Schools using MY Access! should gather and use data found in the MY Access! Reports. Call 475-8099 for questions about MY Access! Schools should assess student writing performance in all grade levels using MPS K-2 and 3-12 rubrics. Rows may be added to this table to report and analyze results for other grade levels. Log in to MPS portal, then control/click the ELA logo above/right to go to MPS portal resources for writing.*

4. Analyze additional writing information collected at your school (e.g. local assessments, learning walk data, Curriculum Maps, and Instructional Practices Survey). Describe what you are doing or not doing that might be contributing to achievement results.

a. Why are students performing as they are in writing?

There is no consistent approach to teach writing throughout the building. Most teachers are emphasizing the writing process and are using the MPS rubric to score student writing. We are beginning to have discussions as a staff about writing instruction.

b. How and where in your instruction are you currently addressing writing?

Writing is used across the curriculum with all subject areas.

c. How will you monitor student learning in writing?

We would like to use *MY Access!* to help us gather data about our student learning in writing and to help us monitor student learning in writing. We hope to begin using it during the 2008-2009 school year.

d. How could you improve the effectiveness of the implementation of your current strategies or determine if there is a need to identify new or additional strategies?

We need to continue to have discussions as a staff around the teaching of writing and our student learning in writing. We need to share student writing samples on a regular basis.

5. What writing instructional strategies are currently being addressed in your professional development plan?

Strategies for differentiating instruction to close student performance gaps



6. What is the connection between your current data and writing professional development addressed in the Educational Plan?

WKCE data shows student performance improving in writing over the past four years. The school-based writing assessment, however, shows students are proficient at the 3<sup>rd</sup> grade level, but not proficient at the 5<sup>th</sup> grade level. This seems to indicate that writing professional development is not as effective as it should be.

7. What is your plan to collect evidence that documents the impact of professional development on student achievement?

We will conduct school-based writing assessments periodically throughout the school year on a schedule similar to the Benchmark assessment schedule. These assessments will be in addition to the district writing assessment for grades 3, 5, and 7.

**Creating Safe and Consistent Learning Opportunities**

 Milwaukee Public Schools <b>DATA WAREHOUSE</b>	<b>Student Suspensions Summary – SpEd and Non-SpEd</b>			 Milwaukee Public Schools <b>EDUCATIONAL PLAN</b>
	Hold Control key and click Data Warehouse link at left to go to Data Warehouse	Report Date*	Hold Control key and click Educational Plan link at right to find directions for getting Ed Plan reports.	
		5/2/08		
<i>* Report Date: the accuracy and completeness of the information depends upon school based ESIS entry of suspension information. Schools may begin analysis early in spring, but are advised to get and review this report after all current year suspension information is entered into ESIS in this section.</i>				

**0176- MEIR SCHOOL**

School Year	Students Enrolled				All Students			Percent of Suspensions by Incident Type		
	All Students	Non-SpEd Students	SpEd Students	Percent SpEd	Number Suspended	Percent Suspended	Number of Suspensions	Learning Environment	Assault & Endangering Behavior	Weapons
2007-2008	377	355	22	5.8%	12	3.2%	19	15.8%	84.2%	
2006-2007	367	367	25	6.8%	2	0.5%	3		66.7%	33.3%

School Year	Non-SpEd Students Suspended			SpEd Students Suspended			IDEA Suspensions		
	Number of Students Suspended	Percent of Students Suspended	Number of Suspensions	Number of Students Suspended	Percent of Students Suspended	Number of Suspensions	Percent of All Suspensions SpEd	Nbr SpEd Students Suspended > 10 Days	Percent of All SpEd Students Suspended
2007-2008	8	2.3%	10	4	18.2%	9	47.4%		
2006-2007	1	0.3%	1	1	4.0%	2	66.7%		

<b>SEN Suspension Status</b>	<b>Yes-No</b>
1. Does our school Special Education Need (SEN) suspension rate exceed our non SEN rate? (Answer is yes, if cell labeled “Percent of All Suspensions SpEd” number is greater than the cell labeled “SpEd Students”). If yes, address disparity with SMART goal strategy.	yes
2. Did our school have IDEA suspensions? (Answer is yes if cell labeled “Nbr SpEd Students Suspended > 10 days” is greater than zero in MPS suspension data table. This number is generated by counts of days of missed school possible based upon information entered into ESIS.). If yes, address situation with SMART goal strategy.	no
3. Is the suspension percentage for disruptions of learning environment substantially greater than the combined percentages of suspensions for Assault, & Endangering Behavior and Weapons?	no

4. What is your suspension urgent fact?

The number of students suspended this year is more than six times greater than it was last year.



### Climate Survey Key Area Mean Scores Summary Chart



Hold Control key and click Climate Survey link at left to go to report needed for the Ed Plan.

Hold Control key and click Educational Plan link at right to find directions for getting Ed Plan reports.

### Climate Survey Key Area Mean Scores Summary Chart

Data Source: School Climate Survey (07-08) - Higher scores are better. District scores based upon thousands of responses.

Survey Group	Environment		Rigor		Safety		Governance	
	School	District	School	District	School	District	School	District
Elem / Middle Students	3.2	<b>3.0</b>	3.4	<b>3.2</b>	3.1	<b>3.0</b>	3.0	<b>2.8</b>
High School Students	NA	<b>2.7</b>	NA	<b>2.9</b>	NA	<b>2.7</b>	NA	<b>2.7</b>
Parents	3.6	<b>3.4</b>	3.5	<b>3.3</b>	3.2	<b>3.2</b>	3.4	<b>3.3</b>
Teacher / Staff	3.5	<b>3.1</b>	3.5	<b>3.1</b>	3.1	<b>3.0</b>	3.2	<b>3.0</b>

5. Which School Climate Survey Key Area emerges as a school strength? Which emerges as a school weakness? How do your Key Area Mean Scores differ from the districts? Do you have Key Area Mean Score gaps between constituent groups (students, parents, and staff)?

We are above the district average in all areas. School safety scores seem low. Our student governance score is lower than the score given by other constituent groups.

6. What has the school community been doing to create these perceptions?

Student Advisory Council; all school broadcasts on school rules and procedures; a collective sense of responsibility for all children; a variety of activities and incentives for students; consistency and structure throughout building; weekly staff and parent newsletters; individual classroom teacher websites; updated school website







7. What could you do that might improve the climate for learning in your school?



For parents: parenting classes; homework help workshops; use current texts in use to show parents examples  
 For students: more Student Advisory Council meetings; more Junior Mentor meetings; give students more responsibilities  
 For administrator: more frequent administrator visits to classrooms













8. Identify your School Climate urgent fact based upon Key Area Mean Scores.

Increase student involvement in school governance

### Family and Community Involvement

<b>Family Involvement Trend Indicators - Click on a trend indicator icon to select, then copy and paste in trend column for each Standard and group.</b>					
Trend up: Higher proficiency each year	Bouncing up: Some movement lower, latest results above baseline year	Level: Latest results match baseline year	Bouncing: No consistent pattern of results	Bouncing down: Some movement higher, latest results below baseline year	Trend down: Lower proficiency each year
					

 Milwaukee Public Schools <b>CLIMATE SURVEY</b>	<b>Climate Survey Family Involvement (PISA) Key Area Mean Scores Summary Chart</b>	 Milwaukee Public Schools <b>EDUCATIONAL PLAN</b>
Hold Control key and click Climate Survey link at left to go to report needed for the Ed Plan.	Hold Control key and click Educational Plan link at right to find directions for getting Ed Plan reports.	

<b>Climate Survey Family Involvement (PISA) Key Area Mean Scores Summary Chart</b>												
Data Source: School Climate Surveys. Higher scores are better. District scores based upon thousands of responses.												
Year / Data Type	Communicating		Parenting		Student Learning		Volunteering		School Decision-Making and Advocacy		Collaborating with Community	
	Parent	Staff	Parent	Staff	Parent	Staff	Parent	Staff	Parent	Staff	Parent	Staff
<b>07-08 District</b>	<b>3.2</b>	<b>3.2</b>	<b>3.2</b>	<b>3.0</b>	<b>3.2</b>	<b>3.1</b>	<b>3.3</b>	<b>3.1</b>	<b>3.3</b>	<b>3.1</b>	<b>3.3</b>	<b>3.0</b>
<b>06-07 District</b>	<b>3.2</b>	<b>3.2</b>	<b>3.1</b>	<b>3.0</b>	<b>3.2</b>	<b>3.1</b>	<b>3.3</b>	<b>3.1</b>	<b>3.3</b>	<b>3.1</b>	<b>3.3</b>	<b>3.0</b>
07-08 School	3.5	3.7	3.2	3.3	3.3	3.4	3.5	3.7	3.4	3.5	3.6	3.7
06-07 School	3.2	3.7	3.0	3.3	3.1	3.5	3.4	3.6	3.3	3.5	3.6	3.8
School Trends												

1. What is the trend? How did you contribute to the trend?

Overall parents seem to view the school favorably. The trend seems to be maintaining or increasing the scores. Staff scores the school slightly higher than parents.

2. Identify your Family and Community Involvement urgent fact using School Climate Survey data and any local data (from Family Involvement Tools, for example).

Our support of parenting was scored the lowest of all six areas by both parents and staff.

3. On which parent involvement standard did your activities focus? Which standard related "quality indicators" did you address in Goal Related Needs?

Parenting; Communicating with parents

4. Analyze the effectiveness of strategies/activities to involve families and the community in the promotion of academic achievement and other SMART goals.

Strategies/activities were not fully implemented.

5. What strengths and weaknesses did you see in the implementation of parent involvement strategies?

Strengths: communicating; Weaknesses: parenting

6. What could you do that might improve family involvement and community engagement in your school?

Teachers could update their personal websites. Teachers could become proficient on eSIS and encourage parents to sign up for Parent Assistant.

7. Identify professional development strategies needed for staff to enhance parent involvement at the school level? (Strategies related to this question should be in Section 6-Professional Development).

eSIS training; web development training; conflict management training; race relations training

8. What's the evidence of parent professional development impact on student achievement?

High scores on climate survey; overall increase in homework assignments turned in on a regular basis.

### Educational Plan Results Summary

<b>06-07 SMART Goals</b>		<b>Goal Met: Yes or No?</b>
Core 1	On the 2006-2007 WKCE_CRT, the percentage of Golda Meir students scoring at/above proficient will continue to meet or exceed district and state percentages. Students in grades three through five will focus on developing and honing their mathematical reasoning and communication skills.	Yes
Family & Community	Golda Meir staff will work to increase the number of parents who agree or strongly agree that the school uses its financial and human resources effectively from 76.5% to 85% on the school climate survey.	No, but progress (76.5% to 80.6%)
Alternatives to Suspension	By the end of the 2006-2007 school year both EEN and Non-EEN suspension rates will continue to be insignificant.	Yes

<b>07-08 SMART Goals</b>	<b>Evidence of Progress from Local Assessments and Data</b>	<b>Progress: Yes or No?</b>
Core 1	By November of 2008 the percentage of current fourth and current fifth grade students scoring proficient in math as measured by the WKCE will increase as follows: fourth grade will increase by 5 percentage points from 86% to 91%; fifth grade will increase by 5 percentage points from 77% to 82%.	<p style="text-align: center;">2007-2008 WKCE</p> <ul style="list-style-type: none"> <li>• 4<sup>th</sup> Grade: 89% scored proficient</li> <li>• 5<sup>th</sup> Grade: 85.4% scored proficient</li> </ul> <p style="text-align: center;">Yes</p> <p>Did not meet goal for 4<sup>th</sup> grade, but progress (86% to 89% but not 91%)</p> <p>Goal for 5<sup>th</sup> grade met (77% to 85.4%)</p>
Family & Community	On the 2007-2008 school climate survey, we will decrease the number of downward trend indicators on the survey PISA questions by 25%.	<p>8 downward trend indicators on the 2006 - 2007 PISA survey questions</p> <p>2 downward trend indicators on the 2007 - 2008 PISA survey questions</p> <p style="text-align: center;">Yes</p>
School Climate	By June of 2008 the number of bus disciplinary referrals will have been reduced by 5% from 130 to 121 referrals.	117 bus disciplinary referrals as of June 3, 2008  Yes

07-08 Professional Development Strategies	Evidence of Content Mastery/Change in Teacher Practice/Student Performance	Progress: Yes or No?
<p>Continue to provide buddy teachers for staff members new to school during the 2006-2007 school year</p> <p>Provide support teacher/ mentor to initial educators under PI34</p> <p>Provide common planning time for collaboration</p>	<p>PDPs started by staff members moving from Initial to Professional level of licensure – 5 year plan</p>	<p>Yes</p>
<p>Maintain and improve ongoing CIFM checklist and non-checklist awareness</p>	<p>Sp. Ed. teacher attending all required district inservices</p> <p>100% compliance on all CIFM items for the 2007 - 2008 school year</p>	<p>Yes</p>
<p>School and district PD on new math adoption and related CABS</p> <p>New MTL position to assist with PD around use of Benchmark testing data and Marzano's strategies</p>	<p>MTL has begun to implement this strategy and will continue to implement strategy next year</p>	<p>Yes</p>
<p>After school Gifted and Talented Education workshops</p>	<p>Workshops have not been offered</p>	<p>No</p>

**Other School Based Needs Assessment Data**

Schools may briefly summarize and provide analysis for any other significant locally generated assessment that may support school Educational Plan decision making.

## Section 4: SMART Goal - #1 - Reading

Goal Area	SMART Goal (Specific, Measurable, Attainable, Relevant and Research Based and Time Bound)	Goal Related Needs
Reading	By November of 2009 the percentage of students scoring proficient or advanced in reading will increase by three percentage points from 93.4% to 96.4% as measured by the Wisconsin Knowledge and Concepts Exam-Criterion Referenced Test.	<ul style="list-style-type: none"> <li>• Analyzing text using skills such as inference and cause and effect</li> <li>• Evaluating and extending text</li> <li>• Note taking skills</li> <li>• Retelling</li> </ul>
	<table border="1" style="width: 100%;"> <tr> <td style="text-align: center;"><b>Urgent Fact</b></td> <td>7% of our 3<sup>rd</sup> graders, 7% of our 4<sup>th</sup> graders, 4% of our 5<sup>th</sup> graders, 13% of our 6<sup>th</sup> graders, and 14% of our 7<sup>th</sup> graders are not proficient in reading. Nine of the 25 students are SPED students.</td> </tr> </table>	
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### Targeted Characteristic of the High Performing Urban Classroom

Strategic Instructional Choices							
Target Populations	Strategies designed to address performance of non-proficient students (may be used for all students)	Staff Responsible for Implementing Strategy	Resources to Implement Strategies	FTE/ Funding & Funding Source/s	Data to be Used as Evidence of Impact of Strategies	Data Review Dates	Results of Strategy Review & Revisions
3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> graders not proficient in reading – 3 <sup>rd</sup> graders identified by classroom teachers; 4 <sup>th</sup> and 5 <sup>th</sup> graders identified by 2007 WKCE and classroom teachers (including SPED students)	Lunch recess spent involved in web based activities designed to improve reading skills	Classroom teachers  Technology coordinator	Online reading program  computers		Quarterly Benchmark Assessments  CABS	quarterly	
SPED students/ non-proficient SPED	Use of non-linguistic representations across curricular areas	Classroom teachers  SPED teacher	Project materials SPED students can use to create non-linguistic representations		Quarterly Benchmark Assessments  CABS	quarterly	

Target Populations	Strategies designed to address performance of non-proficient students (may be used for all students)	Staff Responsible for Implementing Strategy	Resources to Implement Strategies	FTE/ Funding & Funding Source/s	Data to be Used as Evidence of Impact of Strategies	Data Review Dates	Results of Strategy Review & Revisions
Non-proficient SPED students	Additional time (90 minutes) for the Comprehensive Literacy Program Language!	SPED teacher	Curriculum materials for the Comprehensive Literacy Program Language!		Built in assessments of Language! Program.	monthly	

### Section 4: SMART Goal - #2 - Math

Goal Area	SMART Goal ( <u>S</u> pecific, <u>M</u> easurable, <u>A</u> ttainable, <u>R</u> elevant and <u>R</u> esearch Based and <u>T</u> ime Bound)		Goal Related Needs
Math	By November of 2009 the percentage of students scoring proficient or advanced in math will increase by 5 percentage from 83.5% to 88.5 % points as measured by the Wisconsin Knowledge and Concepts Exam-Criterion Referenced Test.		<ul style="list-style-type: none"> <li>Measurement skills</li> <li>Mathematical processes</li> <li>Statistics and Probability</li> </ul>
	<b>Urgent Fact</b>	17% of our 3 <sup>rd</sup> graders, 11% of our 4 <sup>th</sup> graders, 15% of our 5 <sup>th</sup> graders, 13% of our 6 <sup>th</sup> graders, and 18% of our 7 <sup>th</sup> graders, and 3% of our 8 <sup>th</sup> graders are not proficient in math. Twelve of the 49 students are SPED students.	

#### Targeted Characteristic of the High Performing Urban Classroom

#### Strategic Instructional Choices

Target Populations	Strategies designed to address performance of non-proficient students (may be used for all students)	Staff Responsible for Implementing Strategy	Resources to Implement Strategies	FTE/ Funding & Funding Source/s	Data to be Used as Evidence of Impact of Strategies	Data Review Dates	Results of Strategy Review & Revisions
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Target Populations	Strategies designed to address performance of non-proficient students (may be used for all students)	Staff Responsible for Implementing Strategy	Resources to Implement Strategies	FTE/ Funding & Funding Source/s	Data to be Used as Evidence of Impact of Strategies	Data Review Dates	Results of Strategy Review & Revisions
3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> graders not proficient in math – 3 <sup>rd</sup> graders identified by classroom teachers; 4 <sup>th</sup> and 5 <sup>th</sup> graders identified by 2007 WKCE and classroom teachers (including SPED students)	Lunchtime support through “Math Wizards” program utilizing web based computer programs and small group tutoring activities	Math Teacher Leader Student teachers Classroom teachers Special Education teacher	Web based math program (ALEKS) Everyday Math support/ enrichment materials		Benchmark assessments Benchmark probes Benchmark assessment constructed response items District CABS	quarterly	

**Section 4: School Climate SMART Goal – Creating Safe and Consistent Learning Opportunities**

Goal Area	SMART Goal (Specific, Measurable, Attainable, Relevant and Research Based and Time Bound)	Goal Related Needs
Creating Safe and Consistent Learning Opportunities	Suspension rates at Golda Meir School will decline from 2007-2008 levels in the 2008-2009 school year. The total number of suspensions will decline from 19 to 12 or less.	Golda Meir School expanded to include 6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> grade recently. Last year was the first year with all three grade levels. Our school begins at third grade. Generally there are issues around acclimating third graders to the school climate and culture. Last year several students were assigned to Golda Meir School by Central Services. They did not go through the admissions process the rest of the student population went through to attend our school.
	<b>Urgent Fact</b> The number of students suspended this year is more than six times greater than it was last year.	

[Targeted Characteristic of the High Performing Urban Classroom](#)

Cultural Responsiveness

Target Populations	Strategies designed to address performance of non-proficient students (may be used for all students)	Staff Responsible for Implementing Strategy	Resources to Implement Strategies	FTE/ Funding & Funding Source/s	Data to be Used as Evidence of Impact of Strategies	Data Review Dates	Results of Strategy Review & Revisions
Students in grades 3 through 5	Adult/student relationship building including <ul style="list-style-type: none"> <li>• Directed games</li> <li>• Mentoring</li> </ul>	Classroom teachers	Gym  Game equipment		Number of suspensions	quarterly	

## Section 5: Family and Community Involvement SMART Goal

Goal Area (1 F&CI Standard – See Section 5 of <a href="#">Ed Plan Workbook</a> )	Family and Community Involvement SMART Goal (Specific, Measurable, Attainable, Relevant and Research Based and Time Bound)	Goal Related Needs (List Standard Area “Quality Indicators” that will be addressed in strategies. See <a href="#">Parent Involvement Assessment Survey</a> )
<p><b>Standard V: School Decision-Making and Advocacy</b> – Parents (and students) are full partners in the decisions that affect children and families.</p>	<p>The student mean score for the governance area on the climate survey will increase by .2 percentage points as measured by the 2008-2009 Climate Survey.</p>	<ul style="list-style-type: none"> <li>Students need to understand and have access to processes for influencing decisions, raising concerns, appealing decisions and resolving problems.</li> <li>Student groups need to identify and respond to issues of interest to students.</li> <li>Students need to participate as partners when setting school goals, developing or evaluating programs and policies or responding to performance data.</li> <li>Students concerns need to be treated with respect.</li> </ul>
	<p style="text-align: center;"><b>Urgent Fact</b></p> <p>The student score for governance on the 2007-2008 Climate Survey was the lowest of all scores from parents, staff and students in the four key areas.</p>	

### Targeted Characteristic of the High Performing Urban Classroom

#### Partnerships with families and the community

Target Populations	Strategies designed to address performance of non-proficient students (may be used for all students)	Staff Responsible for Implementing Strategy	Resources to Implement Strategies	FTE/ Funding & Funding Source/s	Data to be Used as Evidence of Impact of Strategies	Data Review Dates	Results of Strategy Review & Revisions
<p>Students (and families) with minimal participation in school activities and organizations</p>	<p>Designated time at monthly Student Advisory Council meetings for students to present individual and group concerns</p>	<p>Classroom teachers</p> <p>Student Advisory Council moderator</p>	<p>Student council meeting time</p> <p>Weekly parent newsletter to advertise scheduled meetings</p>		<p>2008-2009 Climate Survey</p> <p>Informal student survey created by Student Advisory Council</p>	<p>Spring 2009</p>	

## Section 6: School-wide Professional Development Plan Summary

Complete the PD plan for each numbered item in the two tables below.

PD	Professional Development Focus Areas	Professional Development Needs	Measurable Professional Development Goals
1.	PI 34 Teacher Licensing Support	Support for initial educators writing PDP	Initial educators progress toward meeting PDP goals
2.	Special Education	Support for implementation of <i>Language!</i> Comprehensive Literacy Program for SPED students	Training for SPED staff on <i>Language!</i> Comprehensive Literacy program
3.	<u>Reading SMART Goal</u>	PD of effective use of non-linguistic representations with both regular and SPED students  PD on selected web based program	All teachers for grades 3 – 8 using non-linguistic representations effectively as measured by learning walks  All teachers for grades 3 – 8 present classroom use of non-linguistic representations at staff meetings
4.	<u>Math SMART Goal</u>	PD on selected web based program  PD for 3 <sup>rd</sup> grade classroom teachers on identifying students, classroom support for students and feedback from lunchtime program	Every 3 <sup>rd</sup> grade teacher will have identified a group of students to participate in lunchtime support program by the end of September
5.	<u>Climate SMART Goal</u>	Alternatives to suspension  Strategies to keep students engaged  Interventions to deal with inappropriate student behaviors	Review of school behavior agreement  Revision of school behavior agreement
6.	<u>Family and Community SMART Goal</u>	Staff discussion around purpose of Student Advisory Council and the roles and responsibilities of the members	Documentation of staff consensus on purpose of Student Advisory Council and the roles and responsibilities of the members

PD	Target Population	PD Strategies/Enter Scheduled PD Dates	WI Teacher Standards	Embedded District, Outside	Resources Needed for PD	Data to be Used as Evidence of Impact of Strategies	Results of Strategy Review and Revisions Date of PD
1.	Initial educator(s)	Mentor assigned to provide support by beginning of school year	#1 - #10	E, D	Release time for mentor and educator	Teacher: Progress toward meeting PDP goals PDP Review Forms Student:	
2.	SPED teacher	Teacher sent to inservice on program	#1 – #4, #7, #8	D	Release time for SPED teacher	Teacher: Attendance at training and implementation of program  Student: Program assessments	
3.	All instructional staff	Teachers will learn the effective use of non-linguistic representations with both regular education and SPED students  Teachers will learn use and features of selected web based program	#1 - #4, #7, #8	E, O	Funds for web based program	Teacher: Staff meeting presentations  Student: Student work samples  Data from CABS	
4.	Teachers of grades 3-5	Teachers will learn use and features of selected web based program  Teachers will learn how to identify students in need, how to provide classroom support for those students and how to use feedback provided by lunchtime program	#1 - #4, #7, #8	E, O	Funds for web based program  Identification tool/criteria  Math Teacher Leader	Teacher: Lunchtime program running for identified 4 <sup>th</sup> and 5 <sup>th</sup> graders by Sept. 15 <sup>th</sup> , by Sept. 30 <sup>th</sup> for 3 <sup>rd</sup> graders  Student: Program assessments	

5.	All staff	Inservice sessions on <ul style="list-style-type: none"> <li>• Alternatives to suspension</li> <li>• Engagement strategies</li> <li>• Interventions for dealing with inappropriate student behaviors</li> </ul>	#2, #5, #9, #10	E, D, O	Staff meeting time "Love and Logic" series	Teacher: Consensus on school behavior agreement  Student:	
6.	Classroom teachers	Consensus building meeting	#2, #5, #10	E	Staff meeting time	Teacher: Documentation of consensus  Student: Climate Survey  Informal student survey	

## Section 7: IDEA Implementation of Compliance Plan

CIFM Items Requiring Intervention			
MPS CIFM #	06-07	07-08	CIFM Name and Descriptor for Items Identified for "Intensive Monitoring in 08-09"
	%	%	100% compliance on all CIFM items

**State possible reasons for CIFM performance in cell below. Consider trends if trend information is available.**

Supervisor and SPED Teacher worked collaboratively throughout school year For Section 7 the school should use the statement "Our school will achieve 100% compliance with special education checklist and non-checklist items in our annual review as measured by the CIFM results."

CIFM # #(s)	Compliance Strategies (including plans for ongoing school designed monitoring plan)	Persons Responsible	Resources (Funding, Professional Development, Parent Involvement)	Strategy Review Dates	Results of Strategy Review & Revisions)
	Our school will achieve 100% compliance with special education checklist and non-checklist items in our annual review as measured by CIFM results.	SPED Supervisor SPED Teacher		Monthly  Quarterly	

## **Section 8: Title I Family and Community Involvement Policy and Compact**

### **Golda Meir School Parent / Guardian Involvement Policy**

Golda Meir School believes that parents/guardians are vital and important partners in the education of their children. We welcome parents in our classrooms and invite them to share any field experiences offered to their children.

We will, according to MPS Board Policy, send home four written reports and conduct two face to face conferences (October and March) in order to communicate information regarding a child's progress. We also will honor any requests for additional conferences or reports at any time they might be necessary.

We will make every effort to include the input of parents and family members when developing individual educational and behavioral plans for Golda Meir students.

We will communicate with parents and family members through regular Parent Newsletters sent home in the Golda Meir School Homework Folder. The blue Next Week in Preview will be sent home at the end of each week.

Through PTO and School Governance Council, we will invite parents to take an active role in the decision making process of the school, the development of the Education Plan, and in family-oriented social and educational activities offered throughout the school year. At these regularly scheduled meetings, parents/guardians will be given timely information about the educational program, including the school curriculum and assessments used to measure student progress. At the first PTO meeting of the school year, we will share information about our Education Plan and our Title I program. Parents/guardians and family members will be invited to activities throughout the school year that showcase student talents and recognize student accomplishments, and are welcome to share any of their talents and/or knowledge with Golda Meir students.

## Parent / Guardian Agreement

It is important that I am involved in the following areas. Therefore, I shall strive to do the following:

- Assist in the completion of daily homework assignments and monitor assignment notebooks and homework folders
- Help facilitate the completion of long range projects which may be assigned by classroom teachers and specialists
- Commit to attending Parent/Teacher conferences in the fall and spring of the year
- Provide transportation to evening vocal and instrumental music concerts throughout the school year
- Volunteer for activities such as Fun Frolic, Picture Person, Career Day, Junior Great Books, Library Volunteers, Book Fairs, etc.
- Participate in day fieldtrips and extended field experiences where needed by the classroom teacher
- Support on-going activities sponsored by the PTO and attend PTO meetings
- Turn in all forms including field trip and extended trip forms completed and on time
- Support fund raising activities necessary for classroom experiences or provide financially for my child's participation  
ie, average costs for extended trips: Denmark \$1400.00  
Virginia \$1200.00  
Chicago \$ 200.00  
New York \$ 750.00

## Student Agreement

It is important that I work to the best of my ability. Therefore, I shall strive to do the following:

- Come to school every day and arrive on time
- Come to school each day with pencils, pens, paper and other necessary tools for learning
- Complete all classroom and homework assignments on time
- Follow all school and classroom rules of conduct
- Ask questions when I do not understand something
- Work as hard as I can on my assignments
- Share my homework/communication folder with my parents
- Participate in classroom activities
- Maintain healthy, respectful and positive relationships with school peers and adults
- Try to attend all school evening programs, events and activities
- Involve myself with extra curricular activities which interest me

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

## **Principal Agreement**

I support this form of parent/guardian involvement to assist in reaching the goals of self esteem, school behavior, and students achievement.

Therefore, I shall strive to do the following:

- Provide a safe environment that allows for positive communication between the teacher, parent and student
- Encourage teachers to provide appropriate homework assignments that will reinforce classroom instruction
- Recognize student achievement and attendance
- Enforce MPS School Board goals, accountability measures and graduation standards
- Maintain a balanced school budget
- Encourage parent involvement through the school's parent organization
- Encourage community involvement in the school

**Principal Signature** \_\_\_\_\_

## **Teacher Agreement**

It is important that students achieve. Therefore, I shall strive to do the following:

- Maintain a proper and safe learning environment
- Explain the Code of Student Conduct
- Provide homework assignments for students when appropriate and check the homework/communication folders
- Provide necessary assistance to parents/guardians so that they can help with assignments
- Provide information about student progress through report cards, conferences and phone contacts
- Use special activities in the classroom to make learning enjoyable
- Provide individualized instruction and practice in reading and math
- Provide an environment which will enhance each child's self esteem
- Be a good role model to the students and the community
- Enforce MPS School Board goals, accountability measures and the graduation standards
- Maintain a balanced classroom fund
- Encourage parent/guardian involvement through the school's PTO and School Governance Council
- Encourage community involvement in the school
- Recognize student achievement and attendance

**Teacher Signature** \_\_\_\_\_

## Section 9: Schools Identified for Improvement Compliance (SIFI) Summary

Does not apply