



Martinson Elementary School

Adequate Yearly Progress Committee- Action Plan *Marshfield Public Schools*

School Year:	Members of the AYP Committee		
2008-2009	Yasamin Brooks Caitlyn Carey Kathy Connolly Christine Godino	Nancy MacLachlan Gayle Webster Susan Dupuis Karen Whitaker	Thomas Kilduff Margaret Spencer Kate Southworth Scott Borstel

Overview: In the fall of 2008, the Martinson Elementary School was identified as a school in Need of Improvement- Year One for English Language Arts. During the fall of the 2008-2009 school year, an Adequate Yearly Progress Committee convened to analyze student data and instructional program models in an attempt to make recommendations for improvement for the 2008 - 2009 school year. The recommendations below reflect the many hours of work the Committee dedicated to a thorough analysis of MCAS data for the special education population in the area of English Language Arts.

Actions Taken:

- Parent / Guardian Notification of Accountability Status
- Parent / Guardian Notification of option of school choice
- Improvement Planning- Review of 2008-2009 School Improvement Plan with School Council
- Professional Development
 - 10% of the schools Title I allocation has been dedicated to targeted professional development
 - As part of the District Professional Development Plan, Martinson staff members representing grades kindergarten through three have participated in DIBELS training, which focuses on the five components of reading. Professional development opportunities have focused on instruction, assessment, and the purchase of appropriate instruction materials.
- Attendance – Administration will continue to closely monitor attendance to ensure proper attendance. Warning letters will be issued when attendance patterns near attendance policy violations.

Recommendations:

Area of Focus	Recommendation
1. Proctoring	<ul style="list-style-type: none"> ➤ Train support staff, who share responsibility of proctoring special education students during MCAS. The training will be conducted by the building principal and special education staff and will include: <ol style="list-style-type: none"> 1. Reviewing proctoring guidelines 2. Providing support staff with a copy of the Teacher's Administration manual 3. Providing proctors with details regarding accommodations for students being proctored ➤ The building principal will facilitate a staff meeting in March to discuss the proctoring process with all staff. The purpose of this meeting is to review proctoring guidelines with staff in grades three through five to ensure consistency and best practice in proctoring: <ol style="list-style-type: none"> 1. Effective proctoring strategies 2. What is permitted and what is not permitted 3. Assignment of proctors to individual students
2. MCAS Alternate Assessment	<ul style="list-style-type: none"> ➤ Staff will examine the special education caseload to determine the most appropriate testing environment for students. Upon completion of this exercise, staff should identify special education students who would benefit from participating in MCAS Alternative testing
3. Reading Instruction	<ul style="list-style-type: none"> ➤ The District has established a school committee policy regarding Implementation of daily home reading for 30 minutes. The principal will facilitate discussion with staff to generate ideas regarding enforcement of the nightly reading policy. ➤ The ideal instructional block for literacy is 90 uninterrupted minutes. The MES administration and staff will examine classroom and building schedules to attempt to provide the 90 minute literacy block beginning in school year 2009-2010.

	<ul style="list-style-type: none"> ➤ The Adequate Yearly Progress Team, along with appropriate staff, will examine how DIBELS assessment data is being used to inform instruction. Examination will include: <ul style="list-style-type: none"> ○ Implementation of the 3-tier reading model in primary grades ○ Using DIBELS data to determine which students need specific tiered interventions ○ Purchasing appropriate instructional materials for tiered literacy interventions ○ Explore the use of the Core reading program to ensure use with fidelity ○ Ensure a focus on a balanced literacy program ➤ The District mandated math instruction takes place during the morning instructional block. The AYP Team recommends reexamining this practice to ensure it continues to be an appropriate practice
<p>4. Special Education</p>	<ul style="list-style-type: none"> ➤ The AYP Team recommends the examination of resources, interventions, and models of instruction for special education students. The following questions should be asked and answered : <ul style="list-style-type: none"> ○ Who provides direct reading instruction to students? ○ When should the reading instruction be provided? ○ Where should reading instruction be provided? ○ Is instruction provided at instructional level with exposure to grade level content? ➤ Explore whether students from other district elementary schools should be schooled at their home school ➤ Examine the current special education service delivery model to explore options for reallocating special education resources

5. Professional Development	<ul style="list-style-type: none">➤ Offer additional Reading Academies to elementary staff➤ Implement DIBELS (training offered) as part of the 2008-2009 Professional Development Plan➤ Implement Response to Intervention (training offered) as part of the 2008-2009 Professional Development Plan<ul style="list-style-type: none">○ Identify and visit models schools that are effectively implementing RTI○ Continue to develop and implement an RTI model for MES
6. Staffing	<ul style="list-style-type: none">➤ Seek consistency in the retention of special education staff➤ Investigate alternate Title I delivery models➤ Explore the addition of a part time RTI coach to provide consultation and support to staff and students