

Elmsford Public Schools

Grady Elementary School 2009 - 2011 Academic Improvement Plan

Performance Targets	Measure	2007	2008	2009	2011 target
	% exiting Gr. 2 \geq DIBELS benchmark	n/a	tbd	tbd	<i>tbd</i>
	% exiting Gr. 2 reading \geq grade level on DRA	n/a	n/a	n/a	<i>tbd</i>
	Gr. 3-6 ELA performance index (PI) score	162	180	179	188
	Gr. 3-6 ELA PI—SWD	107	125	129	145
	Gr. 3-6 ELA PI—ELL	119	151	151	160
	Gr. 3-6 Math PI score	181	192	188	192
	Gr. 3-6 Math PI—SWD	n/a	n/a	155	163
	Gr. 3-6 Math PI—ELL	173	192	186	190
	% Gr. 4-6 students at credit, honors, high honors	n/a	n/a	tbd	<i>tbd</i>
	% passing Gr. 4 Science assessment	89	95	n/a	97
2009 – 2010 Activities	Articulate and implement a consistent literacy program K-6 for all students, ELLs and SWDs.				
	<ul style="list-style-type: none"> Create a Literacy Committee: one teacher per grade level (7), reading specialists (2), ELL teacher (1), special ed teacher (1), Mr. Harders, Dr. Calvi, Mr. Olender. 				11/2/09
	<ul style="list-style-type: none"> Create and administer a survey for teachers regarding strengths and weaknesses of our existing literacy program. 				12/23/09
	<ul style="list-style-type: none"> Compile and interpret the results of the data from the survey. 				2/1/10
	<ul style="list-style-type: none"> Research literacy programs and investigate instructional methods in higher performing schools with similar demographics. 				5/10
	<ul style="list-style-type: none"> Select a literacy program based on the findings of our research and investigation. 				6/30/10
	<ul style="list-style-type: none"> Organize how the literacy program professional development will take place in the 2010-11 school year. 				Summer 2010
	<ul style="list-style-type: none"> Train all staff in the new literacy program. 				9/10-6/11
	<ul style="list-style-type: none"> Implement the new literacy program. 				9/2011

	<ul style="list-style-type: none"> • Monitor the effectiveness of the new literacy program. 	9/11-6/12
	Promote parent involvement and provide workshops that support the proactive approach to academic success.	
	<ul style="list-style-type: none"> • Design and conduct a survey for parents and faculty to determine what they want, what they need and the skills they are willing to donate. 	12/1/09
	<ul style="list-style-type: none"> • Work with the PTA to identify a volunteer liaison who will recruit and monitor parent involvement. 	1/15/10
	<ul style="list-style-type: none"> • Identify a faculty volunteer coordinator. 	1/15/10
	<ul style="list-style-type: none"> • Create a teacher group that will organize, coordinate and conduct (monthly) meetings for parents to provide academic success. 	1/15/10
	<ul style="list-style-type: none"> • Select and deliver parent programs, such as, class parents, homework support and tutoring, parent workshops, library volunteers, etc. 	2/1/10
	<ul style="list-style-type: none"> • Implement parent programs. 	Spring 2010
	<ul style="list-style-type: none"> • Maintain an ongoing relationship with the PTA volunteers and teacher coordinator to monitor and address changing needs and programs. 	Spring 2010 & ongoing
	Implement programs with academic rigor to build a climate that celebrates individual academic success.	
	<ul style="list-style-type: none"> • Evaluate rigorous academic program options in other districts. 	ASAP
	<ul style="list-style-type: none"> • Create and implement an accolade system for the school community. 	1/2010
	<ul style="list-style-type: none"> • Increase the rigor of our Lunch Plus program. 	1/2010
	<ul style="list-style-type: none"> • Provide extensive training in differentiated instruction to all teachers through in-house expertise or a specialist. 	Summer 2010
	<ul style="list-style-type: none"> • Identify and implement a rigorous academic program that meets the needs of our diverse community. 	TBD
Concurrent activities	Continue to implement Response to intervention (RTI), including making adjustments to the schedule to better accommodate RTI.	
	Maximize the impact of Professional Learning Community (PLC) time, including the effective use of student performance data.	