

# Action Plan Development

## Component 5



## **Reading and Language Arts Action Plan (K-12)**

**District's Long Range Academic Goal:** Improve student achievement in reading and language arts.

**Annual School Academic Goal:** Students will attain a three-year average mean NCE of 48 or greater on the Reading composite subtest of the TCAP Achievement Test. Students will attain a three-year average mean NCE of 50 or greater on the Language Arts composite subtest of the TCAP Achievement Test. The percent of fifth graders scoring at 4 or greater on the TCAP writing assessment will increase by 5 percentage points.

Student Performance Standard (Desired Results, Component 3): The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print and non-print text.

Belief Statement (Component 2): Students learn in different ways and should be actively engaged in the learning process with a variety of instructional approaches to support learning styles.

Mission Statement (Component 2): Scenic Hills' students will be successful citizens and workers in the 21<sup>st</sup> century.

**School System's Strategic Plan Goal:** To establish high levels of accountability for academic and fiscal performance throughout the system.

State Board of Education Policy: #5121 Subject: Promotion, Retention and Student Progress

**Expectations/Results/Objective:** By the end of the 2002-2003 school year, the students in grades 2-5 will increase their performance in the reading sub skill of vocabulary by 2%.

Action Step (Strategy, Intervention, or Activity)	Timeline	Required Resources	Person(s) Responsible	Curriculum and Instruction	Communication	Professional Development	Community/Parental Involvement (Required for Title I Schools)	Action Step Assessment
The Students will participate in a balanced literacy program that aligns with MCS Curriculum and TCAP objectives.	Start Date: 8-5-02 Analyze 2002 TCAP data  8-02 SF Placement Tests  9-02 Grade level teams monitor and discuss progress weekly.  SF Unit Skills Tests each six weeks  TCAP practice testing each month  TCAP testing 3-03  End Date 5-23-03	SF materials and resources \$1395 per class (site funds)  Leap Frog materials \$27,234 (REA grant)  Guided Readers \$3408 (REA grant)  Ready Readers \$7511 (REA grant)  MCS Comprehensive Literacy Plan PreK-12 (MCS)  MCS Curriculum Guides (site funds)  Teacher's Guide to Terra Nova (site)  TN Reading Assoc. Conf. \$240 (REA)	Grade Chairs- L. Burrow, J. Kah, C. Rosser, L. Ross, M. Strother, L. Sims , and M. Quast  Literacy Leader-T. Arnett  Instructional Facilitator-Hazel Vann  Principal-Charles Etta Brown	Grade level teams meet weekly to determine strategies to use in following week.  Two hours of Language Arts instruction each day that include teacher directed instruction, working with words, independent reading and shared reading	Parents receive letter once each six weeks about curriculum.  Student work is sent home each week for parents to review with students.  Curriculum Night for parents Oct. 7, 2002	8-14-02 Leap Frog Training with Marcus Ellis at school  10 Days REA training throughout year of Balanced Literacy provided by Christian Brothers University (8-7-02, 8-8-02, 8-24-02, 9-14-02, 9-20-02, 10-7-02, 10-26-02, 11-16-02, 1-10-03, 2-03)  Use of MCS Comprehensive Literacy Plan at TLA with Susan Dold (10-15-02, 10-29-02, 11-14-02, 12-03-02)  Literacy Conference for Teachers grades 4-8 at TLA 10-19-02	Wal-Mart and Coca-Cola provide RIF Traveling Storytellers and book give away for all students.  Coca-Cola provides funds to purchase computer equipment.  Local Daycare providers are invited to participate in REA training.	Principal, Instructional Facilitator and Literacy Leader review lesson plans and observe in classrooms.  SF Unit Skills results recorded as 15% of grade each six weeks  TCAP practice tests results reviewed for 80% mastery or reteaching of skills
Students needing intervention will participate in various programs.	Begin: 8-02 Student/Teacher Academic Report plans developed  9-02 Develop Focus Instructional Plan for each grade  10-02 Before and After school programs begin  TCAP practice testing Tues. and Wed. of each month  TCAP Testing 3-03  4-03 Before/After School Ends  5-03 Step evaluated using 2003 TCAP data	S.O.A.R. to Success-\$2266 (Title I)  Leap Frog-\$27,234 (REA)  Before and After School Tutors-\$13,000 (REA, Title I, Ext. Contract, Title VI, Extended Day)  Ready Readers-\$8,000 (REA)  TCAP data of class and student Objective Performance Indicators (Office of Research)	Charles Etta Brown, Principal  Hazel Vann, Instructional Facilitator  T. Arnett, Literacy Leader  T. Hawkins, Transition Teacher  E. White, Early Childhood Teacher	Grade level teams analyze data to determine the students needing intervention.  Students needing additional time before first grade placed in Transitional Classroom  Literacy Leader teams with Transition teacher to meet needs of students  Early Childhood class to prepare four year olds for kindergarten  Focused Instructional Plan developed to instruct students 5-10 minutes a day on non-mastered skills from previous year	Parent letters sent home describing programs  Parents and teachers have two conferences during school year about student's progress.	Leap Frog Training by Marcus Ellis on 8-14-02  S.O.A.R. to Success Sept. 8 & 9, 2003 at TLA Oct. 6, 2003 at school by H. Vann  Predictive Assessment System (P.A.S.S.) Workshop to analyze data for use in classroom  Nov. 18, 2002 by Betsy Wheeler  August 7, 8, and 9, 2003 Data Analysis by Charles Etta Brown and Hazel Vann  8-21-02 Student Teacher Achievement Report by Charles Etta Brown and Hazel Vann  9-19-02 Focused Inst. Plans – H. Vann	Community volunteers tutor in classrooms with students needing additional support.	Unit Skills results will be recorded each six weeks as 15% of the reading grade.  Predictive Assessment System for Students will be administered Oct. 2002, Dec. 2002, and Feb. 2003  P.A.S.S. data reviewed for 80% mastery and retaught as FIP

<p>Students will participate in sixty minutes of developmental reading practice each day.</p>	<p>8-7-02 Professional Development</p> <p>8-12-02 Students preassessed using STAR Reading and STAR Early Literacy</p> <p>9-02 Sixty minute reading practice in place for grades 2-5</p> <p>11-02 Sixty minute reading practice for grades K-5 in place</p> <p>Teachers post students' progress each week.</p> <p>Literacy Leader reviews student progress and submits report to principal each six weeks</p> <p>STAR post assessment administered 5-03</p>	<p>Classroom Library-\$500 (TIG Grants)</p> <p>Guided Readers-\$8000 (REA)</p> <p>Power Lesson Books-\$152 (REA)</p> <p>Accelerated Reader Software-\$3995 (Goals 2000)</p> <p>Computers \$1,000 (various grants)</p> <p>Renaissance National Conference \$1500 (REA)</p> <p>STAR Early Literacy-\$4333 (Title VI)</p> <p>STAR Reading \$1499 (Goals 2000)</p>	<p>Terri Arnett-Literacy Leader</p> <p>C. Eldridge-Technology Coordinator</p> <p>Linda Terry-Librarian</p> <p>Charles Etta Brown-Principal</p> <p>Grade Chairs- L. Burrow, J. Kah, C. Rosser, L. Ross, M. Strother, L. Sims, and M. Quast</p> <p>Carnisa Dillard-School Leadship/Steering Committee Chairperson</p>	<p>Literacy Leader demonstrates guided reading in classrooms and at grade level meetings</p> <p>Use of class checklist and student logs reviewed on grade level teams</p> <p>Teachers work one to one with students needing additional instruction.</p> <p>Flexible grouping is used in guided reading partner reading and alike book groups.</p>	<p>Parent newsletter sent home giving tips to use when reading at home with their child</p>	<p>8-7-02 Guided Reading by Charles Etta Brown and H. Vann</p> <p>8-29-02 Use of Power mini lessons by T. Arnett</p> <p>8-28-02 How to use guided Readers video by Learning Connections</p> <p>Feb. 5-8, 2003 Renaissance National Conference</p> <p>May, 2003 International Reading Association Conference</p> <p>8-902 Use of Classroom Libraries by L. Terry</p>	<p>School wide reading chart maintained and displayed in main hallway</p> <p>Individual class charts displayed outside classrooms</p> <p>School reading list placed at Raleigh public library</p> <p>Parent volunteers read with students during 60 minutes of reading practice.</p> <p>PTO provides incentives for students reading successfully.</p>	<p>Principal, Literacy Leader and Instructional Facilitator observe in classrooms and monitor student logs.</p> <p>Accelerated Reader Diagnostic tests reviewed by teacher, principal and literacy leader for 85% correct and median points</p> <p>STAR Reading and STAR Early Literacy growth reports reviewed 1-03 and 5-03 to determine if one year growth achieved</p>
<p>Students will be taught writing skills as part of the MCS Curriculum.</p>	<p>Begin: 8-02</p> <p>Grade level teams review curriculum guides and discuss progress each six weeks.</p> <p>Lesson plans are reviewed for writing in the content areas each six weeks.</p> <p>12-02 Fifth grade students will be administered a practice TCAP Writing Assessment</p> <p>2-4-03 5<sup>th</sup> grade TCAP Writing Assessment</p> <p>End: 5-23-02</p>	<p>SF Resource materials \$1395/class (site funds)</p> <p>MCS Curriculum guides (site funds)</p> <p>Collaborative Planning Time</p> <p>Computers with Internet Access (various grants)</p> <p>Concept based units</p> <p>Superior writing samples</p> <p><i>Improving Reading-Strategies and Resources</i> -\$39.99 (REA)</p> <p>Know Zone web access-\$500.00 (Title I)</p>	<p>Grade Chairs- L. Burrow, J. Kah, C. Rosser, L. Ross, M. Strother, L. Sims, and M. Quast</p> <p>Charles Etta Brown, Principal</p> <p>Hazel Vann, Instructional Facilitator</p> <p>Terri Arnett, Literacy Leader</p> <p>Rachel Kerstetter, Math, Science and Social Studies Cadre Facilitator</p> <p>V. Huey, L. Sims, B. Alexander and D. Crosby-5<sup>th</sup> grade teachers</p>	<p>Grade levels develop graphic mapping strategies to use in pre-writing activities.</p> <p>Rubrics will be developed by grade level teams to assess writing.</p> <p>Elements of effective writing are part of the Lang. Arts block.</p> <p>Literacy Leader shares graphic maps and their uses from <i>Improve Reading</i> book</p> <p>School wide units incorporated in writing</p> <p>Teachers collaborate to write in all subject areas.</p> <p>Reteaching of those 5<sup>th</sup> grade students needing intervention after TCAP writing practice</p>	<p>Parents receive letter once each six weeks about curriculum.</p> <p>Student work is sent home each week for parents to review with students.</p> <p>Curriculum Night for parents Oct. 7, 2002</p>	<p>Power Writing with Reva Harris at the TLA 10-25-02</p> <p>10 Days REA training throughout year of Balanced Literacy provided by Christian Brothers University (8-7-02, 8-8-02, 8-24-02, 9-14-02, 9-20-02, 10-7-02, 10-26-02, 11-16-02, 1-10-03, 2-03)</p> <p>Literacy Conference for Teachers grades 4-8 at TLA 10-19-02</p>	<p>Scholastic Book Fair with displays of writing ideas</p> <p>Letters written by students to Partners-in-Education thanking them for their donations</p>	<p>TCAP Writing Practices scored by principal, Charles Etta Brown, using TCAP rubric</p> <p>Those students not scoring 4, competent, on TCAP Writing Practice will be retaught.</p> <p>Quality student work displayed with rubric each six weeks</p> <p>Report cards reviewed each six weeks in the area of composition</p>

<p>Students will use correct grammar, punctuation, capitalization, and editing skills.</p>	<p>Start: 8-502 Spring 2002 TCAP data analyzed</p> <p>Grade level teams monitor and discuss progress with principal weekly.</p> <p>SF Unit skills Test administered each six weeks</p> <p>TCAP Testing 3-03</p> <p>End: 5-23-03</p>	<p>Houghton Mifflin English Text &amp; Resources \$849/per class (site funds)</p> <p>SF Resource materials \$1395 (site funds)</p> <p>MCS Curriculum Guides (site funds)</p> <p>Teacher's Guide to Terra Nova (site funds)</p> <p>Perfect Copy software \$1599 (Goals 2000)</p> <p>Computers \$1000 (various grants)</p>	<p>Grade Chairs- L. Burrow, J. Kah, C. Rosser, L. Ross, M. Strother, L. Sims and M. Quast</p> <p>Terri Arnett-Literacy Leader</p> <p>C. Eldridge-Technology Coordinator</p> <p>Charles Etta Brown, Principal</p> <p>Hazel Vann, Instructional Facilitator</p>	<p>Grade level teams meet weekly to determine strategies to use in following week.</p> <p>Grade level teams determine skills to be practiced using Perfect Copy software.</p> <p>Teachers work one to one with students needing additional instruction.</p> <p>Students use correct punctuation, capitalization, and editing skills in writing in all content areas.</p>	<p>Parents receive letter once each six weeks about curriculum.</p> <p>Student work is sent home each week for parents to review with students.</p> <p>Weekly grade level minutes submitted to principal for review</p>	<p>10 Days REA training throughout year of Balanced Literacy provided by Christian Brothers University (8-7-02, 8-8-02, 8-24-02, 9-14-02, 9-20-02, 10-7-02, 10-26-02, 11-16-02, 1-10-03, 2-03)</p> <p>Use of MCS Comprehensive Literacy Plan at TLA with Susan Dold (10-15-02, 10-29-02, 11-14-02, 12-03-02)</p> <p>Literacy Conference for Teachers grades 4-8 at TLA 10-19-02</p>	<p>Parent/Teacher Curriculum Night where curriculum and expectations for year are explained 10-7-02</p>	<p>Principal reviews mastery/non-mastery report from Perfect Copy each six weeks.</p> <p>Students with non-mastery are retaught using other strategies.</p> <p>Report cards reviewed each six weeks in the area of grammar by the principal</p>
--	---	--	---	--	---	---	---	---

**Goal Evaluation:** Students' mastery of the reading sub skill of vocabulary

**Next Steps (Component 6):** Check action steps for completion and success. If the goal is met, the students will demonstrate 2% improvement in the 2002-2003 school year. If the goal is not met, each action step will be evaluated to determine if there is an inconsistent implementation within grades and classrooms.

## Mathematics Action Plan (K-12)

**District’s Long Range Academic Goal:** Improve student achievement in mathematics

**Annual School Academic Goal:** On the mathematics Composite subtest of the TCAP Achievement Test, attain a three year average mean NCE of 45 or greater.

Student Performance Standard (Desired Results, Component 3): The student will develop number and operation sense needed to represent numbers and number relationships verbally, symbolically, and graphically and to compute fluently and make reasonable estimates in problem solving.

Belief Statement (Component 2): Students learn in different ways and should be actively engaged in the learning process with a variety of instructional approaches to support learning styles.

Mission Statement (Component 2): Scenic Hills’ students will be prepared to compute accurately.

**School System’s Strategic Plan Goal:** Create a challenging, supportive educational environment that results in higher levels of achievement for all students.

State Board of Education Policy: #5121 Subject: Promotion, Retention, and Student Progress

**Expectations/Results/Objective:** By the end of the 2002-2003 school year, the second-fifth grade students’ performance in problem solving and reasoning will increase.

Action Step (Strategy, Intervention, or Activity)	Timeline	Required Resources	Person(s) Responsible	Curriculum and Instruction	Communication	Professional Development	Community/Parental Involvement (Required for Title I Schools)	Action Step Assessment
Students will be taught the Everyday Mathematics curriculum aligned to MCS standards and TCAP objectives.	Start: 8-5-02  Grade Level Teams monitor and discuss progress monthly with principal.  Formal assessment reviewed/analyzed with leadership committee mid-way of the six weeks period and at the end of the six weeks	Memphis Urban Systemic Program (MUSP) representatives to conduct workshop at school site  MUSP Everyday Mathematics teacher networks (Subs \$77/day)  Refreshments (\$3 /person site funds)	Charles Etta Brown-Principal  Claretta Rosser-2 <sup>nd</sup> grade chairperson Lawanda Ross-3 <sup>rd</sup> grade chairperson Michele Strother-4 <sup>th</sup> grade chairperson Barbara Alexander-5 <sup>th</sup> grade math teacher	Teacher teams meet weekly to plan lessons, discuss implementation of lessons, determine assessments, and work on focused instructional plan for weakest sub skills.  Classroom teachers administer monthly school wide TCAP achievement practice tests.	Weekly papers showing grades in each subject, conduct, and other pertinent individualized information sent home for parent review  Parent letters sent home at least once every six weeks about the curriculum, expectations, failures and/or successes, and parental involvement activities	Workshops to train and/or review teachers in using the Everyday Mathematics curriculum 8-28-02 by Suzanne Thomas and Joan Cox  Everyday Mathematics Teacher Networks September, 2002-April, 2003	Family Math, Science and Reading Nights  St. Jude Math-a-thon  Displays quality work on Scenic Hills Elementary School’s Brag board, classroom and hallways  Student Performance Graphs displayed in the hall	Weekly/daily teacher made tests, rubrics, portfolios, journals  Weekly/daily Accelerated Math tests  MCS Six weeks Unit Math Tests  MCS Six Weeks Individual Profile of Progress Checklists  Grade Level Teams monitor and discuss progress weekly
	End: 5-23-03	Everyday Math Resource materials \$25,000  Accelerated mathematics materials \$248	Hazel Vann-Instructional Facilitator  C. Elderidge-Technology Coordinator	Classroom teachers administer (P.A.S.S.) in grades 3-5 Oct., Dec., and Feb.	Title I Family Ties monthly newsletters linking home, school and community	Workshop to train teachers how to interpret and use the P.A.S.S. for students’ data 11-18-02 by Betsy Wheeler	Scenic Hills Elementary School’s Honor Roll and Principals’ List Published in the Commercial Appeal	Grades 3-5 administer, interpret and use data from P.A.S.S. in Oct., Dec., and Feb.

		Predictive Assessment System for Students (P.A.S.S.) \$3,222	Mrs. Phyllis Carter-Parent Representative Math, Science and Social Studies Cadre	Grade Level teams attend Memphis Urban Systemic Everyday Mathematics Teacher Networks September-April	MCS's Parent's Guide to KK, 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> grades given out during the first six weeks showing specific classroom activities and instructional areas in the four core courses  Memphis City Schools Deficiency Notifications sent home mid-way every six weeks to inform parents of deficient content areas		Title I Annual Parent Night 10-1-02	Spring 2003 TCAP testing
Students will use classroom centers and work in groups to test solutions to problems, learn how to communicate mathematical ideas with one another by questioning, explaining, and thinking as they realize there are many ways to correctly solve many mathematical problems.	Start: 8-5-02  Grade level teams meet and plan for center materials, games, manipulatives, and lessons weekly.  Formal assessments reviewed and analyzed with leadership committee mid-way into the six weeks and at the end of the six weeks  End: 5-23-03	Everyday Mathematics Resource materials \$25,000  Accelerated Math program materials \$6000  Center materials \$50	Suzanne Thomas-MUSP  Joan Cox- MUSP  Charles Etta Brown, Principal  Claretta Rosser-2 <sup>nd</sup> grade chairperson LaWanda Ross-3 <sup>rd</sup> grade chairperson Michele Strother-4 <sup>th</sup> grade chairperson Barbara Alexander-5 <sup>th</sup> grade math teacher  Hazel Vann-Instructional Facilitator C. Elderidge-Technology Coordinator  Betsy Wheeler-Think Link Learning Corporation	Teacher teams meet weekly to plan/gather center materials and games.  Teacher teams meet weekly to discuss successes, failures, and the next steps.  Teacher teams work on authentic assessments monthly.	Weekly papers showing grades in each subject, conduct, and other pertinent individualized information sent home for parent review  Parent letters sent home at least once every six weeks about the curriculum, expectations, failures and/or successes, and parental involvement activities  Title I Family Ties monthly newsletters linking home, school and community  MCS's Parent's Guide for each grade level given out during the first six weeks showing specific classroom activities and instructional areas in the four core courses  MCS Deficiency Notifications sent home mid-way every six weeks to inform parents of deficient content areas	Workshops to train and/or review teachers in using the Everyday Mathematics curriculum 8-28-02 by Joan Cox and Suzanne Thomas  Everyday Mathematics Teacher Networks September, 2002-April, 2003 by MUSP  Workshop to train teachers how to interpret and use the P.A.S.S. for students' data 11-18-02 by Helen Wheeler	Family Math, Science and Reading Nights  Displayed quality work on Scenic Hills Elementary School's Brag board, classroom and hallways	Weekly/daily teacher made tests, rubrics, portfolios, journals  Weekly/daily Accelerated Math tests MCS Six weeks Unit Math Tests  MCS Six Weeks Individual Profile of Progress Checklists  Grade Level Teams monitor and discuss progress weekly  Grades 3-5 administer, interpret and use data from P.A.S.S. in Oct., Dec., and Feb.  Spring 2003 TCAP testing

<p>Students will participate in one or two of three types of intervention programs. Level I is good first teaching. Level II is intermediate or just in time and requires a minimum of 2.5 extra hours of instruction a week.</p>	<p>Start: 8-5-02 Grade Level Teams analyze assessment data.</p> <p>STAR (Student Teacher Academic Report) developed for students needing intervention</p> <p>Grade Level Teams monitor and discuss progress monthly with principal.</p> <p>Grade Level Teams and Intervention teacher confer weekly.</p> <p>End: 5-23-03</p>	<p>TCAP NCE Test results for grades 2-5 (Office of Research and Evaluation)</p> <p>2001-2002 Report Cards</p> <p>Summer School Report Cards</p> <p>STAR Math Reports \$2.58/ream of paper</p> <p>Samples of Student work</p> <p>Ext. Day Intervention Teachers \$15,000</p> <p>SOAR to Success Training \$1,100</p> <p>SOAR to Success Materials \$238</p>	<p>Hazel Vann-Inst. Facilitator/ Intervention Coordinator</p> <p>Charles Etta Brown-Principal</p> <p>Claretta Rosser-2<sup>nd</sup> grade chairperson Lawanda Ross-3<sup>rd</sup> grade chairperson Michele Strother-4<sup>th</sup> grade chairperson Barbara Alexander-5<sup>th</sup> grade math teacher</p> <p>Earnestine Manahan-MCS Representative</p> <p>Mrs. Sandra Taylor-Parent Volunteer Representative</p>	<p>Teacher teams meet weekly to plan lessons, discuss implantation of lessons, determine assessments, and work on next steps.</p> <p>Extend School Day for Level I and Level II Interventions</p> <p>Classroom teachers monitor STAR daily/weekly.</p> <p>Intervention Grade Level Teams meet monthly to discuss and access progress.</p> <p>Classroom teachers and Intervention teachers collaborate weekly/monthly to discuss skills, progress made, and next steps.</p> <p>Intervention coordinator monitors intervention classes daily/weekly.</p>	<p>Parent conferences (personal or telephone) to review STAR</p> <p>Weekly papers showing grades in each subject, conduct, and other pertinent individual information</p> <p>Parent letters sent home at least once a month about curriculum, expectations, failures and/or successes, and parental involvement activities</p>	<p>7-02 Workshop to train principals about MCS mandated Intervention Programs and the use of STAR</p> <p>8-30-02 Workshop to train instructional facilitators about MCS mandated Intervention Programs and STAR</p> <p>8-21-02 Workshops to train teachers about MCS mandated Intervention Programs by Charles Etta Brown and Hazel Vann</p> <p>8-21-02 Workshops to train teachers about STAR by Charles Etta Brown and Hazel Vann</p>	<p>Parent conferences to discuss and sign STAR</p> <p>Parents participate in Family Math, Science, and Reading Night</p> <p>10-1-02 Title I Parents' Meeting/ Open House</p>	<p>Everyday Math Unit Tests each six weeks</p> <p>MCS Mathematics Tests each six weeks</p> <p>MCS Individual Profile of Progress Checklist each six weeks</p> <p>Grade Level Teams monitor and discuss progress weekly.</p> <p>Extended Day Intervention teachers and classroom teachers monitor and discuss progress weekly/monthly.</p> <p>Intervention coordinator monitors and discusses progress daily/weekly School-wide TCAP practice tests.</p> <p>Administer the Spring TCAP</p>
<p>Students will participate in 10 minutes of problem solving and reasoning with focused instruction daily. This is above and beyond the regular instruction.</p>	<p>Begin 9-5-02</p> <p>Grade teams collaborate to analyze data and determine goals.</p> <p>Grade teams meet to create a step-by-step ready-to-implement plan that will produce rapid, dramatic improvement in weakest objectives.</p> <p>Formal assessment reviewed and analyzed with leadership committee weekly and monthly</p> <p>End: May 23, 2003</p>	<p>Principals' Study Group Meetings</p> <p>Handouts of tools for Focused Instructional Plan (FIP) \$50</p> <p>TCAP OPI data</p>	<p>Charles Etta Brown-Principal</p> <p>Claretta Rosser-2<sup>nd</sup> grade chairperson Lawanda Ross-3<sup>rd</sup> grade chairperson Michele Strother-4<sup>th</sup> grade chairperson Barbara Alexander-5<sup>th</sup> grade math teacher</p> <p>Mrs. Evelyn Mosley-Principals' Study Group Team Leader</p> <p>Hazel Vann-Instructional Facilitator</p> <p>Christopher Elderidge-Technology Coordinator</p>	<p>Grade teams meet weekly to collaboratively analyze data, determine goals, determine areas of focus, design instructional calendar and assessment.</p> <p>Teams meet weekly design and teach Focused Instruction, then assess mastery, analyze assessment results.</p> <p>Teams meet weekly/monthly to collaborate, review, reteach; or move on and plan for tutoring.</p> <p>Teams meet monthly to deliver "maintenance" to ensure that learning endures.</p> <p>Principal monitors weekly and at the end of the six weeks</p>	<p>Parent conferences (personal or telephone) to review STAR</p> <p>Weekly papers showing grades in each subject, conduct, and other pertinent individual information</p> <p>Parent letters sent home at least once a month about curriculum, expectations, failures and/or successes, and parental involvement activities</p>	<p>Effort to Create Dramatic Improvement in Our Schools 9-5-02, 9-12-02, and 9-29-02 By Evelyn Mosley</p> <p>Focused Instructional Plans of grade level 9-19-02 by Hazel Vann and Terri Arnett</p> <p>Data Analysis 10-29-02 by Mike Schmoker</p>	<p>Displays of quality work on Scenic Hills Elementary School's Brag board, in classrooms, and in hallways</p> <p>Graphs displayed on walls showing mathematical growth and progress of students</p>	<p>Everyday Math Unit Tests each six weeks</p> <p>MCS Mathematics Tests each six weeks</p> <p>MCS Individual Profile of Progress Checklist each six weeks</p> <p>Grade Level Teams monitor and discuss progress weekly.</p> <p>Weekly teacher made Focused Instruction Test</p> <p>School-wide TCAP Achievement Practice tests</p> <p>Administer the Spring TCAP</p>

**Goal Evaluation:** Students' mastery on the problem solving and reasoning will increase by 2% on the Spring 2003 Achievement Test.

**Next Steps (Component 6):** Check action steps for completion and success. If the goal is met, the students will demonstrate 2% improvement during the 2002-2003 school year. If the goal is not met, each action step will be evaluated to determine if there is an inconsistent implementation within the classroom.

## Science Action Plan (K-12)

**District’s Long Range Academic Goal:** Improve student achievement in Science

**Annual School Academic Goal:** Students will attain a three-year average mean of 38 or greater on the Science subtest of the TCAP Achievement Test.

Student Performance Standard (Desired Results, Component 3): The students will experience the richness and excitement of knowing about and understanding the natural world.

Belief Statement (Component 2): All students can learn and their learning needs are the primary focus of all decisions that impact the work of the school.

Mission Statement (Component 2): Scenic Hills’ students will be prepared to be successful citizens and workers in the 21<sup>st</sup> Century.

**School System’s Strategic Plan Goal:** To create academically-challenging, safe, supportive and effective learning environments

State Board of Education Policy: #5121 Subject: Promotion, Retention, and Student Progress

**Expectations/Results/Objective:** By the end of the 2002-2003 school year, the students in grades 2-5 will increase their performance in the science sub skill of science inquiry by 2%.

Action Step (Strategy, Intervention, or Activity)	Timeline	Required Resources	Person(s) Responsible	Curriculum and Instruction	Communication	Professional Development	Community/Parental Involvement (Required for Title I Schools)	Action Step Assessment
Students will participate in MCS Science Curriculum aligned with Tennessee TCAP objectives.	Start: 8-5-02 2001-2002 TCAP data analyzed for mastery and non-mastery objectives  Textbooks, curriculum and TCAP objectives reviewed for gaps and overlaps  Weekly review, monitoring, and planning by grade levels  Monthly TCAP practice testing in Science  3-03 Spring 2003 TCAP Test End: 5-23-03	MCS Science Curriculum Guides \$90 (site funds)  TCAP Science Performance Data and OPI report (MCS Office of Research)  Science Textbooks \$3,000 (site funds)  Teacher’s Guide to Terra Nova (site funds) \$490  Test Ready TCAP practice materials (site funds) \$1000  Collaborative Planning Time	Charles Etta Brown-Principal  Rachel Kerstetter-Math, Science and Social Studies Facilitator  Hazel Vann-Instructional Facilitator  Grade Chairs- L. Burrow, J. Kah, C. Rosser, L. Ross, M. Strother, L. Sims and M. Quast  Vannie Huey-5 <sup>th</sup> Grade Science Teacher	Grade level teams will meet weekly to monitor skills and objectives to be taught the following week.  Resources and strategies will be shared among the grade level teams to use in all classrooms.  Two and a half hours of instruction each week will include reading in the content area, process skills and using data.	Parents receive letter once each six weeks about curriculum.  Student work is sent home each week for parents to review with students.	Aug. 7, 8, & 9, 2003 Data Analysis and Instructional Planning by Charles Etta Brown and Hazel Vann  9-11-02 MCS Science Curriculum by Gloria Ramsey  9-11-02 Activities to use with the Science Curriculum by Sheila Ford  10-7-02 Teaching Strategies that Produce Results by Sandra Whittington	Parent/Teacher Curriculum Night where curriculum and expectations for year are explained 10-7-02  Parent/ Teacher Conferences 10-02 and 2-03  10-1-02 Title I Annual Parents’ Meting	Weekly teaching and testing reviewed by the classroom teacher  Student progress reviewed each six weeks by teacher, parent and principal  TCAP practice tests are scored for mastery or reteaching of TCAP objectives.  End of the unit tests are assessed for mastery of science objectives.

<p>Students will participate in Science Intervention programs</p>	<p>Start :8-5-02 2001-2002 TCAP data analyzed for mastery and non-mastery objectives</p> <p>Textbooks, curriculum and TCAP objectives reviewed for gaps and overlaps</p> <p>Students needing Intervention are identified</p> <p>11-02 Intervention Program begins</p> <p>Monthly TCAP practice testing in Science</p> <p>3-03 Spring 2003 TCAP Test</p> <p>4-03 Intervention ends</p> <p>End: 5-23-03</p>	<p>MCS Science Curriculum Guides \$90 (site funds)</p> <p>TCAP Science Performance Data and OPI report (MCS Office of Research)</p> <p>Tutors for Intervention \$2000 (Title VI)</p> <p>Science Guided Readers \$800 (REA)</p> <p>Hands on materials for intervention \$100 (site based funds)</p>	<p>Charles Etta Brown-Principal</p> <p>Grade Chairs- L. Burrow, J. Kah, C. Rosser, L. Ross, M. Strother, L. Sims and M. Quast</p> <p>Intervention Teachers-Hazel Vann and Vannie Huey</p>	<p>Grade level teams analyze data to determine the students needing intervention.</p> <p>Focused Instructional Plan (FIP) developed to instruct students 5-10 minutes a day on non-mastered skills from previous year</p> <p>Students needing enrichment and students needing reteaching are selected for intervention programs.</p> <p>Students practice reading skills in the content area of Science.</p> <p>Students create projects related to their reading that are scored by a rubric.</p>	<p>Parents receive letter about intervention program.</p> <p>Student progress is sent home midway through program to parents.</p>	<p>Aug. 7-9, 2003 Data Analysis and Instructional Planning by Charles Etta Brown and Hazel Vann</p> <p>8-28-02 How to Use Guided Readers video by Learning Connection</p> <p>9-11-02 MCS Science Curriculum by Gloria Ramsey</p> <p>9-11-02 Activities to use with the science curriculum by Sheila Ford</p> <p>10-7-02 Teaching Strategies that Produce Results by Sandra Whittington</p> <p>11-7-02 Intervention Teachers collaboration by Hazel Vann and Vannie Huey</p>	<p>Parent/Teacher Curriculum Night where curriculum and expectations for year are explained 10-7-02</p> <p>Parent/ Teacher Conferences 10-02 and 2-03</p>	<p>Weekly teaching and student projects reviewed and scored by Intervention Teachers</p> <p>Student progress reviewed each six weeks by Intervention Teachers</p> <p>TCAP practice tests are scored for mastery or reteaching of TCAP objectives.</p> <p>End of the unit tests are assessed for mastery of science objectives.</p> <p>Report Cards are monitored by principal to note students' progress.</p>
<p>Students will apply classroom knowledge to hands on experiences.</p>	<p>Begin: 8-5-02 TCAP data analyzed</p> <p>Textbooks, curriculum and TCAP objectives reviewed for gaps and overlaps</p> <p>Technology for classroom use is ready in each room.</p> <p>9-02 Science lab experiences begin</p> <p>Weekly grade level meetings to plan and monitor units</p> <p>Monthly Cadre meeting</p> <p>Monthly TCAP practice testing in Science</p> <p>3-03 Spring 2003 TCAP Test</p> <p>End: 5-23-03</p>	<p>Computers \$1000/each (site funds)</p> <p>Instruction Materials for projects \$50/semester (site funds)</p> <p>Windows on Science \$6,000</p> <p>Outdoor classroom \$3,000</p> <p>Science Fair Supplies \$200</p> <p>Science Fair Judges</p> <p>Family Math, Science, and Reading Night supplies \$300 (MUSP)</p> <p>Textbooks \$12,000</p> <p>Collaborative planning and meeting time</p> <p>Field trips (approximately \$500)</p>	<p>Charles Etta Brown-Principal</p> <p>Grade Chairs- L. Burrow, J. Kah, C. Rosser, L. Ross, M. Strother, L. Sims and M. Quast</p> <p>Vannie Huey-5<sup>th</sup> Grade Science Teacher</p> <p>Math, Science and Social Studies Cadre Facilitator-R. Kerstetter</p> <p>Literacy Leader-T. Arnett</p> <p>Instructional Facilitator-Hazel Vann</p> <p>Science/Computer Lab Technician-C. Eldridge</p>	<p>Grade level teams will meet weekly to determine skills and objectives to be taught the following week.</p> <p>Resources and strategies will be shared among the grade level teams to use in all classrooms.</p> <p>Grade level teams plan science lab experiences to be used the following week utilizing hands on activities, computers and Windows on Science.</p> <p>Outdoor experiences are planned by the classroom teacher and often implemented by the science lab teacher using the outdoor classroom or other field experiences.</p>	<p>Parents receive letter once each six weeks about curriculum</p> <p>Student work is sent home each week for parents to review with students.</p> <p>Letters will be sent to parents about Family Math, Science and Reading Night and requirements for Science Fair projects.</p>	<p>8-7-02 Data Analysis and Instructional Planning by Charles Etta Brown and Hazel Vann</p> <p>8-8-02 Data Analysis and Instructional Planning continued by Charles Etta Brown and Hazel Vann</p> <p>9-11-02 MCS Science Curriculum by Gloria Ramsey</p> <p>9-11-02 Activities to use with the science Curriculum by Sheila Ford</p> <p>10-7-02 Teaching Strategies that Produce Results by Sandra Whittington</p> <p>8-21-02 Windows on Science by Lynn Holland with Harcourt Brace Publishers</p>	<p>Family Math, Science and Reading Night 11-26-02, 2-03 and 4-03</p> <p>3-03 Science Fair judged by retired teachers in the community and adopters</p>	<p>Weekly teaching and testing reviewed by the classroom teacher</p> <p>Student progress reviewed each six weeks by teacher, parent and principal</p> <p>TCAP practice tests are scored for mastery or reteaching of TCAP objectives.</p> <p>End of the unit tests are assessed for mastery of science objectives.</p> <p>Student projects are displayed in hallways and rooms with rubrics.</p> <p>Science Fair projects are judge using scoring rubric.</p>

				<p>Rubrics are written by teachers to use in scoring projects.</p> <p>Literacy Leader will meet with each grade to carry out details of units on each grade level.</p> <p>Students will use the Internet, CD-ROMs and other technology to research and produce unit projects.</p> <p>Classroom teachers will utilize the inquiry process to develop quality science projects.</p>				<p>Report Cards are monitored by principal to note students' progress.</p>
--	--	--	--	---	--	--	--	--

**Goal Evaluation:** Students' mastery of the Science sub skill of Science Inquiry

**Next Steps (Component 6):** Check action steps for completion and success. If the goal is met, the students will demonstrate 2% improvement during the 2002-2003 school year. If the goal is not met, each step will be evaluated to determine if there is an inconsistent implementation within a grade or classroom.

## Social Studies Action Plan (K-8 Only)

**District’s Long Range Academic Goal:** Improve student achievement in social studies

**Annual School Academic Goal:** Students will attain a three-year average mean NCE of 43 or greater on the Social Studies subtest of the TCAP Achievement Test.

Student Performance Standard (Desired Results, Component 3): Culture encompasses similarities and differences among people, including their beliefs, knowledge, changes, values, and traditions. Students will explore these elements of society to develop an appreciation and respect for the variety of human cultures.

Belief Statement (Component 2): All students can learn and their learning needs are the primary focus of all decisions that impact the work of the school.

Mission Statement (Component 2): Scenic Hills’ students will be prepared to be successful citizens and workers in the 21<sup>st</sup> century.

**School System’s Strategic Plan Goal:** To create academically-challenging, safe, supportive and effective learning environments

State Board of Education Policy: #5121 Subject: Promotion, Retention, and Student Progress

**Expectations/Results/Objective:** By the end of the 2002-2003 school year, the students in grades 2-5 will increase their performance in the Social Studies sub skill of History and Culture by 2%.

Action Step (Strategy, Intervention, or Activity)	Timeline	Required Resources	Person(s) Responsible	Curriculum and Instruction	Communication	Professional Development	Community/Parental Involvement (Required for Title I Schools)	Action Step Assessment
Students will participate in MCS Social Studies Curriculum aligned with Tennessee TCAP objectives.	Start :8-5-02 2001-2002 TCAP data analyzed for mastery and non-mastery objectives  Textbooks, curriculum and TCAP objectives reviewed for gaps and overlaps  Weekly reviewing, monitoring and planning by grade levels  Monthly TCAP practice testing in Social Studies  3-03 Spring 2003 TCAP Test  End: 5-23-03	MCS Social Studies Curriculum Guides \$90 (site funds)  TCAP Social Studies Performance Data and OPI report (MCS Office of Research)  Social Studies Textbooks \$12,000 (site funds)  Teacher’s Guide to Terra Nova (site funds) \$490  Test Ready TCAP practice materials (site funds) \$1000  Collaborative Planning Time Maps and Globes \$2000	Charles Etta Brown-Principal  Rachel Kerstetter-Math, Science and Social Studies Facilitator  Hazel Vann-Instructional Facilitator  Grade Chairs- L. Burrow, J. Kah, C. Rosser, L. Ross, M. Strother, L. Sims and M. Quast  Michael Benge-Nystom Representative  Vannie Huey-5 <sup>th</sup> Grade Social Studies Teacher	Grade level teams will meet weekly to determine skills and objectives to be taught the following week.  Resources and strategies will be shared among the grade level teams to use in all classrooms.  Two and a half hours of instruction each week will include reading in the content area, process skills and using data.	Parents receive a letter once each six weeks about curriculum.  Student work is sent home each week for parents to review with students.	Aug. 7-9, 2003 Data Analysis and Instructional Planning by Charles Etta Brown and Hazel Vann  8-14-02 MCS Social Studies Curriculum by Lawrence Moaten  10-7-02 Teaching Strategies that Produce Results by Sandra Whittington	Parent/Teacher Curriculum Night where curriculum and expectations for year are explained 10-7-02  Parent/ Teacher Conferences 10-02 and 2-03  10-1-02 Title I Annual Parents’ Meeting	Weekly teaching and testing reviewed by the classroom teacher  Student progress reviewed each six weeks by teacher, parent and principal  TCAP practice tests are scored for mastery or reteaching of TCAP objectives.  End of the unit tests are assessed for mastery of social studies objectives.  Report Cards are monitored by principal to note students’ progress.

<p>Students will participate in Social Studies Intervention programs</p>	<p>Start :8-5-02 2001-2002 TCAP data analyzed for mastery and non-mastery objectives</p> <p>Textbooks, curriculum and TCAP objectives reviewed for gaps and overlaps</p> <p>Students needing Intervention are identified.</p> <p>11-02 Intervention Program begins</p> <p>Monthly TCAP practice testing in Social Studies</p> <p>3-03 Spring 2003 TCAP Test</p> <p>4-03 Intervention ends</p> <p>End: 5-23-03</p>	<p>MCS Social Studies Curriculum Guides \$90 (site funds)</p> <p>TCAP Social Studies Performance Data and OPI report (MCS Office of Research)</p> <p>Tutors for Intervention \$2000 (Title VI)</p> <p>Social Studies Guided Readers \$800 (REA)</p> <p>Hands on materials for intervention \$100 (site based funds)</p>	<p>Charles Etta Brown-Principal</p> <p>Grade Chairs- L. Burrow, J. Kah, C. Rosser, L. Ross, M. Strother, L. Sims and M. Quast</p> <p>Intervention Teachers- Hazel Vann and Vannie Huey</p>	<p>Grade level teams analyze data to determine the students needing intervention.</p> <p>Focused Instructional Plan (FIP) developed to instruct students 5-10 minutes a day on non-mastered skills from previous year</p> <p>Students needing enrichment and students needing reteaching selected for intervention programs</p> <p>Students practice reading skills in the content area of Social Studies.</p> <p>Students create projects related to their reading that are scored by a rubric.</p>	<p>Parents receive letter about intervention program</p> <p>Student progress sent home midway through program to parents</p>	<p>Aug. 7-9, 2003 Data Analysis and Instructional Planning by Charles Etta Brown and Hazel Vann</p> <p>8-14-02 MCS Social Studies Curriculum by Lawrence Moaten</p> <p>10-7-02 Teaching Strategies that Produce Results by Sandra Whittington</p> <p>11-7-02 Intervention Teachers collaboration by Hazel Vann and Vannie Huey</p>	<p>Parent/Teacher Curriculum Night where curriculum and expectations for year are explained 10-7-02</p> <p>Parent/ Teacher Conferences 10-02 and 2-03</p>	<p>Weekly teaching and student projects reviewed and scored by Intervention Teachers</p> <p>Student progress reviewed each six weeks by Intervention Teachers</p> <p>TCAP practice tests are scored for mastery or reteaching of TCAP objectives.</p> <p>End of the unit tests are assessed for mastery of social studies objectives.</p> <p>Report Cards are monitored by principal to note students' progress.</p>
<p>Students will participate in concept based integrated units with Social Studies TCAP objectives emphasized.</p>	<p>Begin: 8-5-02</p> <p>TCAP data analyzed</p> <p>Textbooks, curriculum and TCAP objectives reviewed for gaps and overlaps</p> <p>Technology for classroom use is ready in each room.</p> <p>Weekly grade level meetings to plan and monitor units</p> <p>Monthly Cadre meeting</p> <p>Monthly TCAP practice testing</p> <p>3-03 Spring 2003 TCAP Test</p> <p>4-03 Intervention ends</p> <p>Units End: 5-23-03</p>	<p>Computers \$1000/each (site funds)</p> <p>Instruction materials for projects \$50/semester (site funds)</p> <p>Textbooks \$12,000</p> <p>Collaborative planning and meeting time</p>	<p>Charles Etta Brown-Principal</p> <p>Grade Chairs- L. Burrow, J. Kah, C. Rosser, L. Ross, M. Strother, L. Sims and M. Quast</p> <p>Cadre Facilitators-R. Kerstetter, T. Arnett and L. Burrow</p> <p>Instructional Facilitator- Hazel Vann</p>	<p>Grade level teams meet to create units.</p> <p>Resources and strategies will be shared among the grade level teams to use in all classrooms.</p> <p>Rubrics are written by teachers to use in scoring projects.</p> <p>Literacy Leader will meet with each grade to carry out details of units on each grade level.</p> <p>Students will use the Internet, CD-ROMs and other technology to research and produce unit projects.</p>	<p>Parents receive letter once each six weeks about curriculum</p> <p>Student work is sent home each week for parents to review with students.</p> <p>Letters will be sent to parents about special activities and projects the students will be working on.</p>	<p>8-14-02 MCS Social Studies Curriculum by Lawrence Moaten</p> <p>10-24-02 and 10-25-02 Grade Level Collaboration for Western Unit with T. Arnett</p> <p>10-28-02 and 10-29-02 Technology Integration for Elementary Teachers at TLA by Diane Raley</p> <p>10-19-02 Designing an Outstanding Concept Based Unit at TLA by Jack Leach</p> <p>Nov. 6 &amp; 7, 2002 MCS 8<sup>th</sup> Technology Conference</p>	<p>Western Day Displays for Scholastic Book Fair with examples of work and writing ideas</p> <p>Parent letter sent home about the Western Book Fair and Western Day</p>	<p>Weekly teaching and testing reviewed by the classroom teacher</p> <p>Student progress reviewed each six weeks by teacher, parent and principal</p> <p>TCAP practice tests are scored for mastery or reteaching of TCAP objectives.</p> <p>End of the unit tests are assessed for mastery of social studies objectives.</p> <p>Student projects are displayed in hallways and rooms with rubrics.</p>

**Goal Evaluation:** Students' mastery of the Social Studies sub skill of History and Culture

**Next Steps (Component 6):** Check action steps for completion and success. If the goal is met, the students will demonstrate 2% improvement in the 2002-2003 school year. If the goal is not met, each step will be evaluated to determine if there is an inconsistent implementation within a grade or classroom.

## *Narrative*

# Professional Development Plan

Scenic Hills Elementary School's professional development began in July, 2002 when our principal, Charles Etta Brown, attended the Principal's Academy on Memphis City Schools Intervention Programs and has established the Student Teacher Academic Report. As a follow up to the Principal's Academy, Mrs. Brown joined a Principal's Study Group entitled "An Effort to Create Dramatic Improvement in Our Schools." This study group is led by Evelyn Mosley, Principal, Germanshire Elementary School. In each of the principals' schools they are implementing "Focused Instructional Plans", an intervention strategy focused on reteaching of partial mastery and nonmastery objectives from the Spring 2002 TCAP Objective Performance Indicator report.

When the faculty and staff returned to school in August, the training focused on Data Analysis and Instructional Planning. These professional development activities met the Memphis City Schools Professional Development Standard Quality indicator that engages teachers and administrators in reviewing data to make informed decisions about additional professional development needs, changes in instruction, and changes in school organization.

When our Pre-Kindergarten through third grade teachers returned to the 2002-2003 school year, the school had received a Reading Excellence Act Grant. With this grant the PreK-3<sup>rd</sup> grade teachers will participate in ten days of Literacy Training provided by the Tennessee Reading Collaborative (TRC). Our higher education collaboration is with Christian Brothers University. These ten days of training involve an Overview of where we are going, Teaching Reading, Learning to Read, Building Fluency, Addressing Diversity, Assessment, Intervention, Best Practices: Comprehension Skills and Strategies, Reading and Writing Connection, Reading in the Content Areas and Bringing it Together. The dates for these professional developments are as follows: August 7, 2002; August 8, 2002; August 24, 2002; September 14, 2002; September 20, 2002; October 7, 2002; October 28, 2002; November 16, 2002; January 10, 2003; and will be completed in February, 2003. These ten days support the Memphis City Schools Professional Development Quality indicator of professional development content that is derived from sound, research-based theories and practice in curriculum, instruction and assessment for all students, including students with varied learning styles, special needs, or who are at-risk of failing to meet rigorous standards.

Individual teachers collaborate with the principal to develop a personal professional development action plan to enhance the delivery of instruction.

The following professional development activities were utilized to meet our goals in Reading and Language Arts, Mathematics, Science and Social Studies:

### **Reading and Language Arts**

10 Days of Balanced Literacy with Reading Excellence Act	various dates	Christian Brothers University
Leap Frog Training	August 14, 2002	Marcus Ellis
Use of MCS Comprehensive Literacy Plan	Oct. 15, 29, Nov. 14, Dec. 3, 2002	Susan Dold
Literacy Conference for Teachers of Grades 4-8	Oct. 19, 2002	Teaching and Learning Academy
S.O.A.R. to Success	Sept. 18 & 19, 2002	Teaching and Learning Academy
	October 6, 2002	Hazel Vann
Predictive Assessment System for Students (P.A.S.S.)	Nov. 18, 2002	Betsy Wheeler
Guided Reading	Aug. 7, 2002	Charles Etta Brown
Use of Power Mini Lessons	Aug. 29 & 30, 2002	Terri Arnett
How to Use Guided Readers video	Aug. 28, 2002	Learning Connection
Renaissance National Conference	Feb. 5-8, 2003	Advantage Learning
International Reading Association National Conference	May, 2003	International Reading Association
Power Writing	Oct. 25, 2002	Reva Harris
Data Analysis and Instructional Planning	Aug. 7-9, 2002	Charles Etta Brown & Hazel Vann
Use of Classroom Libraries	Aug. 9, 2002	Linda Terry
Student/Teacher Academic Report (STAR)	August 21, 2002	Charles Etta Brown & Hazel Vann
Focused Instructional Plans	Sept. 19, 2002	Hazel Vann & Terri Arnett

### **Mathematics**

Data Analysis and Instructional Planning	August 7-9, 2002	Charles Etta Brown & Hazel Vann
Principal's Training for MCS Intervention Programs & STAR	July, 2002	Teaching and Learning Academy
Instructional Facilitator's Training for STAR	July 30, 2002	Teaching and Learning Academy
Teachers' Training for Intervention Programs & STAR	Aug. 21, 2002	Charles Etta Brown & Hazel Vann
Use of Everyday Mathematics Curriculum	Aug. 28, 2002	Suzanne Thomas and Joan Cox
Everyday Mathematics Teacher Networks	Sept., 2002-April, 2003	Memphis Urban Systemic Program
Effort to Create Dramatic Improvement in Our Schools	Sept. 5, 12, and 29, 2002	Evelyn Mosely
Focused Instructional Plans	Sept. 19, 2002	Hazel Vann and Terri Arnett
Data Analysis	October 29, 2002	Mike Schmoker

## Science

Data Analysis and Instructional Planning	August 7-9, 2002	Charles Etta Brown & Hazel Vann
Windows on Science	August 21, 2002	Lynn Holland
How to Use Guided Readers video	August 28, 2002	Learning Connection
MCS Science Curriculum	Sept. 11, 2002	Gloria Ramsey
Activities to Use with the Science Curriculum	Sept. 11, 2002	Sheila Ford
Teaching Strategies that Produce Results	Oct. 7, 2002	Sandra Whittington
Intervention Teachers' Collaboration	Nov. 7, 2002	Hazel Vann and Vannie Huey

## Social Studies

Data Analysis and Instructional Planning	August 7-9, 2002	Charles Etta Brown & Hazel Vann
Windows on Science	August 21, 2002	Lynn Holland
How to Use Guided Readers video	August 28, 2002	Learning Connection
MCS Social Studies Curriculum	August 14, 2002	Lawrence Moaten
Teaching Strategies that Produce Results	Oct. 7, 2002	Sandra Whittington
Designing an Outstanding Concept Based Unit	Oct. 19, 2002	Jack Leach
Grade Level Collaboration for Western Unit	Oct. 24 and 25, 2002	Terri Arnett
MCS 8 <sup>th</sup> Technology Conference	Nov. 6 & 7, 2002	Teaching and Learning Academy
Intervention Teachers' Collaboration	Nov. 7, 2002	Hazel Vann and Vannie Huey

At the end of the 2002-2003 school year, the stakeholders will review our plan to determine the goals that were met and plan professional development for the 2003-2004 school year based on areas of need.