

## **AYP Comprehensive Plan Activities**

**North** – Implementing Learning Bridges – through PLCs they have decided to pick different classes available and will come back and share what they have learned with other staff members during staff development meetings or Faculty Meetings.

**ALC** - They are implementing community learning communities. Their kids are more at risk and less excited about doing regular classroom activities. They are restructuring to get kids motivated – at Talahi they are doing reading buddies. Benefits are that the Talahi kids learn and the ALC kids get to read at their own level with younger kids. Expanding the Friday schedule for more service learning with SCSU professors and doing murals or boards out in the community. Involvement with Habitat for Humanity and Project Lead the Way.

**Tech** – they are working with the ELL community. There will be a parent elder meeting Thursday night and they will talk about curriculum issues and focus on the success of the ELL students, sharing what kinds of things they can be doing, benchmarks and getting feedback from the elders.

**Apollo** – PBIS Program – they are going out to St Ben's to work on the acceptance of all students, lesson plans to be presented and foster positive relationship, working with NWEA and Learning Bridges on yellow zone kids and focusing on those kids.

**Special Education** – continuous program for special education students. The focus is on improving professional practice, and avenues are in place with Achievement Facilitators taking a focus with Special Education students to develop standards based IEPs, Integrated Service Delivery Model is being promoted in various buildings, as well as a focus on the core curriculum being the basis for specialized instruction. They held a co-teaching workshop last week and a number of schools sent staff. They continue to look at trying to expand the use of data collected to inform instruction and make changes. ELL – SIOP is also an initiative.

**Riverwoods** – they are focusing on monitoring program academics through AIMS web, focused on system of collecting data on behaviors, and collecting data on surveys of parents, students and feeder school staff after students transition out of Riverwoods.

### **Clearview**

The focus is on progress monitoring 3 times a year and using resources based on that data in reading.

**Kennedy** – alternative system and Americorps people are helping to standardize interventions.

**Madison** – intervention piece. Dan took a team of all Kindergarten and 1<sup>st</sup> grade teacher to RTI. Now they are making use of what they learned and putting together grids of assessment data.

**Westwood** – creating school connections. Teachers went to responsive classroom training and they are using the train-the-trainer model. Teachers are changing the ways they interact with students.

**South** – monitoring academic progress with NWEA and starting AIMS web using Viewpoint reports to identify the bubble kids and working on student plans and interventions for them. ELL - they

had a Somali family report card night to explain what the report cards are all about. They did their conferencing outside of regular conference night in order for teachers to spend more time with parents. They set up a partnership with SCSU to initiate the mentor tutoring programs. They are working on re-establishing their relationship with the Boy Scouts and starting a relationship with Big Brothers/Big Sisters to work with more of their at risk students.

**Talahi** – key thing is development of site based systematical intervention. Targeted services and changing the way they do math interventions for student in need and interventions in EIT system. Focused interventions happening earlier and what strategies are important and the delivery of the interventions.

**Discovery** – Through the Reading First program, collaboration is the key to success working with Integrated Service Delivery Model throughout the schools. They are designing ways to look at student progress, integrated collaboration between Special Education, ELL, mainstream and Title I teachers. They are working on aligning rather than layering services as a work in progress.

**Lincoln** – working on data collection, reviewing GOMs and MCA scores to make instructional decisions based on data. Title I and psychologists worked with teachers to individualize instruction. The next step is data warehouse to check on subgroups.

**Roosevelt** – working with Create Community on closing the achievement gap and Marj Hawkins will be the educational attainment person. Assessments will be given at the Welcome Center.