



Maryvale Second Quarter ACIP Review

January 25, 2017

1:00

Welcome

Introductions

Review of plan and data

Comments and questions



Office of Academic Affairs
Division of Federal & Special Programs
Site Visit Report

School Maryvale Elem.

Date 1/25/17

Monitoring Item(s)

Marking "Special Attention" requires a statement and communication with the immediate supervisor/Executive Leadership. Indicate plus (+), delta (Δ), not applicable (NA) for this visit or support provided (X) in front of each monitoring item. For each number assigned a delta (Δ), a required action must be completed on the table below.

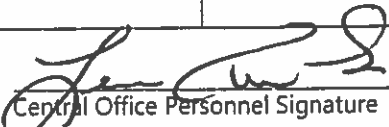
1.		Review Expenditure Reports, Special Payrolls, Requisitions Submitted (4110) and other fund sources/resources provided to the school (schoolwide program schools)
2.	X	ASSIST (ACIP) Implementation/Support
3.		Review Parenting Documentation/ Implementation, Notification to Parents, "Parents' Right-To-Know" Flyer, HQ Status, Parent Letters for non HQ, Parent-Teacher-Student Conferences, Parental Involvement Policy, School-Parent Compact, ESL, Complaint Procedure, and Local School and LEA PI Plan
4.		Additional Academic Assistance: Extended Day/Year Program/Expenditures, Special Payroll, Intervention Programs
5.		Title I Personnel: Review Schedules, Job Descriptions, 100% certification, lesson plans, and duties performed
6.		Implementation of Professional Development and follow-up activities: School/Feeder-Pattern, and District (STI-PD Records), Accountability Survey data from previous school year (August 1, 2012-July 13, 2013), New Teachers: New Teacher Network Participation, In-school mentoring support, Lee v. Macon Requirements (Support)
7.		Moving Beyond Compliance Support
8.	X	Other <u>SIS</u>

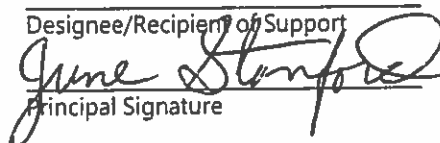
Site Visit Notes / Support Provided:

- Meet w/ ACIP Committee to review Goals, Objectives, Strategies and activities -
- Review + discuss data
- Make changes + conditions within the plan.
- Next Steps

Concerns/Actions to be Taken

Monitoring Item No.	Person(s) Responsible	Date Due	Actions To Be Taken


Central Office Personnel Signature
SIS
Name-Title/Position

Designee/Recipient of Support

Principal Signature

Notes:

CC: Principal:
Named
Personnel:

ACIP REVIEW MEETING

JANUARY 25, 2017

Introductions

Local Indicator review- data shows we have reached 55% of our goal for AR tests taken and passed!

Get data from ESL teacher on 2 ESL students. 2 more students on monitoring have shown improvement in their Reading/Language scores. Goal is in progress, has not been met yet.

Next meeting everyone needs a copy of data to be able to decide if the goals have been met.

BARS will be moved to Reading Intervention Tier II and III

CFAs- collaborating to write those. They are given every 3 weeks.

Stemscopes close reading, Picture Perfect, as of Dec 8 lessons had been completed

Targeted Math instruction- Intervention, Edgenuity, Engage NY, Learnzillion, extended day learning, math team,

Prepare and support teachers in rigorous reading instruction- need Mrs. Stanford to put in info about observations

ARI Reading coach has provided training, and the data needs to be put under objective, change activity to strategy, activities are what she is doing in the classroom

Progress notes: use of strategies from book studies and principal monitoring, notes about how the book study was done, and how it is implemented in the classroom,

Very important that we put everything in the plan and the data and evidence that support it

Digital tools and resources- our technology plan is in the ACIP. Reports for usage and any progress shown on each digital source

Student support services- lowest 25% data needs to be copied and pasted

Data for retired teachers and Extended day

Math focused Instruction activity should be the strategy

RTI report- determine if students need to be referred to PST

Attendance- collaboration with attendance officer, home visits, social worker, teacher

Behavior statistics- behavior specialists, Altapointe specialist, number of referrals to behavior support team, behavior incentives (monitored weekly by all employees) Big Brother/Sister

Data from reading STAR shows that each grade level has increased

Data from STAR math shows that we are much more proficient in Math than Reading.