

## Paynesville District Integration Plan SY 2014-2017

### I. Collaborative Goals

#### Goal 1

The proficiency GAP between the non-FRP and FRP students enrolled the full academic years for all grades tested within the Lake Wobegan Collaborative on all state Math accountability tests (MCA, MOD, MTAS) will be narrowed by **INCREASING** the proficiency of all students, and the non-FRP and FRP student groups as follows within our Collaborative (see table A):

#### A. Math Proficiency INCREASE:

Name of District	Status	Baseline data	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Increase
<b>Melrose School District</b>	RI					
All students		59.6%	65.2%	70.8%	76.4%	16.8%
Non-FRP		70.8%	74.23%	77.66%	81.09%	10.3%
FRP		43.8%	52.23%	60.66%	69.09%	25.29%
<b>LPGE School District</b>	RI					
All students		51.5%	56.1%	60.6%	69.6%	18.1%
Non-FRP		66.8%	69.2 %	71.6%	74.0%	7.2%
FRP		40.8%	46.7%	52.6%	58.5%	17.7%
<b>Paynesville School District</b>	A					
All students		70.1%	72.2%	74.2%	76.3%	6.2%
Non-FRP		73.8%	75.2%	77.2%	79.8%	6.0%
FRP		64.9%	66.9%	68.8%	70.8%	5.9%
<b>Osakis School District</b>	A					
All students		72.0%	76.0%	80.0%	83.9%	11.9%
Non-FRP		77.5%	80.1%	82.6%	85.1%	7.6%
FRP		62.9%	69.4%	75.8%	82.2%	19.3%
<b>Belgrade-Brooten-Elrosa School District</b>	A					
All students		76.2%	79%	82%	85%	8.8%
Non-FRP		78.8%	82%	85%	88%	9.2%
FRP		66.4%	71.4%	75.4%	79.4%	13%

<b>SC School District</b>	A					
All students		58.3%	65.1%	71.9%	78.7%	20.4%
Non-FRP		67.8%	72.7%	77.6%	82.5%	14.7%
FRP		43.9%	53.6%	63.3%	73.0%	29.1%
<b>Albany School District</b>	A					
All students		66.3%	71.57%	76.84%	82.11%	15.08%
Non-FRP		76%	80%	82%	83.8%	7.8%
FRP		62%	69%	73%	76.8%	14.8%

## Goal 2

The proficiency GAP between the non-FRP and FRP students enrolled the full academic years for all grades tested within the Lake Wobegan Collaborative on all state Reading accountability tests (MCA, MOD, MTAS) will be narrowed by **INCREASING** the proficiency of all students, and the non-FRP and FRP student groups as follows within our Collaborative (see table B):

### B. Reading Proficiency **INCREASE**:

Name of District	Status	Baseline data	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Increase
<b>Melrose School District</b>	RI					
All students		46.8%	55.4%	64.0%	72.6%	25.8%
Non-FRP		57.6%	64.63%	71.66%	78.69%	21.1%
FRP		31.9%	43.26%	54.62%	65.98%	34.1%
<b>LPGE School District</b>	RI					
All students		46.1%	52.9%	59.6%	66.3%	20.2%
Non-FRP		57.2%	62.6%	68.0%	73.3%	16.1%
FRP		37.9%	45.7%	53.5%	61.2%	22.3%
<b>Paynesville School District</b>	A					
All students		59.6%	66.3%	73.1%	79.8%	20.2%
Non-FRP		63.2%	69.3%	75.5%	81.6%	18.1%
FRP		54.2%	61.8%	69.5%	77.1%	22.9%

<b>Osakis School District</b>	A					
All students		62.7%	69.0%	75.2%	81.4%	18.7%
Non-FRP		70.5%	75.5%	80.4%	85.3%	14.8%
FRP		50.6%	58.9%	67.1%	75.3%	24.7%
<b>Belgrade-Brooten-Elrosa School District</b>	A					
All students		59.3%	66.3%	73.3%	80.3%	21%
Non-FRP		68.9%	74.4%	79.9%	85.4%	16.5%
FRP		47.0%	56%	64%	73%	26%
<b>SC School District</b>	A					
All students		58.9%	65.76%	72.62%	79.48%	20.6%
Non-FRP		68.4%	73.66%	78.92%	84.18%	15.8%
FRP		43.7%	53.1%	62.5%	71.9%	28.2%
<b>Albany School District</b>	A					
All students		59.6%	66.3%	73.06%	79.8%	20.2%
Non-FRP		69%	74%	78%	81.4%	12.4%
FRP		59%	66%	71%	74.9%	15.9%

## II. Paynesville Goals

### Math Goal 1

The proficiency GAP between the non-FRP and FRP and White and Hispanic students enrolled the full academic years for all grades tested within the Paynesville District on all state Math accountability tests (MCA, MOD, MTAS) will be narrowed by **INCREASING** the proficiency of all students, and the non-FRP and FRP student and White and Hispanic groups as follows within our Collaborative (see table A):

#### A. Math Proficiency **INCREASE**:

Name of District	Status	Baseline data	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Increase
<b>Paynesville School District</b>	RI					
All students		70.1%	72.2%	74.2%	76.3%	6.2%
Non-FRP		73.8%	75.2%	77.2%	79.8%	6.0%
FRP		64.9%	66.9%	68.8%	70.8%	5.9%
White		70.7%	72.7%	74.7%	76.6%	5.9%
Nonwhite		62.2%	65.4%	68.6%	71.7%	9.5%

## Reading Goal 2

The proficiency GAP between the non-FRP and FRP and non-Hispanic and Hispanic students enrolled the full academic years for all grades tested within the Paynesville District on all state Reading accountability tests (MCA, MOD, MTAS) will be narrowed by **INCREASING** the proficiency of all students, and the non-FRP and FRP and non-Hispanic and Hispanic student groups as follows within our Collaborative (see table B):

### B. Reading Proficiency **INCREASE**:

Name of District	Status	Baseline data	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Increase
<b>Paynesville School District</b>	RI					
All students		59.6%	66.33%	73.06%	79.8%	20.2%
Non-FRP		63.2%	69.33%	75.46%	81.6%	18.10%
FRP		54.2%	61.83%	69.46%	77.1%	22.9%
White		60.2%	66.8%	73.4%	80.1%	19.9%
Nonwhite		51.4%	59.5%	67.6%	75.7%	24.3%

## Integration Goal 3

### A. Music and World Language Exploration Celebration

#### IV. Action Steps

#### Activity A. Thinking/Learning/Communicating (TLC)

*A 1. Provide speaker who will educate students on strategies (conflict resolution/problem solving) they can use to communicate in a positive and effective manner when dealing with conflict/group work situations.*

**Smart Goal:** Paynesville Area Schools' students who participate in the Thinking/Learning/Communicating initiative will increase their performance in reading by one grade level or above per school year as measured by the MCAs, report cards, progress reports, and MMR scores in school years 2014-17.

**Plan Component:** Research-based intervention with formative assessment practices to reduce achievement disparities by race as measured by student progress and growth on state reading and math assessments and aligned with Worlds Best Workforce (Sec. 29 subd. 2(b)).

**Narrative:**

The focus of this program is our 10<sup>th</sup> grade students. The program has three components. The first component is a speaker from the authors of the TLC program based off of the book called Top 20 Teens. Secondly are several weeks of the class room components of the program and thirdly is a leadership and high ropes course focusing on teamwork and communication.

TLC Program is a highly used program that will provide students with an educational experience to work with strategies on how to use respectful communication with each other to create a culture of integration and acceptance. By creating better working acceptance of all students will improve the working relationship between students to enhance team work in the classroom. This will help student perform better in the classroom and increase student achievement.

Thinking, Learning, and Communicating (TLC) is a positive way to use respectful communication and build positive relationships with each other to create a culture of integration and acceptance. The TLC program works closely with the sophomore class focusing on four character traits. They are trust, empathy, empowerment, and teamwork. Once these four traits are instilled we start to see students showing compassion. The program provides activities that are hands on and are eye opening experience, ones the kids will never forget. The students quickly learn that they are not alone, and talking about struggles they have in their life can be a healing and wonderful experience. This TLC experience has proven to have had a positive impact with the school climate and students are performing better in the classroom as they feel respected and important, therefore increasing student achievements.

**Research: [www.top20training.com](http://www.top20training.com)**

- Barker, Joel A (1992). *Future Edge; Discovering the New Paradigms of Success*. New Your, NY: William Morrow and Company Inc.
- Bryce, Ian and Kennedy, Kathleen (Producers), De Bont, Jan (Director) (1996), *Twister* (Motion Picute), United States: Warner Brothers Studios.
- Cashman, Kevin (1999). *Leadership From the Inside Out: Becoming a Leader for Life*. Provo, UT: Executive Excellence Publishing.
- Stoltz, Paul G. (1997, 1999). *Adversity Quotient – Turning Obstacles into Opportunities*. New Your, NY: John Wiley and Sons, Inc.

## **Key Indicators of Progress**

1. MN Student Survey
2. Graduation rates
3. Attendance records
4. Student progress reports/report cards
5. District reading and math assessment data: may include AIMS web, MCAs, STAR, and MMR
6. Attendance records

## **Activity B. Implement Math and Reading Support Program (Achievement)**

- B 1. Provide Achievement Specialist
- B 2. Provide Peer Mentors
- B 3. Provide Peer Mentor Supervisor
- B 4. Provide Resources

### **Smart Goal:**

Paynesville Area Schools' students who participate in the Reading portion of the Math and Reading Support initiative will increase their performance in reading by one grade level or above per school year as measured by the MCAs, STAR, report cards, progress reports, AIMSweb and MMR scores in school years 2014-17.

Paynesville Area Schools' students who participate in the Math portion of the Math and Reading Support initiative will increase their performance in math by one grade level or above per school year as measured by the MCAs, STAR, report cards, progress reports and MMR scores in school years 2014-17.

**Plan Component:** Research-based intervention with formative assessment practices to reduce achievement disparities by race as measured by student progress and growth on state reading and math assessments and aligned with Worlds Best Workforce (Sec. 29 subd. 2(b)).

### **Narrative:**

The camp will target students in grade 6-10 for whom their potential has not been fully recognized due to economic and/or racial disadvantage, learning difficulties, and/or social stressors. The mentors who will work with the targeted students will be selected out of grades 11 and 12.

The achievement specialist will work with the peer mentor supervisor to develop targeted intervention and differentiated instruction strategies which peer mentors will implement to help individual students increase their achievement in reading and/or math. The achievement specialist will also work with individual or groups of students using targeted intervention and differentiated instruction strategies to increase student achievement in reading and math. The achievement specialist will help train the peer mentor supervisor and students and in the use of the targeted and differentiated strategies that will be used to help students increase their achievement in reading and/or math.

The peer mentor supervisor will work with the achievement specialist to develop targeted intervention and differentiated instruction strategies which peer mentors will implement to help individual students increase their achievement in reading and/or math. The peer mentor supervisor will also work with individual or groups of students using targeted intervention and differentiated instruction strategies to increase student achievement in reading and math. The peer mentor supervisor will help train students in the use of the targeted and differentiated strategies that will be used to help students increase their achievement in reading and/or math.

Peer mentors will need to be provided to facilitate this part of the activity. Peer mentors will be selected from grades 11 and 12. Peer mentors will work with the achievement specialist and peer mentor supervisor to learn targeted and differentiated strategies they will use with other students that will increase student achievement in reading and/or math.

Resources are needed to provide support for achievement specialist, peer mentors and peer mentor supervisor in order to provide students with targeted interventions in the areas of reading and math.

- Research: 1. [www.nea.org/tools/35542.htm](http://www.nea.org/tools/35542.htm)  
[eric.ed.gov/?id=ED438267](http://eric.ed.gov/?id=ED438267)  
2. [www.mentoring.org/downloads/mentoring\\_388.pdf](http://www.mentoring.org/downloads/mentoring_388.pdf)

### **Key Indicators of Progress**

1. Student progress reports/report cards
2. District reading and math assessment data: may include AIMS web, MCAs, STAR, and MMR
3. Attendance records

### **Activity C. Middle School Summer School Incentive Program**

### *C 1. Provide staff (teacher/paraprofessionals/consultants)*

**Smart Goal:** Paynesville Area Schools' students who participate in the Middle School Summer School Incentive Program will increase their performance in reading by one grade level or above per school year as measured by the MCAs, report cards, progress reports, and MMR scores in school years 2014-17.

**Plan Component 1:** College Career readiness for underserved students.

**Narrative:**

Staff will need to be provided to facilitate this part of the activity. Staff will provide students with activities which include targeted intervention strategies to increase student achievement in reading and math for grades 6, 7, and 8. The incentive program would be put in place for students attending our MS Boot Camp in reading and math. This program is designed to give additional practice, repetition and instructions to students that did not receive a proficiency score on the MCA test. The incentive part of this program would be group fieldtrips to different locations in the community that could be earned through weekly success in the classroom work. While out on the fieldtrips, students would work on the content learned during the week in a real life application. By doing this we feel it will keep students motivated, expose them to different career opportunities, provide links to content that might make it easier for students to understand and provide them with more instruction in areas they are weak. Providing these relevant opportunities is researched based to help students understand their curriculum through the Breaking Ranks II: Strategies Leading High School Reform data

- Research:** 1. [www.pacificresearch.org/education/education-article-detail/incentive-programs-improve-achievement-in-charter-schools/](http://www.pacificresearch.org/education/education-article-detail/incentive-programs-improve-achievement-in-charter-schools/)  
2. [www.nber.org/papers/w15722](http://www.nber.org/papers/w15722)

**Key Indicators of Progress**

1. Student progress reports/report cards
2. District reading and math assessment data: may include AIMS web, MCAs, STAR, and MMR
3. Attendance records

**Integration Activities:**

Our district will engage students within our district and from within the racially isolated district of Melrose in the following activities.

**Activity D. Lake Wobegan Collaborative Elementary School Theater Camp (Integration/Achievement)**

- D 1. Provide Cross District – 5 day program*
- D 2. Provide Cross District – 1 day off-site program*
- D 3. Provide staff (teacher/paraprofessionals/consultants)*
- D 4. Provide Resources*

**Smart Goal:**

Lake Wobegan Collaborative students who participate in the Lake Wobegan Collaborative Elementary School Theater Camp will increase their performance in reading and math by one grade level or above per school year as measured by the MCAs, STAR, report cards, progress reports, AIMSweb and MMR scores in school years 2014-17.

**Plan Component 1:** Research-based intervention with formative assessment practices to reduce achievement disparities by race as measured by student progress and growth on state reading and math assessments and aligned with Worlds Best Workforce (Sec. 29 subd. 2(b)).

**Narrative:**

This camp will engage students within our district and from within the racially isolated district of Melrose with an innovative program that will increase racial and economic integration and increase student achievement in Minnesota reading, math and art standards. The camp will target students in grade 1-5 for whom their potential has not been fully recognized due to economic and/or racial disadvantage, learning difficulties, and/or social stressors. Students from Melrose (isolated district) and other districts of the collaborative will be invited to participate in this camp. This type of camp is not being offered by any of the other collaborative districts to ensure we are not duplicating services.

Staff will need to be provided to facilitate this part of the activity. Staff will provide students with activities which include targeted intervention strategies to increase student achievement in reading and math. Strategies and activities provided to students during this camp will also increase the students' competencies in the Minnesota state art standards.

This will be a 5 day on-site camp with an additional 1 day off-site experience. This camp is developed for students to increase competencies in state math, reading, and art standards which will increase student achievement in these areas. The 5 day camp will provide activities using the theme of “theater” to provide the students with activities that support Minnesota reading, math, and art standards for the grade levels of the students attending the camp. The one day off-site program will continue to expand the strategies used during the on-site program and provide additional activities to support Minnesota reading, math, and art standards.

This is an innovative and research based experience for students.

**Research:** <http://www.dana.org/Publications>

The Dana Foundation (supporting brain research) published an article in 2008 stating that “... research from a consortium at seven universities reveals close correlations between training in the arts and improved math and reading skills.

In addition, the Evidence Based Literacy Interventions list, with contributions from the Florida Center for Reading Research and What Works Clearinghouse, cites the following practices as direct evidence or promising practices: \*repeated readings (e.g. rehearsing, as in script-reading) \*Stop and Go (e.g. working with acting coaches on reading and expression) \*Think-Pair-Share (e.g. collaborating with scene partners to enhance meaning from text through artistic expression) \*Newscaster (e.g. oral expression, fluency, and comprehension through the script-reading process).

- Therrien, W.J. (2004). Fluency and comprehension gains as a result of repeated reading: A metaanalysis. *Remedial and Special Education*. 25 (4), 252-261.
- Newscaster as a strategy: Stahl, S. (2004). What do We Know about Fluency? Findings of a National Reading Panel. In McCardle, P. & Chabra, V. (Eds. *The Voice of Evidence in Reading Research*. Brookes: AU).
- Stop-and-Go as a strategy: Rasinski, T.V. (2003). *The fluent reader: Reading strategies for building word recognition, fluency, and comprehension*. New York, NY: Scholastic Professional Books.
- Question Generation as a strategy: Rosenshine, B., Meister, C., & Chapman, S. (1996). Teaching students to generate questions: A review of intervention studies. *Review of Educational Research*, 66, 181-221.

## **Key Indicators of Progress**

1. Student progress reports/report cards
2. District reading and math assessment data: may include AIMS web, MCAs, STAR, and MMR
3. Attendance records

## **Activity F. Lake Wobegan Collaborative Music and World Language Exploration Celebration (integration/achievement)**

- F 1. Provide staff (teacher/consultants/performers)
- F 2. *Provide Resources*

### **Smart Goal:**

Lake Wobegan Collaborative students who participate in the Lake Wobegan Collaborative Music and World Language Exploration Celebration will increase their performance in reading and math by one grade level or above per school year as measured by the MCAs, report cards, progress reports, and MMR scores in school years 2014-17.

**Plan Component 1:** Research-based intervention with formative assessment practices to reduce achievement disparities by race as measured by student progress and growth on state reading and math assessments and aligned with Worlds Best Workforce (Sec. 29 subd. 2(b))

### **Narrative:**

On a three year rotation Paynesville Area High School will engage students within our district and from within the racially isolated district of Melrose to a program which focuses on a large presentation followed by breakout sessions in choral music, instrumental music, world language and theatre. Students will have the opportunity to extend their experience in these areas. The proficiency GAP will be reduced by creating a climate where students in minority groups will feel more integrated and accepted by the school community. This culture will enhance participation levels of these students resulting in them being more successful in the classroom and higher student achievement scores on state tests. This activity will serve grades 7-12. This type of camp is not being offered by any of the other collaborative districts to ensure we are not duplicating services.

Involvement in the arts has been associated with gains in math, reading, cognitive ability, critical thinking, and verbal skill. Arts learning can also

improve motivation, concentration, confidence, and teamwork. A 2005 report by the Rand Corporation about the visual arts argues that the intrinsic pleasures and stimulation of the art experience does more than sweeten an individual's life -- according to the report, these academic areas "can connect people more deeply to the world and open them to new ways of seeing," creating the foundation to forge social bonds and community cohesion. By enhancing our students experience in the arts and foreign language we will be working on closing the achievement gap. Low-income children, often, do not have the same opportunities as others to be involved in the arts. As a result they have not had the experiences to create these pathways of growth. By increasing and enhancing our Arts program would give these students a chance to catch up. "Arts education enables children from a financially challenged background to have a more level playing field with children who have had those enrichment experiences," says Eric Cooper, president and founder of the National Urban Alliance for Effective Education. It has been stated in research arts and language curriculum improves student performance in math and science. In a 2003 report, "The Complete Curriculum: Ensuring a Place for the Arts and Foreign Languages in American's Schools," a study group from the National Association of State Boards of Education noted that a substantial body of research highlights the benefits of arts in curriculum and called for stronger emphasis on the arts and foreign languages.

By enhancing our current programs with bringing outside groups into perform and work with our students at higher levels and creating a personal connection with students within the arts program will motivate students to stay with these programs and in return benefit from the academic growth the arts and language programs promote in math, science and problem solving.

**Research: 1. <http://www.dana.org/Publications>**

**2.**

**<http://www.ramd/org/pubs/monographs/MG290>**

**3. <http://www.nautc.org/>**

The Dana Foundation (supporting brain research) published an article in 2008 stating that "... research from a consortium at seven universities reveals close correlations between training in the arts and improved math and reading skills.

The College Board for the National Coalition for Core Arts Standards (Child Development and Arts Education: A Review of Current Research and Best Practices, January 2012) reviewed literature on the impacts of dance, music, theatre, and visual arts that show links to cognitive growth, memory,

critical thinking skills, and positive social development for students from pre-Kindergarten through adulthood.

In addition, the Evidence Based Literacy Interventions list, with contributions from the Florida Center for Reading Research and What Works Clearinghouse, cites the following practices as direct evidence or promising practices: \*repeated readings (e.g. rehearsing, as in script-reading) \*Stop and Go (e.g. working with acting coaches on reading and expression) \*Think-Pair-Share (e.g. collaborating with scene partners to enhance meaning from text through artistic expression) \*Newscaster (e.g. oral expression, fluency, and comprehension through the script-reading process).

### **Key Indicators of Progress**

1. Minnesota State Student Survey
2. Graduation rates
3. Attendance
4. Student progress reports/report cards
5. District reading and math assessment data: may include AIMS web, MCAs, and MMR
6. Attendance records

### **Plan Development:**

The Lake Wobegan collaborative was newly formed this year (2013/2014). All of the superintendents along with other staff from the participating districts met several times (1/30/14, 2/10/14, 2/19/14) to discuss plans and what programs we would offer among the collaborative members.

The Paynesville secondary school will be hosting the Lake Wobegan Collaborative Music and World Language Exploration Celebration day for students in our collaborative. This innovative day of celebration will increase racial and economic integration within the targeted school and collaborative districts. In addition, our elementary school will be hosting the Lake Wobegan Collaborative Elementary School Theater Camp which will include an additional off-site theater experience. The activities during the theater experience will provide targeted strategies to help increase student achievement in reading and math. This camp will encourage students to continue learning throughout the summer months to support closing the achievement gap. Math and Reading will be the focus of the collaborative theatre camp to foster increasing proficiency on the MCAs in

all participating Districts. The Lake Wobegan collaborative determined that Paynesville Area Schools would be the central location for these projects.

The Paynesville Integration plan was developed in conjunction with the Local Literacy, MMR, and site/district improvement plans. We are currently working on our World's Best Work Force Plan which our integration plan will support. Administration, staff, school board, and community members were/are on these committees. All stake holders participated in the needs assessment process and the development of the integration plan. Input was given as to programs that were needed in the district to continue to foster the integration process.

Creating Efficiencies and Eliminating Duplicative programs: Paynesville ISD facilitated cross-district planning meetings to ensure that there would not be duplication of programming. Students in the Lake Wobegan Collaborative will be given the opportunity to participate in cross-district programming to foster the integration process.

### **Integration Activities:**

These are collaborative activities from other Lake Wobegan Districts that Paynesville Area Schools will be participating in.

### **Melrose Activity 1**

#### **Lake Wobegan Collaborative Summer School (Achievement/Integration)**

- F1. Provide Cross-district 5-Week Program
- F2. Provide Staff (Teaching)
- F3. Provide Resources
- F4. Provide Achievement Specialist

### **Smart Goal:**

Lake Wobegan Collaborative students who participate in the summer school Study Island initiative will increase their performance in reading by one grade level or above as measured by Study Island reports in school years 2014-17.

Lake Wobegan Collaborative students who participate in the summer school Study Island initiative will increase their performance in math by one grade level or above as measured by Study Island reports in school years 2014-17.

### **Plan Component: Integrated Learning Environments**

Programs and practices designed to reduce academic and enrollment disparities based on students' racial, ethnic and economic backgrounds.

**\*Innovative, research-based instruction**

**Narrative:**

This will be a 5-week summer program offered to all schools in the collaborative (Melrose, LPGE, Sauk Centre, Osakis, BBE, Albany and Paynesville) focusing on grades 2-8. Students from the different districts will be integrated in the classrooms/activities at Melrose Area Schools. Students will use Study Island Reading and Math on a daily basis. The time will be broken up into half-hour sections for the web-based program. On a rotating basis, the students will do an extra Math or Reading educational project daily. Time will be spent on group skills and daily projects that focus on integration between students and districts. Students will be selected based on their MCA scores and/or district assessments and participation in the FRLP. If we do not have enough students sign up for the first selection round, the second selection round will be based on MCA scores and/or district assessments and teacher referral. Each District will be providing staff for instruction and support for this program.

**Website:** <http://www.studyisland.com/>

**KIP: Measures**

1. Study Island Student Progress Reports
2. Pre and Post District reading and math assessments: may include MAPs, AIMS web, Fountas & Pinnell and/or MCAs
3. Attendance Records