

Sangamon Elementary School

2011-2012 School Improvement Plan

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Goals for 2010-2011 School Year

As Sangamon School continues the development of a Professional Learning Community with our faculty and staff, we will continue to focus on the four critical questions of:

- **What do we expect all students to learn?**
- **How will we know when they have learned it?**
- **How do we respond when they don't?**
- **How do we respond when student have achieved the intended outcome?**

The goals that address these critical questions are found in Appendix A of this report.

What do we expect all students to learn?

Starting with the 2008-2009 school year, our classroom teachers, working in collaborative teams, established the essential curriculum at the first and second grade level in reading, writing and math. Our website was updated with these changes, and staff now reviews our updated curriculum on a regular basis. During the 2010-2011 school year, we allotted 45 minutes each week of “team time” for our first and second grade level teams to meet to complete the task of identifying Power Standards and Learning Targets in the area of reading that are now aligned to the recently released Common Core State Standards for the State of Illinois. Pacing guides were also developed in the area of reading to assist our teachers with the pacing of their instruction and assessments throughout the school year (Appendix A).

How will we know when they have learned it?

Our second grade students participated in a new assessment at the end of the 2010-2011 school year. The MAP (Measures of Academic Progress) assessment provided us with information in reading and math regarding the progress of our students. This school year, our first and second grade students will participate in this assessment three times a year to chart progress and provide teachers with anecdotal data during the school year.

Classroom teachers and RTI (Response to Intervention) team members also administered the Fountas and Pinnel Reading Assessment in the fall (all students), winter (students receiving reading intervention), and spring (all students) that monitored the progress of our students in reading accuracy, reading fluency, and reading comprehension (Appendix A). Collaborative teams met during the year and discussed the reading data collected. This data helped us make decisions regarding which students received reading interventions.

Quarterly common assessments in writing were also given using a common prompt at each grade level. Writing samples were scored using the K – 2 Writing Continuum that is found later in this report (Appendix A). Team meetings took place after each writing assessment period to focus on the writing results from the students in each classroom. Discussions targeted writing activities that were having a positive effect on student performance in this area.

Finally, formative common assessments generated by our staff in the area math were administered at the end of each quarter. Data from these assessments was used to report student progress to our parents on our quarterly report cards.

How will we respond when they don't?

Our two reading specialists, interventionist, and 2.5 special education teachers worked closely with the principal and classroom teachers to identify the neediest students who would benefit from support in reading and writing. The data collected from the previously-mentioned assessments, plus DIBELS, was used to determine these students. Progress monitoring data was maintained on students receiving interventions to help determine when changes to their program or placement needed to be made.

How do we respond when students have achieved the intended outcome?

Our enrichment teacher provides services for those students who are accelerated and show proficiency in the assessments previously mentioned. Enrichment support at Sangamon is provided in reading, writing, math, and science for students who qualify.

Additionally, classroom teachers provided the students who achieve the intended outcomes with additional enrichment activities in the regular classroom setting throughout the school year.

Appendix A

School-Improvement Plan 2010-2011
Sangamon Elementary School

Area of Concentration	Specific Goal # 1	Plan of Action	Data & Documentation
Reading & Math	By the end of the 2010-11 school year, the first and second grade staff will identify Power Standards and Learning Targets in the subject areas of reading and math. These Power Standards and Learning Targets will be aligned with the recently released Common Core State Standards.	<p>First and second grade staff will receive training on the process for identifying and writing Power Standards and Learning Targets. Staff will also be introduced to the new Common Core State Standards.</p> <p>First and second grade teams will meet weekly for one hour and utilize the following criteria for identifying power standards:</p> <ul style="list-style-type: none"> --Endurance (Knowledge and skills of value beyond a single test date) --Leverage (Knowledge and skills of value in multiple disciplines) --Readiness (Knowledge and skills that are necessary for success in the next grade level or the next level of instruction) 	<p>October 8, 2010 Institute Day agenda.</p> <p>Each team will submit the documents they have completed throughout the school year.</p>

**Elementary School
District Benchmark and Pacing Guide
Power Standards and Learning Targets**

Grade: 1st Grade

Subject: Reading

Quarter 1

PS 5. With prompting and support, read prose and poetry appropriately complex for first grade.

LT 5a. Read on-level text fluently

PS 11. Isolate, segment, and blend phonemes within single-syllable words.

LT 11a. Isolate phonemes within single-syllable words.

LT 11b. Segment phonemes within single-syllable words.

LT 11c. Blend phonemes within single-syllable words.

PS 13. Read high frequency sight word list.

LT 13a. Read high frequency sight word list.

PS 14. Respond to questions based on information in fiction and non-fiction texts.

LT 14a. Respond to questions based on information in fiction texts.

PS 15. Read on-level text with fluency, accuracy, and understanding.

LT 15a. Read on-level text with fluency.

LT 15b. Read on-level text with accuracy.

LT 15c. Read on-level text with understanding.

Quarter 2

PS 3. Identify genres of fiction and non-fiction texts.

LT 3a. Identify fiction and non-fiction.

PS 5. With prompting and support, read prose and poetry appropriately complex for first grade.

LT 5a. Read on-level text fluently.

PS 9. With prompting and support, read informational texts appropriately complex for first grade.

LT 9a. Read on-level text fluently.

PS 10. Recognize the distinguishing features of a sentence (first word, capitalization, ending punctuation).

LT 10a. Locate the first word.

LT 10b. Identify capitalization.

LT 10c. Locate ending punctuation.

PS 11. Isolate, segment, and blend phonemes within single-syllable words.

LT 11a. Isolate phonemes within single-syllable words.

LT 11b. Segment phonemes within single-syllable words.

LT 11c. Blend phonemes within single-syllable words.

PS 13. Read high frequency sight word list.

LT 13a. Read high frequency sight word list.

PS 14. Respond to questions based on information in fiction and non-fiction texts.

LT 14a. Respond to questions based on information in fiction texts.

LT 14b. Respond to questions based on information in non-fiction texts.

PS 15. Read on-level text with fluency, accuracy, and understanding.

LT 15a. Read on-level text with fluency.

LT 15b. Read on-level text with accuracy.
LT 15c. Read on-level text with understanding.

Quarter 3

PS 1. Retell the story in sequential order.

LT 1a. Retell the story in sequential order.

PS 5. With prompting and support, read prose and poetry appropriately complex for first grade.

LT 5a. Read on-level text fluently.

PS 9. With prompting and support, read informational texts appropriately complex for first grade.

LT 9a. Read on-level text fluently.

PS 10. Recognize the distinguishing features of a sentence (first word, capitalization, ending punctuation).

LT 10a. Locate the first word.

LT 10b. Identify capitalization.

LT 10c. Locate ending punctuation.

PS 12. Decode regularly spelled one-syllable words.

LT 12a. Decode regularly spelled one-syllable words.

PS 13. Read high frequency sight word list.

LT 13a. Read high frequency sight word list.

PS 14. Respond to questions based on information in fiction and non-fiction texts.

LT 14a. Respond to questions based on information in fiction texts.

LT 14b. Respond to questions based on information in non-fiction texts.

PS 15. Read on-level text with fluency, accuracy, and understanding.

LT 15a. Read on-level text with fluency.

LT 15b. Read on-level text with accuracy.

LT 15c. Read on-level text with understanding.

Quarter 4

PS 2. Identify the main idea in a text.

LT 2a. Identify the main idea.

PS 4. Identify story elements (characters, setting, problem and/or solution).

LT 4a. Identify characters.

LT 4b. Identify the setting.

LT 4c. Identify the problem and/or solution.

PS 5. With prompting and support, read prose and poetry appropriately complex for first grade.

LT 5a. Read on-level text fluently.

PS 6. Retell key ideas from an informational text to demonstrate understanding of the central message.

LT 6a. Retell key ideas from an informational text.

PS 7. Use various text features to locate key facts or information in a text (headings, table of contents, glossaries, illustrations, etc.).

LT 7a. Identify various text features in an informational text.

PS 8. Retell key ideas using text features in an informational text.

LT 8a. Retell key ideas using text features in an informational text.

PS 9. With prompting and support, read informational texts appropriately complex for first grade.

LT 9a. Read on-level text fluently.

PS 13. Read high frequency sight word list.

LT 13a. Read high frequency sight word list.

PS 14. Respond to questions based on information in fiction and non-fiction texts.

LT 14a. Respond to questions based on information in fiction texts.

LT 14b. Respond to questions based on information in non-fiction texts.

PS 15. Read on-level text with fluency, accuracy, and understanding.

LT 15a. Read on-level text with fluency.

LT 15b. Read on-level text with accuracy.

LT 15c. Read on-level text with understanding.

PS 16. Use sentence-level context as a clue to the meaning of a word or phrase.

LT 16a. Use context clues to identify the meaning of a word or phrase.

**Elementary School
District Benchmark and Pacing Guide
Power Standards and Learning Targets**

Grade: 2nd Grade

Subject: Reading

Quarter 1

PS 4. Read and comprehend a variety of literature at grade level or above.

LT 4a. Read grade level text.

LT 4b. Comprehend grade level text.

PS 5. Answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details.

LT 5a. Answer questions to demonstrate understanding of text.

PS 10. Demonstrate the use of vowels to decode words (short vowels, long vowel combinations, r-controlled and irregular combinations).

LT 10a. Decode a short vowel sound within a text.

LT 10b. Decode a long vowel sound within a word.

PS 12. Read on-level text with accuracy, purpose, and understanding.

LT 12a. Read on-level text with accuracy.

LT 12b. Read on-level text with purpose.

LT 12c. Read on-level with understanding.

PS 13. Use sentence-level context as a clue to the meaning of a word or phrase.

LT 13a. Use sentence-level context as a clue to the meaning of a word or phrase.

Quarter 2

PS 2. Use text structure to identify most important information including sequential order, problem and solution.

LT 2a. Identify sequential order.

PS 3. Identify story elements (characters, setting, problem and/or solution).

LT 3a. Identify characters.

LT 3b. Identify setting.

PS 4. Read and comprehend a variety of literature at grade level or above.

LT 4a. Read grade level text.

LT 4b. Comprehend grade level text.

PS 5. Answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details.

LT 5a. Answer questions to demonstrate understanding of text.

PS 6. Identify the main topic of a text.

LT 6a. Identify the main topic of a text.

PS 8. Explain how specific images contribute to , and clarify a text (charts, graphs, maps, grids).

LT 8a. Identify information on charts.

LT 8b. Identify information on maps.

LT 8c. Identify information on grids.

PS 9. Read and comprehend informational text at or above grade level.

LT 9a. Read informational text at grade level.

LT 9b. Comprehend informational text at grade level.

PS 12. Read on-level text with accuracy, purpose, and understanding.

LT 12a. Read on-level text with accuracy.
LT 12b. Read on-level text with accuracy.
LT 12c. Read on-level with understanding.

PS 13. Use sentence-level context as a clue to the meaning of a word or phrase.

LT 13a. Use sentence-level context as a clue to the meaning of a word or phrase.

Quarter 3

PS 3. Identify story elements (characters, setting, problem and/or solution).

LT 3a. Identify characters.

LT 3b. Identify setting.

PS 4. Read and comprehend a variety of literature at grade level or above.

LT 4a. Read grade level text.

LT 4b. Comprehend grade level text.

PS 5. Answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details.

LT 5a. Answer questions to demonstrate understanding of text.

PS 6. Identify the main topic of a text.

LT 6a. Identify the main topic of a text.

PS 7. Use various text features to locate key facts or information in a text (captions, bold print, subheadings, glossaries, or indexes).

LT 7a. Distinguish between captions, bold print, subheadings, glossaries, or indexes.

LT 7b. Locate captions in a text.

LT 7c. Locate bold print in a text.

PS 10. Demonstrate the use of vowels to decode words (short vowels, long vowel combinations, r-controlled and irregular combinations).

LT 10c. Decode r-controlled combinations within a text.

LT 10d. Decode irregular combinations.

PS 11. Decode words with common prefixes and suffixes.

LT 11a. Decode words with common prefixes.

PS 12. Read on-level text with accuracy, purpose, and understanding.

LT 12a. Read on-level text with accuracy.

LT 12b. Read on-level text with purpose.

LT 12c. Read on-level text with understanding.

PS 13. Use sentence-level context as a clue to the meaning of a word or phrase.

LT 13a. Use sentence-level context as a clue to the meaning of a word or phrase.

PS 15. Identify synonyms.

LT 15a. Identify synonyms.

Quarter 4

PS 2. Use text structure to identify most important information including sequential order, problem and solution.

LT 2a. Identify sequential order.

LT 2b. Identify problem.

LT 2c. Identify solution.

PS 3. Identify story elements (characters, setting, problem and/or solution).

LT 3c. Identify problem.

LT 3d. Identify solution.

PS 4. Read and comprehend a variety of literature at grade level or above.

LT 4a. Read grade level text.

LT 4b. Comprehend grade level text.

PS 5. Answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details.

LT 5a. Answer questions to demonstrate understanding of text.

PS 6. Identify the main topic of a text.

LT 6a. Identify the main topic of a text.

PS 7. Use various text features to locate key facts or information in a text (captions, bold print, subheadings, glossaries, or indexes).

LT 7d. Locate subheadings in a text.

LT 7e. Demonstrate use of glossaries.

LT 7f. Demonstrate use of indexes.

PS 9. Read and comprehend informational text at or above grade level.

LT 9a. Read informational text at grade level.

LT 9b. Comprehend informational text at grade level.

PS 11. Decode words with common prefixes and suffixes.

LT 11b. Decode words with common suffixes.

PS 12. Read on-level text with accuracy, purpose, and understanding.

LT 12a. Read on-level text with accuracy.

LT 12b. Read on-level text with purpose.

LT 12c. Read on-level text with understanding.

PS 13. Use sentence-level context as a clue to the meaning of a word or phrase.

LT 13a. Use sentence-level context as a clue to the meaning of a word or phrase.

PS 14. Use a known root word as a clue to the meaning of an unknown word with the same root.

LT 14a. Use a known root word as a clue to the meaning of an unknown word with the same root.

School-Improvement Plan 2010-2011
Sangamon Elementary School

Area of Concentration	Specific Goal # 2	Plan of Action	Data & Documentation
Reading	<p>The percentage of first grade students reading at grade level as measured by the Fountas & Pinnel Reading Assessment will be at 80% by the end of the 2010-2011 school year.</p> <p>The percentage of second grade students reading at grade level as measured by the Fountas & Pinnel Reading Assessment will be at 90% by the end of the 2010-2011 school year</p>	<p>All Sangamon staff will provide a minimum of 90 minutes of literacy instruction in each day</p> <p>Staff will receive training on the new Fountas & Pinnel Reading Assessment from Sangamon School colleagues who have previously piloted this assessment.</p> <p>Fountas and Pinnel data will be utilized to form classroom reading groups, identify students who need additional intervention, and chart reading progress throughout the school year.</p> <p>Classroom teachers and RTI team members will administer the Fountas and Pinnel Reading Assessment in the fall (all students), winter (students receiving interventions), and spring (all students).</p>	<p>Fountas & Pinnel data will be gathered and submitted to the building principal in the fall, winter, and spring of the 2010-2011 school year.</p> <p>Collaborative teams will meet and discuss the reading data collected and will make decisions regarding students who should receive interventions.</p> <p>End-of-the year data will be collected to determine if the respective grade level SMART goals were met.</p>



Grade-Level Equivalence Chart

Grade	Fountas & Pinnell Level	Basal Level	Reading Recovery Level	Rigby Level	DRA Level
Kindergarten	A	Readiness	1	1–2	A, 1, 2
Kindergarten	B		2	3–4	
Kindergarten Grade 1	C	PP1	3, 4	5	3
Grade 1	D	PP2	5, 6	6	4
Grade 1	E	PP3	7, 8	7	6, 7, 8
Grade 1	F	Primer	9, 10	8	10
Grade 1	G		11, 12	9	12
Grade 1	H	Grade 1	13, 14	10	14
Grade 1 Grade 2	I		15, 16	11	16
Grade 2	J	Grade 2	17, 18	12	18, 20
Grade 2	K		19, 20	13–14	
Grade 2	L			15	24–28
Grade 2 Grade 3	M			16–17	
Grade 3	N	Grade 3		18	30
Grade 3	O			19	
Grade 3 Grade 4	P			20	34–38
Grade 4	Q	Grade 4			40
Grade 4	R				
Grade 4 Grade 5	S				44
Grade 5	T	Grade 5			
Grade 5	U				
Grade 5 Grade 6	V				
Grade 6	W	Grade 6			
Grade 6	X				
Grade 6 Grade 7,8	Y	Grade 7, 8			
Grade 7, 8 and Above	Z				



First Grade Reading Benchmark Scores Fall/Spring Fountas and Pinnell Assessment

F & P Comparisons 1st gr.		
Levels	Fall-10	Spring-11
DR	34	0
A	46	1
B	38	2
*C	15	5
*D	16	3
E	7	1
F	7	9
G	6	18
H	9	9
*I	9	38
J	2	16
K	11	26
L	2	19
M	7	11
N	6	8
O	2	8
P	0	27
Q	4	6
R	0	1
S	0	2
T	1	2
U	0	5
V	NA	NA
W	NA	NA
X	NA	NA
Y	NA	NA
Z	NA	NA
% @ Grade Level	47%	78%

Second Grade Reading Benchmark Scores Fall/Spring Fountas and Pinnell Assessment

F & P Comparisons 2nd gr.		
Levels	Fall-10	Spring-11
DR	0	0
A	0	0
B	4	0
C	1	0
D	6	2
E	4	0
F	10	0
G	16	2
H	6	0
*I	22	0
*J	15	2
K	25	9
L	12	9
*M	20	21
N	6	21
O	5	23
P	6	9
Q	12	15
R	8	22
S	4	20
T	4	8
U	1	24
V	6	4
W	5	5
X	0	0
Y	0	1
Z	0	0
% @ Grade Level	76%	88%

School-Improvement Plan 2010-2011
Sangamon Elementary School

Area of Concentration	Specific Goal # 3	Plan of Action	Data & Documentation
<p>Writing</p>	<p>By the end of the school year, 80% of our first grade students will be at a proficiency level 5 on the Kindergarten through Second Grade Writing Continuum.</p> <p>By the end of the school year, 80% of our second grade students will be at a proficiency level 6 on the Kindergarten through Second Grade Writing Continuum.</p>	<p>Students will receive writing instruction daily as part of their literacy block. First grade teachers will be utilizing the Lucy Calkins Units of Study for Primary Writing program with their students. Second grade teachers will be utilizing the Step Up to Writing program with their students.</p> <p>Quarterly common assessments in writing will be given using a common prompt at each grade level. Writing samples will be scored using the K - 2 Writing Continuum.</p> <p>Team meetings that take place after each writing assessment period will focus on the writing results from the students in each classroom. Discussions will target writing activities that are having a positive effect on student writing.</p>	<p>Writing data will be collected each quarter and entered into the Master Manager program. This data will be shared with the classroom teachers to help them determine how their students are doing in writing in relation to the entire grade level of students.</p> <p>End-of-the-year data will be collected to determine if each grade level met the SMART goal that was established in the fall.</p>

K - 2 Writing Continuum 6-8-11								Student Level Score
Level 1 Emerging	Level 2 Pictorial (All descriptors)	Level 3 Precommunicative (All descriptors)	Level 4 Semi-Phonetic (All descriptors)	Level 5 Phonetic (All descriptors)	Level 6 Transitional (All descriptors)	Level 7 Conventional (All descriptors)	Level 8 Conventional (All descriptors)	Student Level Score
1.1 ___ Uncontrolled or unidentifiable scribbling	2.1 ___ Imitates writing	3.1 ___ Writes letter-like forms, letters, and/or random letter strings to convey a message; may be randomly placed on page	4.1 ___ Writes one or more letters to represent every word	5.1 ___ Uses both upper and lower case letters	6.1 ___ Attempts to spell many high frequency words used in sentences	7.1 ___ Accurately spells high frequency words used in sentences	8.1 ___ Uses conventional spelling for words taught (May use phonetic spelling for advanced words)	Kindergarten Aug _____ - Jan _____ May _____
		3.2 ___ Attempts to read message	4.2 ___ Writes from left to right and top to bottom (may reverse some letters)	5.2 ___ Writes from left to right and top to bottom (may reverse some letters)	6.2 ___ Uses logical phonetic spelling including vowels in most syllables (may not be correct ones)	7.2 ___ Uses logical phonetic spelling (including logical choices of vowels) in most syllables	8.2 ___ Accurately uses periods, question marks, exclamation marks, quotation marks, and apostrophes in contractions and possessives	
	2.2 ___ Draws a somewhat recognizable picture	3.3 ___ Attempts to read message	4.3 ___ Correctly uses some letters to match sounds	5.3 ___ Uses logical phonetic spelling' most sounds in words represented	6.3 ___ Attempts to capitalize beginning word in sentence, names, and the pronoun I, lower case used appropriately	7.3 ___ Accurately capitalizes first word in sentence, pronoun I, proper nouns	8.3 ___ Accurately uses commas in a series, in dates, between city and state, and in the salutation and close of a letter	First Grade 1Q _____ 2Q _____ 3Q _____ 4Q _____ -
2.3 ___ Tells about drawing	3.3 ___ Writes own name or occasional known word	4.4 ___ Spells some high frequency words correctly	5.4 ___ Includes some vowels (often not correct ones)	6.4 ___ Attempts to use periods and question marks	7.4 ___ Accurately uses periods, question marks, exclamation marks, and commas in series	8.4 ___ Uses appropriate past, present, and future verb tense	Second Grade 1Q _____ 2Q _____ 3Q _____ 4Q _____ -	
		4.5 ___ Writes at least one sentence	5.5 ___ Spells some high frequency words correctly	5.6 ___ Separates words with spaces	6.5 ___ Uses appropriate subject/verb agreement and regular verb ending	7.5 ___ Accurately uses plurals with subject/verb agreement well developed		8.5 ___ Uses correct syntax
					6.6 ___ Writes five or more sentences that are organized and on topic	7.6 ___ Writes a cohesive, well developed writing piece	8.6 ___ Writes at least three indented paragraphs, or a well-developed writing piece	

			5.7 <u> </u> Writes two or more sentences on a related topic or theme		7.7 <u> </u> Uses varied sentence structure	8.7 <u> </u> Uses varied and complex sentence structure	
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Writing Continuum Score Comparisons 1st and 2nd Grades 2010-2011

Writing Continuum Scores Fall/Spring Comparisons 1st Grade 2010-2011				
Level	Fall 2010 #s	Fall 2010 %	Spring 2011 #s	Spring 2010 %
0	3	1%	0	0%
1	1	0%	0	0%
2	4	2%	0	0%
3	14	6%	0	0%
4	78	35%	17	8%
5	113	50%	70	31%
6	10	4%	106	47%
7	1	0%	32	14%
8	0	0%	1	0%

Writing Continuum Scores Fall/Spring Comparisons 2nd Grade 2010-2011				
Level	Fall 2010 #s	Fall 2010 %	Spring 2011 #s	Spring 2010 %
0	0	0%	0	0%
1	0	0%	0	0%
2	0	0%	0	0%
3	1	1%	1	1%
4	28	14%	3	2%
5	100	51%	35	18%
6	44	23%	81	41%
7	22	11%	49	25%
8	0	0%	28	14%

School-Improvement Plan 2011-2012
Sangamon Elementary School

Area of Concentration	Specific Goal # 1	Plan of Action	Data & Documentation
Reading	<p>By the second semester of the 2011-2012 school year, the first and second grade staff will develop and begin to implement common formative assessments that align with the completed power standards and learning targets in the area of reading. These assessments will focus on gathering a variety of data with a level of difficulty that includes: retrieval, comprehension, analysis, and knowledge and utilization.</p>	<p>First and second grade staff will receive training in the area of writing quality assesments that accurately align with the power standards and learning targets in the area of reading.</p> <p>First and second grade teams will meet weekly for 40 minutes and review the current assessments in reading, and begin to formulate new assessments that align with the power standards and learning targets in this subject area.</p>	<p>Each team will submit various reading assessment documents that are developed throughout the first semester of the school year. These assessments will then be administered to students starting in the second semester of the school year with data being collected and analyzed by the staff.</p>

School-Improvement Plan 2011-2012
Sangamon Elementary School

Area of Concentration	Specific Goal # 2	Plan of Action	Data & Documentation
<p>Mathematics</p>	<p>First and Second grade students will participate in MAP (Measures of Academic Progress) testing three times during the school year. Baseline data will be established after the September assessment. From this baseline data, progress of all students will be monitored using the growth calculations from NWEA during subsequent testings in January and May. The expectation is that 80% of our students will meet their individual growth projections during the 2011-2012 school year. Math objectives will be added or adjusted based on the data that is collected</p>	<p>All appropriate Sangamon staff will be provided professional development training with the MAP assessment.</p> <p>First and Second grade students will have an opportunity to participate in the MAP tutorial program prior to the first administration in September of 2011.</p> <p>Curricular strengths and needs in the area of mathematics will be identified from the data collected from the MAP assessment.</p>	<p>MAP data will be collected and entered into the TetraData management program three times during the 2011-2012 school year. This data will be shared with the Sangamon staff on a timely basis. Growth projections will be studied and evaluated after the winter and spring administrations of this assessment.</p> <p>Collaborative teams will meet and discuss the math data collected and will make decisions regarding current strengths and needs in the area of mathematics.</p> <p>Mid-year and end-of-the year data will be collected to determine if our SMART goal was met.</p>