

# **School Improvement Plan - 2011-2012**

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## **Longfellow Elementary School (3885)**

**Lake Ridge Schools**

**Gary, IN**

This plan will be revised annually. Updates may be found each June at <http://www.asainstitute.org/publicsip>. The plan was developed with assistance from the:



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# School Improvement Plan Introduction

Longfellow Elementary School

This school improvement plan was developed using a vision-based and data-driven process called *Vision-to-Action* that was developed by the Indiana Student Achievement Institute. In addition to containing the strategies our school and community identified as key to raising student achievement and closing achievement gaps in our school, this plan contains strategies that meet the expectations of:

- Indiana Student Achievement Institute
- Indiana Rules and Regulations
- Title I - Schoolwide

## **Participation**

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

## **Process**

Those involved in developing this School Improvement Plan participated in a series of discussions related to the *Vision-to-Action* steps:

1. Establish a local culture of high expectations
2. Create a common vision for student success
3. Analyze achievement data and set realistic data targets for each of the next three years
4. Analyze force field data and identify concerns within the following areas.
  - Academic expectations
  - Curriculum content
  - Instructional practices
  - Classroom assessment
  - Extra help
  - Student guidance
  - Learning environment
5. Research strategies to address our concerns and select high-leverage strategies to implement
6. Develop a to-do list for each strategy

## **Using Data for Decision-Making**

The Vision-to-Action process relies heavily on data as a foundation for decision-making.

1. Achievement Data – To what degree are students prepared for success at the next educational level, and ultimately for success in postsecondary education and a global economy?
2. Force Field Data – What conditions in the school and community interfere with high student achievement?
3. Strategy Data – Is the strategy having the desired impact on adults and students?

## **Implementation Next Year**

Our work next year will be guided by the to-do list that we have developed for each strategy.

Questions about the School Improvement Plan should be directed to the building principal.

# Who Wrote this School Improvement Plan?

Many individuals were involved in the creation of this school improvement plan.

## Groups and Roles

The **Steering Team** is comprised of educators, a parent, and a business representative. The Steering Team's role is to help the Full Faculty and Community Council 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus in decisions related to school improvement.

The **Full Faculty** is made up of all educators. The role of the Full Faculty is to 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus with each other and the Community Council for decisions related to school improvement.

The **Community Council** is comprised of parents and representatives of community stakeholder groups. All parents were invited to be part of the Community Council and any interested parent was welcome to join the Council. The role of the Community Council is to 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus with each other and the Full Faculty in decisions related to school improvement.

The **Student Body** includes every student enrolled in the school. The role of the Student Body is to 1) review data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) provide input for the Full Faculty and Community Council.

## Discussion Topics

The Full Faculty, Community Council and Student Body participated in guided discussions about the following topics. Written summaries of all discussions were developed and are on file at the school.

- Discussion 1: Global Economics
- Discussion 2: Vision for Student Success
- Discussion 3: Achievement Data Analysis and Achievement Goals
- Discussion 4: Force Field Data Analysis (student needs) and Areas of Concern
- Discussion 5: Strategy Selection

## Steering Team

- Pam Balint - Teacher
- Deb Carlson - Administrator
- Karen Laird - Teacher
- Toni Modglin - Parent/Guardian
- Terri Waugaman - Teacher
- Josie Werhowatz - School Counselor

## Strategy Chairs

- Deb Carlson
- Tabitha Henry
- LuAnn Keltner
- Cindy Malinowski
- Lesi Marsh
- Jenny Rhodes
- Terri Waugaman
- Gail Zmeriski

## Community Council

- Connie Ashlock - parent
- Cheryl Atkinson - Parent
- Leslie Baldauf - Parent
- Gail Bieker - Business/Parent

- Jan Cingrel - Parent
- Brian Denney - Parent
- Linda Flint - Teacher from Receiving School
- Mary Jo Graig - Community Member/School Corp
- Dameca Harrison - Parent Representative
- Chris Hererra - Community Agency
- Kim Hobbs - Parent
- Beth Homan - Parent
- Jane Hoyle - Community
- Sharon Johnson-Shirley - School Board Representative
- Estelle Keck-Becke - School Board Representative
- Joy Koi - Parent
- Misty Kronland - Parent representative
- Brandy Lohse - Parent
- Mike Lohse - Business/Parent
- Jane McIntire - Community
- Toni Modglin - Federal Youth Programs/Parent
- Christy Morris - Parent
- Ola Morris - Parent
- George Mose - Labor Representative
- Melinda Myer - Parent Representative
- Hilda Negrete - Parent
- John Nuttall - Parent
- Kathy Paniaguas - Business Representative-Crown Corp.
- Renne Pluchinsky - Educator
- Christina Repko - Parent Representative
- Tina Rivera - Business/Parent
- Patrice Salus - Parent
- Miguel Suarez - Parent
- Tanya Tribble - Parent

# Vision Statement

The Vision Statement was developed by all educators, all students, and members of the community and is reviewed and updated annually. The foundation of the statement identifies the core convictions upon which this school improvement plan is built and answers the question, "What do our students deserve in order to be successful learners, responsible citizens, and productive members of a global economy?" The second part of the vision statement describes ideal adults who are striving to provide students with the things they deserve in order to achieve at a rigorous level. The third part of the vision statement describes ideal students in a school and community where adults live by their convictions. The last part of the vision statement includes ideal data that represent the community's dreams. This lofty data serves as the focal point for the remainder of the school improvement plan and requires the school and community to work toward every student succeeding at a high level.

## **We believe all students deserve:**

We believe that all students deserve to be surrounded by adults who believe in them and have high expectations for their success at school. We believe that all students deserve to be taught a challenging curriculum based on individualized instruction. We believe that effective teachers utilize a variety of teaching strategies. We believe that students are praised often and allowed to learn from their mistakes. We believe that reading is an important life-long skill and our teachers are committed to teaching every child to read. We believe that student success is encouraged by a supportive family, a school counselor and positive role models. Furthermore, a high expectation for student success is encouraged by social acceptance within our school atmosphere. We believe that all students deserve to learn in a safe environment with no bullying. All members within Longfellow receive and show respect to each other. Students have opportunities to learn responsibility, develop self-worth, and create individual uniqueness. Students are listened to and accepted in a nurturing manner. We believe that these high expectations create successful students at Longfellow.

## **All adults in our community are living by these core convictions daily and as a result, show the following attitudes and actions:**

All staff, teachers, community members, and parents place a high value on education. To insure that all students learn, adults provide a safe and caring environment. All adults show respect toward one another and toward students at all times.

All teachers provide an organized, well-planned instructional day. Teachers involve and engage students in learning activities throughout the day. Students are accepted at their instructional level and lessons are planned to meet their individual needs. Teachers are knowledgeable regarding Indiana Academic Standards and these standards drive the curriculum taught at Longfellow. Teachers keep current with new research and base instructional decisions on this research. Teachers assess students on a regular basis and use the data collected to identify students that need additional help to master the curriculum. Teachers provide consistent feedback to students about their learning. Teachers provide students with fun, creative activities that motivate students to learn. Field trips are planned to provide real-world experiences for the students. Teachers are aware of and utilize information about different learning styles to provide the best learning experiences for students. Teachers are willing to take risks and think "outside of the box" to insure student success. Teachers consistently question their teaching methods and engage in self-reflection to improve instruction. Teachers collaborate and share with colleagues to create an environment where everyone works together for the good of students.

All teachers at Longfellow strive to be positive role models for students, staff, and community. Teachers are passionate about their jobs, enjoy working with children, and are generous with their time and talent. Teachers at Longfellow are often seen laughing, smiling, and happy. Teachers are friendly and model good manners toward students, parents, and other staff members. Teachers establish a positive classroom climate by being patient, respectful, open-minded, and understanding. Teachers encourage students to the best that they can be. Teachers are caring and nurturing toward students. Teachers listen to students and offer assistance as needed. Teachers are flexible and are willing to accept change to meet the changing needs of students. Teachers at Longfellow create a safe emotional and physical learning environment. Teachers are perceptive, observant, and are aware of what is going on with their students in the school. Teachers are attentive to students' needs. Teachers provide a consistent and fair classroom management plan to encourage positive student behavior. Teachers use praise, rewards, and classroom discussion to promote appropriate social behavior. Teachers encourage and welcome parent involvement in student learning.

The parents of Longfellow students support their child's success in school. Parents send their child to school on-time each day, except for illness. When possible, parents schedule appointments after the school day. At home, parents check their child's backpack each day for daily work and notes. Parents help students correct mistakes on their schoolwork. Parents talk to their children daily about what was learned in school. Parents read daily to/or with their child. Parents make sure their child completes all homework and the homework is done correctly. Parents limit the amount of television and movies their child watches and instead encourage educational activities. Parents are often seen volunteering in their child's classroom and throughout the building. Parents attend all conferences. When possible, parents attend field trips, Family Nights, PTC meetings, and school board meetings.

Parents and Community members positively discuss Longfellow School. Some parents and community members are mentors for students. Parents and community members speak to students about career choices. Businesses in the community offer awards for student achievement. Businesses in the community help subsidize school events with donations of money, time, and supplies. Community members and parents attend meetings to discuss ways to solve problems. Longfellow School is used for a variety of community events.

**In this environment where all adults are living by their core convictions, all students:**

In this environment where all adults are living by their core convictions, all students have high expectations for their success at school. Students take great pride in their academics. They are always punctual, prepared, and ready to learn. Students are active participants in the learning environment. They remain focused, attentive, organized, and on task at all times. Students are encouraged to try their best by double checking their work, taking risks, and utilizing differentiated learning strategies. All of our students are accomplished readers, writers, and speakers. All of our students are constantly challenging the learning environment through their knowledge and inquisitiveness.

The high achieving, successful student at Longfellow Elementary is supported socially by all adults in the school and community. In turn this environment encourages all students to be independent, but cooperative; respectful, as well as responsible. They work well with others and are positive role models to their peers. They create a safe environment for each other by being compassionate, mature, encouraging, and helpful. Our students exhibit good manners by being polite, kind, loving, caring, generous, and are thoughtful to their friends. As a result the student climate is one with happy, laughing, fun, and playful students!

Because of the expectation of high academic and social achievement for all students, the environment of the school community is composed of students that are enthusiastic and enjoy coming to school. This evidence is excellently communicated indirectly through their smiles and thankfulness and directly through their exceptional listening habits and their observance of school procedures. Students are encouraged to take a chance and make mistakes, creatively solve problems, and use their common sense. They show respect for the school environment by taking care of their supplies and each other by offering and accepting praise. Because of of this evidence, a safe environment is created and the students basic needs are met to achieve high success.

As a result of these efforts, our school's student achievement and choice data will be reflected in the following educational indicators by 100% of the students: passing ISTEP Math and Language Arts, passing NWEA in all subjects, passing the Lake Ridge District Quarterly Assessment, passing Longfellow Reading and Problem-Solving Assessments, completing school without discipline referrals, participating in academic extra-curricular activities, graduating with perfect attendance, graduating high school with an AHD, planning to go to college, and completing college or a trade school.

**As a result of these efforts, our school's student achievement data is as follows:**

- % of students who pass ISTEP Math: 100%
- % of students who pass ISTEP Language Arts: 100%
- % of students who pass NWEA, all subjects: 100%
- % of students who pass Lake Ridge District grade level tests: 100%
- % of students who pass Longfellow Reading Assessment: 100%
- % of students who pass Longfellow Problem Solving Assessment: 100%
- % of students who graduate high school with an AHD: 100%
- % of students who complete college/trade school: 100%

# Academic Goals

The academic goals were established after a thorough analysis of multiple achievement data assessments including the state math assessment, state English / language arts assessment, student mastery of each Indiana Academic Standard, and report card grades. A full list of academic assessments is found in the "Force Field Excerpts" section of this plan. Other types of data are discussed in the Needs Assessment section of this plan.

The Full Faculty, Community Council (including parent representatives), and Student Body were involved in the analysis of the achievement data. The following questions were addressed during the data analysis.

- How does this data compare to our vision (ideal) data?
- What specific data fields disturb us?
- What specific data fields please us?
- Where do we observe achievement gaps?

Using a consensus based decision-making model, the Full Faculty and Community Council (including parents) first identified a small number of broad academic areas on which the school and community agreed to focus their energy next year. Then, the teachers and Community Council members "drilled down" the data within those areas and identified specific courses or academic standards that, if improved, would impact the broader academic areas. Both the broad academic areas and the specific academic areas are included as goals below. Data targets that the educators and community members felt most strongly about were then provided to the students for their input. Finally, the educators and community members agreed to numerical goals that the school would strive to reach by the end of next school year. These goals fall between the current student data and the vision (ideal) data.

When reading the data tables below, please note that the title of each table includes:

- The group of students targeted to meet the goal
- The benchmark that those students will reach

The numbers in the tables reflect baseline data for past years and the target data for future years. The "vision data" represents our ideal data. It is the mission of our school to work toward this ideal.

## 4th grade students - percent mastering ISTEP Reading Comprehension

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
na	na	na	49%	54%		59%		63%		67%		100%

## All Students (126 days) - ISTEP PL221 Category Placement Performance

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
74.4%	66.6%	80.8%		86.8%		92%		100%				100%

## Free and reduced lunch students - % passing ISTEP Language Arts (AYP)

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
64%	60%	68%	61%	65%		69%		72%		75%		100%



**Overall Students - % passing ISTEP+ Language Arts (AYP)**

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
na	na	na	67%	70%		73%		76%		79%		100%

**White Students - % passing ISTEP+ Language Arts (AYP)**

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
na	na	na	65%	69%		72%		75%		78%		100%

## Needs Assessment / Areas of Concern

The Areas of Concern were established after a comprehensive needs assessment that included a survey of all educators, all students, parents and community members. Survey data for students and parents were disaggregated by ethnicity and economic level. The needs assessment also included a collection of data that reflected specific student needs (e.g. attendance rate), and a summary of discussion responses to inquiry questions about areas that might be interfering with learning in the school and community. The collection of data provided information about the school's expectations for student achievement, curriculum, instruction, classroom assessment, extra help, student guidance and the learning environment.

All educators and the Community Council (including parent representatives) were involved in the analysis of the student needs data. Specific attention was given to areas within the classroom that are interfering with learning. The following questions were addressed during the data analysis.

- What data indicate an area that is interfering with achievement in our targeted academic areas for improvement?
- What data indicate an area that is interfering with achievement for the student group we have targeted for improvement?

The student body was asked to respond to an open ended question, "What is interfering with learning at our school?"

Using a consensus based decision-making model, the Full Faculty and Community Council identified key areas that concerned them because they were interfering with students' ability to reach the established academic goals and more specifically, were interfering with the achievement of the targeted student group. The Full Faculty and Community Council agreed to address these "Areas of Concern" through targeted strategies next year.

The student needs assessment will be conducted again in the future to analyze the impact of the strategies included in this plan.

The Areas of Concern identified by our Full Faculty and Community Council (including parents) are listed below.

## Local Areas of Concern

**We are concerned that... Students need small group differentiated instruction for all developmental areas.**

**We are concerned that... The high number of office referrals and and a concern for a schoolwide positive behavior program (pbs).**

Reviewing the core convictions and force field data from teachers, parents, and students during community council, faculty, and student body meetings the issue of dicipline and reinforcing positive behavior surfaced.

**We are concerned that... Students need more structured extra curricular activity**

Students are reporting that they have no other activities to be in during the school day or after.

**We are concerned that... Parents can be involved in extra curricular activities at school.**

Teachers and parents felt the need for involvement in extra curricular activities.

**We are concerned that... Parents and students need guidance with independent practice (homework).**

Student force field study students voiced concern about list of things for students to practice at home and tell parents how to help them at home. Teachers force field questions and discussion indicated a strong belief in sharing the responsibility with the parents by providing a way parents can help with homework and students feel successful at home with school work. During a community council meeting it was brought up that some parents would like to know exactly how to help their child at home and it would be nice for a consistent program through out the grades.

## **Required Areas of Concern**

**A. Parent Involvement**

**B. Educator Training - Parent Involvement**

**C. Outreach to Preschool Parent Involvement Programs**

**E. Parent Information Resource Center Website**

**F. Encourage Rigorous Curriculum**

**I. Focused Academic Area**

**J. Instruction by Highly Qualified Teachers**

**J2. Instruction by Highly Qualified Paraprofessionals**

**K. Attracting Highly Qualified Teachers**

**L. Student Transition**

**M. Parent Notice - Assessment Results**

**Q. School-Parent Involvement Policy**

**R1. Parent Right-to-Know Letter - Qualifications**

**R2. Parent Right-to-Know Letter - Non-Qualified Teacher**

**S. School-Parent Compact**

**T. Annual Parent Meeting**

**U. Focused Student Group**

# Strategies

Strategies were established after identifying 1) Achievement Goals (see the Achievement Goals section), and 2) Areas of Concern (see the Needs Assessment - Areas of Concern section). Educators researched possible strategies for addressing each Area of Concern and then presented possible strategies to Full Faculty and Community Council for their consideration. The student body was provided with a list of Areas of Concern and asked to provide their input regarding strategies the school and community could employ to address the concerns. Using a consensus based decision-making model, the Full Faculty and Community Council (including parent representatives) agreed to several strategies to implement next year.

**Strategy Data:** Strategy data will help the Full Faculty and Community Council determine the degree to which the strategy has changed adult practices. Baseline data was collected this year. Follow-up data will be analyzed at the end of each semester next year. Combined with the needs assessment data (including student surveys) and the achievement data, our school will have a good understanding of the success of the strategies in meeting student needs. The strategy data tables can be found in the Strategy Data section of this plan.

**Strategy To-Do Lists:** Each strategy has been assigned a Strategy Chair. In some cases, the Strategy Chair asked others to form a Strategy Task Force. For almost all strategies, the Strategy Chair developed a detailed "To-Do" list that includes activities related to 1) implementation, 2) professional development, 3) anti-resistance (helping those impacted by the strategy to embrace the strategy), and 4) strategy evaluation. The strategy to-do lists can be found in the Strategy To-Do List section of this plan.

The strategy titles and descriptions are listed below:

## Local Strategies

### **Climate: Y.E.S. (Youth Exploration Stations)**

Longfellow Elementary will continue to establish Youth Exploration Stations, with the help of 4-H, for children in K-5. These interest clubs are groups of children who share enthusiasm for similar activities. The clubs will have the ability to be flexible throughout a school year. If interest is lost with a club, it may disband and new ones form. Our second year will consist of surveying and collecting data from teachers, parents, and children to determine what interest groups to create, find volunteers to help, work out schedules, and provide space.

**Impact Level:** High Impact - Outside

**Focus:** General

### **P.A.W.S.-Positive Attitude for the Whole School**

PAWS is a school wide behavior plan based on PBS (Positive Behavior Supports). Part of this plan includes daily monitoring of student behavior on the playground, in the classrooms, and in the hallway, cafeteria, bus, and bathrooms. All teachers and staff will be implementing this plan and will work together to promote positive behavior in our school.

**Impact Level:** High Impact - Inside

**Focus:** General

### **S.H.I.N.E. Staff Helping the Individual Needs of Everyone**

The first 30 minutes of every school day will be set aside for school wide differentiated instruction. Students will be placed in a small group with an assigned teacher or staff member known as the Interventionist Strategist (I.S.) to work on specific skills. Students are placed into specific groups based on scores and academic performance; NWEA results, Running Records, teacher observation, ROCs (record of consequences), target behavior concerns; social skills, anger control, impulsive behavior, self-concept, study skills. The I.S. will conduct progress monitoring for each student the collection will vary depending on the intervention being taught. The students can move between groups as they show progress/or lack of this progress will be reviewed with SHINE team (strategy members) on a ten week period.

**Impact Level:** High Impact - Inside

**Focus:** General

## Required Strategies

### **A. Parent Involvement: Communication**

To help parents communicate with their child's teacher, Longfellow School will: 1. Hold parent-teacher conferences twice per year. The Title I teacher will provide tips for teachers and parents about parent-teacher conferences. 2. The teacher will have a classroom website to be accessed on the school's website. Information about each teacher's expectations, grade-level appropriate curriculum, and activities will be included. 3. A computer will be available in the computer lab at Longfellow School

for parents to use to access their child's classroom website.

**Impact Level:** Low Impact

**Focus:** General

#### **A. Parent Involvement: Parenting Skills for Educational Success**

To help parents learn parenting skills related to educational success Longfellow School will provide: 1. Three Family Nights will be scheduled. Literacy Night will be in November, and Science/Math night will be in December, Fun Fair will be in May. The Family Nights will include parent tips about how parents can help their child with literacy, math, and science activities. 2. A Home-School Connection and Building Readers newsletter will be sent home each month and posted on the school website. 3. A Title I page that includes parent tips will be included in the school newspaper and on the Title 1 website through out the school year. 4. A Parents Count link will be included on our school website. This link has parenting ideas and specific help for parents. 5. A parent brochure table will be available in the front hallway year round. It will contain parenting materials including books and DVD's for checkout. 6. The Title I teacher will maintain a Title I webpage on the school website that includes family activities to encourage literacy.

**Impact Level:** High Impact - Inside

**Focus:** General

#### **B. Educator Training - Parent Involvement**

Teachers will assemble P.U.P.P.Y. folder (Practice Using Proper Procedures Year-round) at the end of the school year with teacher training on helping parents to improve their child's academic performance through daily teacher/parent communication. The folders will contain educational support materials that will be used in the child's classroom. In addition, the folders will contain regular homework communication sheet which will be signed by the parents to foster support between home and school. There will also be a teacher training each semester on how to engage parents and get them involved in their child's academic career.

**Impact Level:** Low Impact

**Focus:** General

#### **C. Outreach to Preschool Parent Involvement Programs**

A minimum of nine times, four year olds, along with their parents who reside within Longfellow Boundaries will have an opportunity to participate in an Early Childhood Assistance program. The child along with their parent will participate in enrichment activities, that will be presented by teachers to help prepare them for kindergarten. Refer to the strategy L. Early Childhood Transition Strategy for To Do List.

**Impact Level:** Low Impact

**Focus:** Specific

#### **E. Parent Information Resource Center Website**

The Parent Information and Resource Center (PIRC) website (found at [www.fscp.org](http://www.fscp.org)) will be distributed at the Annual Parent Meeting. The website will also be posted on the Title 1 page of our school website and passed out in the Longfellow Leaders newspaper.

**Impact Level:** Low Impact

**Focus:** General

#### **F. Encourage Rigorous Curriculum: 8 Step Process**

The 8 Step Process is a continuous improvement teaching/learning cycle. The cycle includes the following steps; disaggregated test data, instructional time-lines, administration of frequent assessments, use tutorials to re-teach non-mastered target areas, provide enrichment opportunities for mastery students, reinforce learning through maintenance in the classroom, and monitor progress by having learning log meetings. This is a school-wide strategy that will be implemented by all K-5 teachers. Success time, the 8 step process will happen at two different times during the school day this will take place during the language block time, 3-5 1:00-1:30, k-2 9-9:30. Teacher learning log meetings to discuss data and how to filter students in different groups will take place on 3 week cycles in the principal's office.

**Impact Level:** High Impact - Inside

**Focus:** General

#### **F. Encourage Rigorous Curriculum: Guided Reading**

On a daily basis, grades 1-5 will begin to implement guided reading in the beginning of September and Kindergarten teachers will implement guided reading in the beginning of October. Guided reading includes all children in the classroom working in a small flexible group of 4-6 children at the same instructional level. The teacher will conduct running records on every child using the Fountas and Pinnell Benchmark Kits. These running records will give the teacher data on each child's reading level,

phonemic awareness, fluency, and comprehension level. The running records will be collected three times a year at the Literacy Running Record data collection day and submitted on an Excel spreadsheet that will track the individual levels of the students. The teacher will design flexible groups, which are subject to change based on the child's instructional level from Fountas & Pinnell benchmark running record, and informal running records. Teachers will then adjust the data wall cards in the Title 1 office for those students. The teacher meets with the two lowest groups on a daily basis with other groups alternating throughout the day and will use leveled reading materials from the book room. In grades K-2 the teacher may meet 10-15 minutes with an individual group. In grades 3-5 the teacher may meet 15-20 minutes with each group. During this individualized guided reading group, the teacher will focus on each group's unique needs or even individual needs, and work on the reading strategy for the month. In this small group setting, the children learn reading strategies to aid them in the discovery of reading. The teacher also focuses on the comprehension strategy of the month, which mirrors the strategy being taught for Interactive Read Aloud. While in the guided reading groups, the teacher will take anecdotal notes on each child as she/he listens to them read independently. This will allow the teacher to individualize the lesson plans for the next day. In addition the groups may be given an extension activity to work on at their seat or at home.

**Impact Level:** High Impact - Inside

**Focus:** Specific

## **G. Attendance**

Longfellow Elementary will be tracking the data from the students attendance reports monthly for the whole school to see in the cafeteria wall on the pie chart. Mrs. Werhowatz changes the pie chart to match the attendance report. Each month we have the goal set to 100% if the students improve the rewards coincide with the PAWS rewards for the whole school. At the end of the year each teacher recognizes the students with perfect attendance and rewards them with a certificate and a prize, examples; basketballs, bikes, gift cards.

**Impact Level:** Low Impact

**Focus:** General

## **I. Focused Academic Area: Interactive Read Aloud/ Independent Reading-Conferences**

Teachers K-5 conduct an interactive read aloud where the teacher reads out loud to the whole class and focus on reading comprehension strategies of the month from their grade level. The teacher begins with an explicit description of a comprehension strategy and how it is used. The teachers will model the strategy for the students. The students will then carry this learning over into their Independent reading by keeping a log of what materials they may be reading and also how the strategy has helped them read the material. The teacher will gather this information through a brief five minute conference with the each student in the room, interviewing 4-5 students daily. The teacher may use a checklist, write anecdotal records when he/she meets with the student. The shared component of this strategy is the students will lead a discussion about what they have read through familiar techniques using a sharing table, buddy sharing, or four square.

**Impact Level:** High Impact - Inside

**Focus:** Specific

## **I. Focused Academic Area: Problem Solving**

All K-5 teachers will incorporate the use of math journal into the current math curriculum. Teachers will utilize math journals each day. They will teach students how to use the math journals. Journals will include student-generated definitions along with pictures and examples, and problem solving strategies.

**Impact Level:** Low Impact

**Focus:** General

## **I. Focused Academic Area: Writing as a Response**

Longfellow teachers will teach written response throughout the curriculum. This written response will include short answer responses to questions that occur across the curriculum for grades K-5. Instruction will be embedded in the existing curriculum and will happen during daily teaching through teacher modeling, and utilizing strategies that focus on the important key words, important details, and questions.

**Impact Level:** High Impact - Inside

**Focus:** Specific

## **J. Instruction by Highly Qualified Teachers**

Longfellow ensures that all teachers are highly qualified through the use of the HOUSSE form. Only if the HOUSSE form was completed prior to the close of the 2006-2007 school year and the teacher has not changed either teaching assignment or school districts since then. The HOUSSE form is the State of Indiana's rubric to ensure that all teachers meet NCLB's highly qualified criteria. Each teacher candidate fills out the HOUSSE form prior to employment. If the criteria are not met, the candidate is not considered for employment. Every veteran teacher must also complete and meet the HOUSSE form and criteria. Teachers may also have on file the PRAXIS II or NTE specialty exam. If all criteria are not met, teachers are provided

the opportunity for professional development and growth to meet such criteria. The building principal verifies that such criteria is then met. A highly qualified teacher list will be maintained.

**Impact Level:** Low Impact

**Focus:** Specific

## **J2. Instruction by Highly Qualified Paraprofessionals.**

Longfellow ensures that all teachers are highly qualified through the use of the Para-Pro Assessment or meets the credentials of a two year degree in college. If the criteria are not met, the candidate is not considered for employment. The building principal verifies that such criteria is then met. A highly qualified paraprofessional list will be maintained.

**Impact Level:** Low Impact

**Focus:** Specific

## **K. Attracting Highly Qualified Teachers**

Longfellow works with local colleges in the area to attract highly qualified teachers in the area. Our district sends out a brochure and puts postings on the Purdue Calumet and Indiana University educational department sites. We also send posting to Northwest Indiana Service Center.

**Impact Level:** Low Impact

**Focus:** Specific

## **L. Student Transition: Fantastic Fours**

A minimum of nine times, four year olds, along with their parents who reside within Longfellow Boundaries will have an opportunity to participate in an Early Childhood Assistance program. The child along with their parent will participate in enrichment activities, that will be presented by teachers to help prepare them for kindergarten.

**Impact Level:** High Impact - Outside

**Focus:** General

## **M. Parent Notice - Assessment Results**

Parents receive test results on the following schedule: NWEA results are sent home to all Kindergarten through 5th grade parents 3 times per year, Fall, Winter, and Spring after testing. These results are given to parents showing a graph of the students achievement, the students growth from spring to fall. This information is also printable in Spanish. ISTEP results are sent home to all 3rd, 4th, and 5th grade parents in Spring the parents have an information sheet that lets them know how to read through the information. This is also given in Spanish. Classroom teachers are responsible for sending home the assessment results. Along with these results is a graph of the child's overall improvement and an information sheet on how to read the data also provide in Spanish.

**Impact Level:** Low Impact

**Focus:** Specific

## **Q. School-Parent Involvement Policy**

All Longfellow parents will be invited to attend five Community Council meetings during the school year. The meetings will be planned and presented by the Core Team of the School Improvement Committee. During these meetings, parents will have the opportunity to review and give input into the school improvement plan and the parent involvement policy. The Parent involvement policy will be planned out in the April Community Council meeting along with the PTC for the following years. The Parent Involvement policy will include all the components listed on the department of education's school parent involvement policy checklist. All parents will receive a copy of the policy and it will be offered in Spanish. The policy will be posted on the school website and a paper copy will be handed out to parents at the Title I Annual Parent Meeting/Back to School Night and also at other flexible meetings throughout the year.

**Impact Level:** Low Impact

**Focus:** Specific

## **R1. Parent Right-to-Know Letter - Qualifications**

Each year, Longfellow School will post the Highly Qualified Teacher letter and the Parent-Right-to-Know letter on our school website under the Title 1 Page. This letter will be updated yearly, will inform the parents that they have the right to request and receive information in a timely manner regarding the professional qualifications of their student's classroom teachers, and will include all the components provided by the department of education's Parent Right to Know Checklist. It will be sent by the title 1 teacher and passed out during the open house to all parents and also available in Spanish.

**Impact Level:** Low Impact

**Focus:** Specific

## **R2. Parent Right-to-Know Letter - Non-Qualified Teacher**

Longfellow school will send timely notice to parents of students who are in the situation where the student is assigned to a teacher for four consecutive weeks who is not highly qualified. This information regarding the professional qualifications of the student's classroom teachers shall be mailed home and handed out in the Title 1 packet at the beginning of the year, it will also be available on the website and in Spanish.

**Impact Level:** Low Impact

**Focus:** Specific

## **S. School-Parent Compact**

Each year, the School-Parent Compact will be included in the Longfellow Parent/School Handbook. The School-Parent Compact will outline the responsibilities for parents, students, and Longfellow staff for improved student achievement for all students. The school-parent compact will also contain all the components from the department of education's school parent compact checklist. The School-Parent Compact will be provided to each child enrolled at Longfellow School yearly and will be provided to new students as they come in during the school year and offered in Spanish. The School-Parent Compact is also posted on the Longfellow Website under Title 1 and is displayed on the Parent Table located by the front office.

**Impact Level:** Low Impact

**Focus:** Specific

## **T. Annual Parent Meeting**

In the fall, Longfellow School will hold an annual parent meeting this meeting will be extending three days before school starts. Kindergarten and first grade will meet the first day, second grade and third will meet the second day, and fourth and fifth grade will meet the third day. If parents can not attend the meeting the Title 1 teacher will meet with these parents to discuss topics. During this meeting, parents will be informed of Longfellow's Title I school wide program and the rights of all parents with regard to the program. Parents will be provided with or given the website for Parent Information and Resource Center (PIRC) and the website for the Department of Education. Parents will also be provide a copy of the appropriate grade level Indiana Academic Standards for their child and a copy of the School-Parent Involvement Policy plus the School-Parent Compact. Parents will be informed of all district-wide assessments their child will be participating in including but not limited to NWEA, ISTEP+, and Fountas & Pinnel Benchmark kits for running records. Documentation including an agenda and a parent sign-in sheet will be kept in preparation for a DOE monitoring.

**Impact Level:** Low Impact

**Focus:** Specific

## **U. Focused Student Group: Double Dose of Reading for Special Education Students**

The core academic curriculum will be strengthened for special education students with research based strategies in the core academic subjects of reading and writing. The reading curriculum will continue to be strengthened for special education students through a double dose of guided reading provided by both the special education teacher and general education teachers on a daily basis. The reading curriculum will also be strengthened through the use of authentic literature to build fluency. Effectiveness of the reading strategies will be evaluated both qualitatively and quantitatively by both teachers. The use of the teacher observations, anecdotal records, and assessments using the Fountas & Pinnell benchmark kits, Tim Rasinski's Fabulously Famous Books for building fluency and Momentum Library, NWEA, Descarte, the Compass Computer program, and ISTEP will be used for both formative and summative evaluation. Grade level discussions, interventions and support will also offer special education students opportunities for prescriptive interventions and support for these students.

**Impact Level:** High Impact - Inside

**Focus:** Specific

## **W. Timely Additional Assistance: Lunch Bunch**

Teachers and aides meet with students 30 minutes daily to work on individual skills in Language Arts and Mathematics during lunch recess.

**Impact Level:** High Impact - Outside

**Focus:** Specific



# Strategy Data

Strategy data will help the teachers and Community Council determine the degree to which the strategy has changed adult practices. Baseline data was collected this year. Follow-up data will be analyzed at the end of each semester next year. Combined with the needs assessment data (including student surveys) and the achievement data, our school will have a good understanding of the strategy's success in meeting student needs. The strategy data tables below indicate 1) the group of adults or students that are expected to change as a result of this strategy, 2) the desired practice(s), and 3) what the school will count to determine the degree to which the practice(s) changed.

## Local Strategies

### Climate: Y.E.S. (Youth Exploration Stations)

% of students who participate in extracurricular activities

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

% of teachers who believe that interest clubs at recess have decreased the number of discipline problems.

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

% of parents who volunteer

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

### P.A.W.S.-Positive Attitude for the Whole School

% of teachers using the major infraction ROCs sent to the office.

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

**S.H.I.N.E. Staff Helping the Individual Needs of Everyone**

% of teachers using differentiated instruction based on the Progress Monitoring Data Sheet on students in their differentiated S.H.I.N.E. groups.

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

**Required Strategies**

**A. Parent Involvement: Parenting Skills for Educational Success**

% of teachers & Parents to volunteer during any one or more of the listed activities and receive feedback on event.

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

**B. Educator Training - Parent Involvement**

The % of parents completing the communication logs in the PUPPY folders at the semesters.

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

**F. Encourage Rigorous Curriculum: 8 Step Process**

% of teachers turning in the data logs at the learning log meeting

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

% of teachers displaying objectives and hearing in during the walk through

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

**F. Encourage Rigorous Curriculum: Guided Reading**

% of teachers turning in the Benchmark Running Record on the Excel grid sheet

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

% of all teachers using reading strategies on a daily basis with all students by a peer observation

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

The % of student attitudes that enjoy guided reading and coming to group.

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

**I. Focused Academic Area: Interactive Read Aloud/ Independent Reading-Conferences**

% of teachers conferencing with individual students during independent reading time.

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

**I. Focused Academic Area: Problem Solving**

Percent of students using the journals as a learning tool as reviewed by committee members.

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

Percent of teachers collecting student work on problem solving strategies for the month

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

**I. Focused Academic Area: Writing as a Response**

% of teachers who provide daily instruction in short answer and literature response across the curriculum.

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

**L. Student Transition: Fantastic Fours**

Survey Questions #4 and 5 the % reporting a smooth transition into kindergarten

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

On Survey Questions #1,2 and 3 percent of parents reporting that they feel welcome and comfortable

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

**U. Focused Student Group: Double Dose of Reading for Special Education Students**

Percentage of students reporting in a survey that they feel confident in guided reading.

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

## To-Do List

After the strategies were selected for next year, each strategy was assigned to a Strategy Chair. In some cases, the Strategy Chair asked others to form a Strategy Task Force. For almost all strategies, the Strategy Chair developed a detailed "To-Do" list that includes activities related to 1) implementation, 2) professional development, 3) anti-resistance (helping those impacted by the strategy to embrace the strategy), and 4) strategy evaluation. At the beginning of next year, each strategy chair will go over their strategy's "To-Do" list with the entire faculty. Throughout the year, each strategy chair will check off each strategy activity as it is completed. At the end of the first semester, each strategy chair will present the percentage of completed activities to the Full Faculty and Community Council. If the strategy activities were not fully implemented, the chair will facilitate a discussion about changes that will occur during the second semester to ensure that all activities are completed.

Report by strategy. Showing completed and yet-to-be-completed action steps.

## Climate: Y.E.S. (Youth Exploration Stations)

**Aug 22, 2011:** Collect at Open House Station **Person:** Gail Zmerski  
**Aug 22, 2011:** Distribute at open house station **Person:** Gail Zmerski  
**Aug 23, 2011:** Teacher Survey distribute at a teacher meeting **Person:** Jenny Rhodes  
**Aug 26, 2011:** Collect & Review **Person:** Jenny Rhodes  
**Aug 29, 2011:** Contact Parent & Community Volunteers **Person:** Gail Zmerski  
**Aug 29, 2011:** Contact the volunteers for the training date. **Person:** Gail Zmerski  
**Aug 29, 2011:** Send out an email of the clubs being offered to staff **Person:** Jenny Rhodes  
**Aug 31, 2011:** In the morning announcements explain the different clubs being offered give Mrs. Werhowatz a new club to announce daily and a brief description. **Person:** Gail Zmerski  
**Aug 31, 2011:** Make a list of all the clubs available and have the handouts on the bulletin board and send home **Person:** Gail Zmerski  
**Sep 2, 2011:** Post a bulletin board of clubs being offered to kids in the front hall **Person:** Gail Zmerski  
**Sep 12, 2011:** Compile a list of students in each club and send out to all the teachers **Person:** Gail Zmerski  
**Sep 14, 2011:** Sponsor Training with community members on the club they chose to volunteer for. **Person:** Gail Zmerski  
**Oct 3, 2011:** Start clubs **Person:** Volunteers  
**Nov 30, 2011:** Collect fall data: % of parents who volunteer **Person:**  
**Nov 30, 2011:** Collect fall data: % of students who participate in extracurricular activities **Person:**  
**Nov 30, 2011:** Collect fall data: % of teachers who believe that interest clubs at recess have decreased the number of discipline problems. **Person:**  
**Jan 13, 2012:** Collect baseline for 1st semester data **Person:** Gail Zmerski  
**May 1, 2012:** Collect final data for 2nd semester **Person:** Gail Zmerski  
**May 1, 2012:** Kid Survey distribute at the end of the year **Person:** Gail Zmerski  
**May 4, 2012:** Collect Surveys and Analyze **Person:** Gail Zmerski  
**Jun 30, 2012:** Collect spring data: % of parents who volunteer **Person:**  
**Jun 30, 2012:** Collect spring data: % of students who participate in extracurricular activities **Person:**  
**Jun 30, 2012:** Collect spring data: % of teachers who believe that interest clubs at recess have decreased the number of discipline problems. **Person:**

## Educator Training - Parent Involvement

**May 20, 2011:** Have teachers design the PUPPY folders for next year, get it all copied and assembled. **Person:** Terri Waugaman; Ana Parrish  
**May 23, 2011:** Title 1 aides assemble all the folders for next year and deliver to the classroom teachers **Person:** Terri Waugaman; Ana Parrish  
**Aug 22, 2011:** At k-2 open house explain the communication page to parents and the folders **Person:** Classroom Teachers; Terri Waugaman  
**Aug 22, 2011:** Bulletin Board about the PUPPY folders in the front hallway & Parent Involvement **Person:** Terri Waugaman & Ana Parrish  
**Aug 23, 2011:** At 3-5 open house explain the communication page to parents and the folders **Person:** Classroom Teachers; Terri Waugaman  
**Aug 23, 2011:** Training on how to get parent involvement **Person:** Terri Waugaman  
**Aug 29, 2011:** Teachers pass PUPPY folders out to students and start using them at home **Person:** classroom teachers  
**Sep 2, 2011:** Title 1 aides each week tally the percentage of the communication logs being filled out by parents **Person:** Title 1 aides

**Sep 2, 2011:** Title 1 aides turn in tally sheets to Ana to collect as Title 1 evidence for Binder **Person:** Ana Parrish  
**Nov 30, 2011:** Collect fall data: The % of parents completing the communication logs in the PUPPY folders at the semesters.  
**Person:**  
**Feb 1, 2012:** Training on how to get Parents involved **Person:** Terri Waugaman  
**Jun 30, 2012:** Collect spring data: The % of parents completing the communication logs in the PUPPY folders at the semesters.  
**Person:**

## Encourage Rigorous Curriculum

**Jan 12, 2011:** Starting the process this year to get use to how it will operate and work out any kinks **Person:** Deb Carlson/ Teachers  
**Apr 1, 2011:** Collect baseline data: % of teachers displaying objectives and hearing in during the walk through **Person:**  
**Apr 1, 2011:** Collect baseline data: % of teachers turning in the data logs at the learning log meeting **Person:** Terri Waugaman  
**May 25, 2011:** Fill out the pink/blue sheets for end of the year with the reading level on it **Person:** Terri Waugaman  
**Jun 13, 2011:** Teachers from the 8 step team will meet over the summer to discuss calendars and assessments **Person:** Deb Carlson  
**Aug 15, 2011:** Meeting during the summer to plan for lessons for the 8 step calendar **Person:** Terri Waugaman  
**Sep 1, 2011:** update the students levels on the data cards as they move up anytime during the year **Person:** Terri Waugaman  
**Sep 5, 2011:** The committee will have district Process Check meetings with Pat Davenport our coordinator **Person:** Jan Flores  
**Sep 6, 2011:** Guided Reading coaching through the Literacy coach **Person:** Terri Waugaman  
**Sep 7, 2011:** Each cycle is three weeks and we meet with the teachers at the learning log meetings to discuss groups **Person:** Deb Carlson  
**Sep 7, 2011:** Walk throughs on learning objectives and hands on lessons **Person:** Terri Waugaman  
**Oct 1, 2011:** update the students levels on the data cards as they move up anytime during the year **Person:** Terri Waugaman  
**Oct 6, 2011:** Guided Reading coaching through the Literacy coach **Person:** Terri Waugaman  
**Oct 7, 2011:** Each cycle is three weeks and we meet with the teachers at the learning log meetings to discuss groups **Person:** Deb Carlson  
**Oct 7, 2011:** Walk throughs on learning objectives and hands on lessons **Person:** Terri Waugaman  
**Oct 14, 2011:** send out emails to remind teachers to turn in the running record levels on the excel grid sheet **Person:** Terri Waugaman  
**Oct 21, 2011:** celebration of reading levels on a bulletin board in lounge **Person:** Terri Waugaman  
**Nov 1, 2011:** update the students levels on the data cards as they move up anytime during the year **Person:** Terri Waugaman  
**Nov 6, 2011:** Guided Reading coaching through the Literacy coach **Person:** Terri Waugaman  
**Nov 7, 2011:** Each cycle is three weeks and we meet with the teachers at the learning log meetings to discuss groups **Person:** Deb Carlson  
**Nov 7, 2011:** Walk throughs on learning objectives and hands on lessons **Person:** Terri Waugaman  
**Nov 30, 2011:** Collect fall data: % of all teachers using reading strategies on a daily basis with all students by a peer observation **Person:** Terri Waugaman  
**Nov 30, 2011:** Collect fall data: % of teachers displaying objectives and hearing in during the walk through **Person:**  
**Nov 30, 2011:** Collect fall data: % of teachers turning in the Benchmark Running Record on the Excel grid sheet **Person:** Terri Waugaman  
**Nov 30, 2011:** Collect fall data: % of teachers turning in the data logs at the learning log meeting **Person:** Terri Waugaman  
**Nov 30, 2011:** Collect fall data: The % of student attitudes that enjoy guided reading and coming to group. **Person:** Terri Waugaman  
**Dec 1, 2011:** update the students levels on the data cards as they move up anytime during the year **Person:** Terri Waugaman  
**Dec 6, 2011:** Guided Reading coaching through the Literacy coach **Person:** Terri Waugaman  
**Dec 7, 2011:** Each cycle is three weeks and we meet with the teachers at the learning log meetings to discuss groups **Person:** Deb Carlson  
**Dec 7, 2011:** Walk throughs on learning objectives and hands on lessons **Person:** Terri Waugaman  
**Dec 16, 2011:** send out emails to remind teachers to turn in the running record levels on the excel grid sheet **Person:** Terri Waugaman  
**Dec 23, 2011:** celebration of reading levels on a bulletin board in lounge **Person:** Terri Waugaman  
**Jan 1, 2012:** update the students levels on the data cards as they move up anytime during the year **Person:** Terri Waugaman  
**Jan 6, 2012:** Guided Reading coaching through the Literacy coach **Person:** Terri Waugaman  
**Jan 7, 2012:** Each cycle is three weeks and we meet with the teachers at the learning log meetings to discuss groups **Person:** Deb Carlson  
**Jan 7, 2012:** Walk throughs on learning objectives and hands on lessons **Person:** Terri Waugaman  
**Jan 9, 2012:** Guided reading re-cap training **Person:** Terri Waugaman  
**Feb 1, 2012:** update the students levels on the data cards as they move up anytime during the year **Person:** Terri Waugaman  
**Feb 6, 2012:** Guided Reading coaching through the Literacy coach **Person:** Terri Waugaman  
**Feb 7, 2012:** Each cycle is three weeks and we meet with the teachers at the learning log meetings to discuss groups **Person:** Deb Carlson

**Feb 7, 2012:** Walk throughs on learning objectives and hands on lessons **Person:** Terri Waugaman

**Feb 17, 2012:** send out emails to remind teachers to turn in the running record levels on the excel grid sheet **Person:** Terri Waugaman

**Feb 24, 2012:** celebration of reading levels on a bulletin board in lounge **Person:** Terri Waugaman

**Mar 1, 2012:** update the students levels on the data cards as they move up anytime during the year **Person:** Terri Waugaman

**Mar 6, 2012:** Guided Reading coaching through the Literacy coach **Person:** Terri Waugaman

**Mar 7, 2012:** Each cycle is three weeks and we meet with the teachers at the learning log meetings to discuss groups **Person:** Deb Carlson

**Mar 7, 2012:** Walk throughs on learning objectives and hands on lessons **Person:** Terri Waugaman

**Apr 1, 2012:** update the students levels on the data cards as they move up anytime during the year **Person:** Terri Waugaman

**Apr 6, 2012:** Guided Reading coaching through the Literacy coach **Person:** Terri Waugaman

**Apr 7, 2012:** Each cycle is three weeks and we meet with the teachers at the learning log meetings to discuss groups **Person:** Deb Carlson

**Apr 7, 2012:** Walk throughs on learning objectives and hands on lessons **Person:** Terri Waugaman

**Apr 20, 2012:** send out emails to remind teachers to turn in the running record levels on the excel grid sheet **Person:** Terri Waugaman

**Apr 27, 2012:** celebration of reading levels on a bulletin board in lounge **Person:** Terri Waugaman

**May 1, 2012:** update the students levels on the data cards as they move up anytime during the year **Person:** Terri Waugaman

**May 6, 2012:** Guided Reading coaching through the Literacy coach **Person:** Terri Waugaman

**May 7, 2012:** Each cycle is three weeks and we meet with the teachers at the learning log meetings to discuss groups **Person:** Deb Carlson

**May 7, 2012:** Walk throughs on learning objectives and hands on lessons **Person:** Terri Waugaman

**Jun 1, 2012:** update the students levels on the data cards as they move up anytime during the year **Person:** Terri Waugaman

**Jun 7, 2012:** Each cycle is three weeks and we meet with the teachers at the learning log meetings to discuss groups **Person:** Deb Carlson

**Jun 7, 2012:** Walk throughs on learning objectives and hands on lessons **Person:** Terri Waugaman

**Jun 30, 2012:** Collect spring data: % of all teachers using reading strategies on a daily basis with all students by a peer observation **Person:** Terri Waugaman

**Jun 30, 2012:** Collect spring data: % of teachers displaying objectives and hearing in during the walk through **Person:** Terri Waugaman

**Jun 30, 2012:** Collect spring data: % of teachers turning in the Benchmark Running Record on the Excel grid sheet **Person:** Terri Waugaman

**Jun 30, 2012:** Collect spring data: % of teachers turning in the data logs at the learning log meeting **Person:** Terri Waugaman

**Jun 30, 2012:** Collect spring data: The % of student attitudes that enjoy guided reading and coming to group. **Person:** Terri Waugaman

## Focused Academic Area

**Jan 13, 2011:** positive comments from walk throughs emailed to teachers **Person:** Christina Gutierrez

**May 4, 2011:** positive comments from walk throughs emailed to teachers **Person:** Christina Gutierrez

**May 23, 2011:** order and get together the lexile folders and reading logs with conference checklist for next school year **Person:** Terri Waugaman

**Aug 23, 2011:** pass out sharing charts **Person:** Cindy Malinowski

**Aug 30, 2011:** Lunch mtg on conferencing during independent reading **Person:** Terri Waugaman/Christina Gutierrez

**Sep 1, 2011:** Send out ideas to do during independent reading and reading conferences **Person:** Terri Waugaman

**Sep 1, 2011:** Send out strategies every month via email that the staff can try to work into their calendars **Person:** Terri Waugaman

**Sep 6, 2011:** Running off independent reading logs for all the teachers and leave extra in copy room **Person:** Cindy Malinowski

**Sep 13, 2011:** Training on written responses **Person:** Terri Waugaman/Tabitha Henry/Lesi Marsh

**Sep 28, 2011:** Lunch mtg on conferencing during independent reading **Person:** Terri Waugaman/Christina Gutierrez

**Oct 1, 2011:** Send out ideas to do during independent reading and reading conferences **Person:** Terri Waugaman

**Oct 1, 2011:** Send out strategies every month via email that the staff can try to work into their calendars **Person:** Terri Waugaman

**Oct 12, 2011:** Sharing on written responses **Person:** Terri Waugaman/Tabitha Henry/Lesi Marsh

**Oct 13, 2011:** collage of all the shared ideas in the lounge with a board to write more ideas **Person:** Terri Waugaman/Tabitha Henry/Lesi Marsh

**Nov 1, 2011:** Send out ideas to do during independent reading and reading conferences **Person:** Terri Waugaman

**Nov 1, 2011:** Send out strategies every month via email that the staff can try to work into their calendars **Person:** Terri Waugaman

**Nov 15, 2011:** Training on written responses **Person:** Terri Waugaman/Tabitha Henry/Lesi Marsh

**Nov 30, 2011:** Collect fall data: % of teachers conferencing with individual students during independent reading time. **Person:** Christina Gutierrez

**Nov 30, 2011:** Collect fall data: % of teachers who provide daily instruction in short answer and literature response across the curriculum. **Person:**



**Nov 30, 2011:** Collect fall data: Percent of students using the journals as a learning tool as reviewed by committee members.  
**Person:**

**Nov 30, 2011:** Collect fall data: Percent of teachers collecting student work on problem solving strategies for the month **Person:**

**Dec 1, 2011:** Send out ideas to do during independent reading and reading conferences **Person:** Terri Waugaman

**Dec 1, 2011:** Send out strategies every month via email that the staff can try to work into their calendars **Person:** Terri Waugaman

**Dec 14, 2011:** Sharing on written responses **Person:** Terri Waugaman/Tabitha Henry/Lesi Marsh

**Dec 15, 2011:** collage of all the shared ideas in the lounge with a board to write more ideas **Person:** Terri Waugaman/Tabitha Henry/Lesi Marsh

**Jan 1, 2012:** Send out ideas to do during independent reading and reading conferences **Person:** Terri Waugaman

**Jan 1, 2012:** Send out strategies every month via email that the staff can try to work into their calendars **Person:** Terri Waugaman

**Jan 17, 2012:** Training on written responses **Person:** Terri Waugaman/Tabitha Henry/Lesi Marsh

**Feb 1, 2012:** Send out ideas to do during independent reading and reading conferences **Person:** Terri Waugaman

**Feb 1, 2012:** Send out strategies every month via email that the staff can try to work into their calendars **Person:** Terri Waugaman

**Feb 15, 2012:** Sharing on written responses **Person:** Terri Waugaman/Tabitha Henry/Lesi Marsh

**Feb 16, 2012:** collage of all the shared ideas in the lounge with a board to write more ideas **Person:** Terri Waugaman/Tabitha Henry/Lesi Marsh

**Feb 22, 2012:** Lunch mtg on conferencing during independent reading **Person:** Terri Waugaman/Christina Gutierrez

**Mar 1, 2012:** Send out ideas to do during independent reading and reading conferences **Person:** Terri Waugaman

**Mar 1, 2012:** Send out strategies every month via email that the staff can try to work into their calendars **Person:** Terri Waugaman

**Mar 21, 2012:** Lunch mtg on conferencing during independent reading **Person:** Terri Waugaman/Christina Gutierrez

**Apr 1, 2012:** Send out ideas to do during independent reading and reading conferences **Person:** Terri Waugaman

**Apr 1, 2012:** Send out strategies every month via email that the staff can try to work into their calendars **Person:** Terri Waugaman

**May 1, 2012:** Send out ideas to do during independent reading and reading conferences **Person:** Terri Waugaman

**May 1, 2012:** Send out strategies every month via email that the staff can try to work into their calendars **Person:** Terri Waugaman

**Jun 30, 2012:** Collect spring data: % of teachers conferencing with individual students during independent reading time. **Person:** Christina Gutierrez

**Jun 30, 2012:** Collect spring data: % of teachers who provide daily instruction in short answer and literature response across the curriculum. **Person:**

**Jun 30, 2012:** Collect spring data: Percent of students using the journals as a learning tool as reviewed by committee members.  
**Person:**

**Jun 30, 2012:** Collect spring data: Percent of teachers collecting student work on problem solving strategies for the month **Person:**

## Focused Student Group

**Aug 23, 2011:** Special Education teachers will pass out IEP's to teachers and have a meeting for whole staff about different strategies to use when teaching Studnets with speical needs, along withhandouts of websites to visit. **Person:** Keltner & Keefe

**Aug 24, 2011:** Special education teacher will desing and implement individual lesson plans for studnet use of the compass computer program to monitor over the grading period in reading and language arts. **Person:** Keltner & Keefe

**Sep 14, 2011:** Special ed. teacher will attend monthly grade level meetings with title 1 and principal and rotate the grade each month **Person:** Keltner & Keefe

**Oct 14, 2011:** Special ed. teacher will attend monthly grade level meetings with title 1 and principal and rotate the grade each month **Person:** Keltner & Keefe

**Oct 26, 2011:** Special education teacher will desing and implement individual lesson plans for studnet use of the compass computer program to monitor over the grading period in reading and language arts. **Person:** Keltner & Keefe

**Oct 26, 2011:** Special education teacher will meet wiht the general education teachers during grade level data mtgs. to identify specific studetn needs in guided reading through the Descarte program from NWEA **Person:** Keltner & Keefe

**Nov 7, 2011:** Administer survey to students with special needs **Person:** Keltner & Keefe

**Nov 14, 2011:** Special ed. teacher will attend monthly grade level meetings with title 1 and principal and rotate the grade each month **Person:** Keltner & Keefe

**Nov 30, 2011:** Collect fall data: Percentage of students reporting in a survey that they feel confident in guided reading. **Person:**

**Dec 14, 2011:** Special ed. teacher will attend monthly grade level meetings with title 1 and principal and rotate the grade each month **Person:** Keltner & Keefe

**Dec 28, 2011:** Special education teacher will desing and implement individual lesson plans for studnet use of the compass computer program to monitor over the grading period in reading and language arts. **Person:** Keltner & Keefe

**Jan 14, 2012:** Special ed. teacher will attend monthly grade level meetings with title 1 and principal and rotate the grade each month **Person:** Keltner & Keefe

**Feb 14, 2012:** Special ed. teacher will attend monthly grade level meetings with title 1 and principal and rotate the grade each month **Person:** Keltner & Keefe

**Feb 22, 2012:** Special education teacher will meet wiht the general education teachers during grade level data mtgs. to identify specific studetn needs in guided reading through the Descarte program from NWEA **Person:** Keltner & Keefe

**Feb 29, 2012:** Special education teacher will design and implement individual lesson plans for student use of the compass computer program to monitor over the grading period in reading and language arts. **Person:** Keltner & Keefe

**Mar 14, 2012:** Special ed. teacher will attend monthly grade level meetings with title 1 and principal and rotate the grade each month **Person:** Keltner & Keefe

**Apr 14, 2012:** Special ed. teacher will attend monthly grade level meetings with title 1 and principal and rotate the grade each month **Person:** Keltner & Keefe

**Apr 23, 2012:** Administer survey to students with special needs **Person:** Keltner & Keefe

**May 2, 2012:** Special education teacher will design and implement individual lesson plans for student use of the compass computer program to monitor over the grading period in reading and language arts. **Person:** Keltner & Keefe

**May 7, 2012:** Special education teacher will meet with the general education teachers during grade level data mtgs. to identify specific student needs in guided reading through the Descarte program from NWEA **Person:** Keltner & Keefe

**May 14, 2012:** Special ed. teacher will attend monthly grade level meetings with title 1 and principal and rotate the grade each month **Person:** Keltner & Keefe

**Jun 30, 2012:** Collect spring data: Percentage of students reporting in a survey that they feel confident in guided reading. **Person:**

## **P.A.W.S.-Positive Attitude for the Whole School**

**Aug 22, 2011:** Practice PAWS procedures throughout the whole school for one week straight **Person:** classroom teachers

**Aug 29, 2011:** Get into contact with Dr. Pratt to help locate schools in Indiana using PBIS for sight visit **Person:** Deb Carlson

**Sep 1, 2011:** order PAWS classroom & cart rewards as needed monthly (\$2000.00 total for year) **Person:** Terri Waugaman/Nedra Richardson

**Sep 21, 2011:** Go to a sight visit **Person:** Deb Carlson

**Oct 1, 2011:** notify team of meeting **Person:** Deb Carlson

**Oct 1, 2011:** order PAWS classroom & cart rewards as needed monthly (\$2000.00 total for year) **Person:** Terri Waugaman/Nedra Richardson

**Oct 1, 2011:** Team meeting over data collected. **Person:** Deb Carlson

**Oct 10, 2011:** The team leader for the matrons will discuss the findings from the after school meetings and training. **Person:** Jamie Bryant

**Oct 19, 2011:** Coaching available to teachers and staff to help implement the PAWS program **Person:** The Committee (Team)

**Oct 24, 2011:** Practice PAWS procedures throughout the whole school for one week straight **Person:** classroom teachers

**Nov 1, 2011:** order PAWS classroom & cart rewards as needed monthly (\$2000.00 total for year) **Person:** Terri Waugaman/Nedra Richardson

**Nov 5, 2011:** notify team of meeting **Person:** Deb Carlson

**Nov 5, 2011:** Team meeting over data collected. **Person:** Deb Carlson

**Nov 10, 2011:** The team leader for the matrons will discuss the findings from the after school meetings and training. **Person:** Jamie Bryant

**Nov 19, 2011:** Coaching available to teachers and staff to help implement the PAWS program **Person:** The Committee (Team)

**Nov 30, 2011:** Collect fall data: % of teachers using the major infraction ROCs sent to the office. **Person:** Nedra Richardson

**Dec 1, 2011:** order PAWS classroom & cart rewards as needed monthly (\$2000.00 total for year) **Person:** Terri Waugaman/Nedra Richardson

**Dec 3, 2011:** notify team of meeting **Person:** Deb Carlson

**Dec 3, 2011:** Team meeting over data collected. **Person:** Deb Carlson

**Dec 10, 2011:** The team leader for the matrons will discuss the findings from the after school meetings and training. **Person:** Jamie Bryant

**Dec 19, 2011:** Coaching available to teachers and staff to help implement the PAWS program **Person:** The Committee (Team)

**Dec 26, 2011:** Practice PAWS procedures throughout the whole school for one week straight **Person:** classroom teachers

**Jan 1, 2012:** order PAWS classroom & cart rewards as needed monthly (\$2000.00 total for year) **Person:** Terri Waugaman/Nedra Richardson

**Jan 7, 2012:** notify team of meeting **Person:** Deb Carlson

**Jan 7, 2012:** Team meeting over data collected. **Person:** Deb Carlson

**Jan 10, 2012:** The team leader for the matrons will discuss the findings from the after school meetings and training. **Person:** Jamie Bryant

**Jan 19, 2012:** Coaching available to teachers and staff to help implement the PAWS program **Person:** The Committee (Team)

**Feb 1, 2012:** order PAWS classroom & cart rewards as needed monthly (\$2000.00 total for year) **Person:** Terri Waugaman/Nedra Richardson

**Feb 4, 2012:** notify team of meeting **Person:** Deb Carlson

**Feb 4, 2012:** Team meeting over data collected. **Person:** Deb Carlson

**Feb 10, 2012:** The team leader for the matrons will discuss the findings from the after school meetings and training. **Person:** Jamie Bryant

**Feb 19, 2012:** Coaching available to teachers and staff to help implement the PAWS program **Person:** The Committee (Team)

**Feb 27, 2012:** Practice PAWS procedures throughout the whole school for one week straight **Person:** classroom teachers

**Mar 1, 2012:** order PAWS classroom & cart rewards as needed monthly (\$2000.00 total for year) **Person:** Terri Waugaman/Nedra Richardson

**Mar 3, 2012:** notify team of meeting **Person:** Deb Carlson

**Mar 3, 2012:** Team meeting over data collected. **Person:** Deb Carlson

**Mar 10, 2012:** The team leader for the matrons will discuss the findings from the after school meetings and training. **Person:** Jamie Bryant

**Mar 19, 2012:** Coaching available to teachers and staff to help implement the PAWS program **Person:** The Committee (Team)

**Apr 1, 2012:** order PAWS classroom & cart rewards as needed monthly (\$2000.00 total for year) **Person:** Terri Waugaman/Nedra Richardson

**Apr 7, 2012:** notify team of meeting **Person:** Deb Carlson

**Apr 7, 2012:** Team meeting over data collected. **Person:** Deb Carlson

**Apr 10, 2012:** The team leader for the matrons will discuss the findings from the after school meetings and training. **Person:** Jamie Bryant

**Apr 19, 2012:** Coaching available to teachers and staff to help implement the PAWS program **Person:** The Committee (Team)

**Apr 30, 2012:** Practice PAWS procedures throughout the whole school for one week straight **Person:** classroom teachers

**May 1, 2012:** order PAWS classroom & cart rewards as needed monthly (\$2000.00 total for year) **Person:** Terri Waugaman/Nedra Richardson

**May 1, 2012:** Team meeting over data collection **Person:** Deb Carlson

**May 5, 2012:** notify team of meeting **Person:** Deb Carlson

**May 10, 2012:** The team leader for the matrons will discuss the findings from the after school meetings and training. **Person:** Jamie Bryant

**May 19, 2012:** Coaching available to teachers and staff to help implement the PAWS program **Person:** The Committee (Team)

**Jun 30, 2012:** Collect spring data: % of teachers using the major infraction ROCs sent to the office. **Person:** Nedra Richardson

## Parent Involvement

**Aug 1, 2011:** Send the Home-School Connection & Building REaders to be copied for the whole school each month as they arrive and send home **Person:** Terri Waugaman

**Aug 1, 2011:** Title 1 News letter page on Website and Longfellow Leaders **Person:** Terri Waugaman

**Aug 29, 2011:** Remind teachers via email to post teacher expectations, grade-level appropriate curriculum, and classroom activities on the classroom websites. **Person:** Terri Waugaman

**Sep 1, 2011:** Send the Home-School Connection & Building REaders to be copied for the whole school each month as they arrive and send home **Person:** Terri Waugaman

**Sep 1, 2011:** Title 1 News letter page on Website and Longfellow Leaders **Person:** Terri Waugaman

**Oct 1, 2011:** Contact Nancy and Lucky (Author) via email to come to literacy Night **Person:** Terri Waugaman

**Oct 1, 2011:** Send the Home-School Connection & Building REaders to be copied for the whole school each month as they arrive and send home **Person:** Terri Waugaman

**Oct 1, 2011:** Title 1 News letter page on Website and Longfellow Leaders **Person:** Terri Waugaman

**Oct 31, 2011:** Bulletin Board for Literacy Night **Person:** Terri Waugaman

**Nov 1, 2011:** 1st --Send letters home w/examples and rubrics to help students with projects **Person:** Terri Waugaman

**Nov 1, 2011:** Get the food products ready for Literacy night **Person:** Terri Waugaman

**Nov 1, 2011:** Make Bulletin board for science experiments **Person:** Loreta Vician

**Nov 1, 2011:** post on the title 1 website page and in the Longfellow Leaders **Person:** Terri Waugaman

**Nov 1, 2011:** Send out 1st Volunteer list for Literacy Night for teachers via email and parents notes home **Person:** Terri Waugaman

**Nov 1, 2011:** Send out Fliers for Literacy Night 1st flier **Person:** Terri Waugaman

**Nov 1, 2011:** Send the Home-School Connection & Building REaders to be copied for the whole school each month as they arrive and send home **Person:** Terri Waugaman

**Nov 1, 2011:** Title 1 News letter page on Website and Longfellow Leaders **Person:** Terri Waugaman

**Nov 7, 2011:** 2nd fliers put out **Person:** Terri Waugaman

**Nov 7, 2011:** 2nd volunteer list for literacy nightfor teachers via email and parents notes home **Person:** Terri Waugaman

**Nov 7, 2011:** Send out information to the judges for Science Fair **Person:** Terri Waugaman

**Nov 10, 2011:** Send volunteers the activities they will be participating in for Literacy Night **Person:** Terri Waugaman

**Nov 14, 2011:** Purchase any items for Literacy night **Person:** Terri Waugaman

**Nov 15, 2011:** 2nd--Send letters home w/examples and rubrics to help students with projects **Person:** Terri Waugaman

**Nov 15, 2011:** Have Literacy Night **Person:** Terri Waugaman

**Nov 21, 2011:** 1st contact w/Purdue & IUN for judges for Science Fair **Person:** Terri Waugaman

**Nov 28, 2011:** 3rd--Send letters home w/examples and rubrics to help students with projects **Person:** Terri Waugaman

**Nov 30, 2011:** Collect fall data: % of teachers & Parents to volunteer during any one or more of the listed activities and receive feedback on event. **Person:**

**Dec 1, 2011:** 1st set of fliers out for Science/Math Night **Person:** Terri Waugaman

**Dec 1, 2011:** post on the website and put in the Longfellow Leaders **Person:** Terri Waugaman

**Dec 1, 2011:** Send the Home-School Connection & Building REaders to be copied for the whole school each month as they arrive and send home **Person:** Terri Waugaman

**Dec 1, 2011:** Title 1 News letter page on Website and Longfellow Leaders **Person:** Terri Waugaman

**Dec 5, 2011:** 2nd contact w/Purdue & IUN for judges for Science Fair **Person:** Terri Waugaman

**Dec 5, 2011:** Last notice for science projects **Person:** Terri Waugaman

**Dec 9, 2011:** Send out activities that the volunteers will be helping with for Science Night **Person:** Terri Waugaman

**Dec 9, 2011:** Send volunteer the activities they will be participating in for the evening **Person:** Terri Waugaman

**Dec 12, 2011:** 2nd fliers out for Science/Math night **Person:** Terri Waugaman

**Dec 12, 2011:** Get bookkeeper to give judges \$25.00 and write them letters of volunteer work. **Person:** Terri Waugaman

**Dec 13, 2011:** Purchase food items for Science Night **Person:** Terri Waugaman

**Dec 14, 2011:** Have Science/Math night **Person:** Terri Waugaman

**Jan 1, 2012:** Send the Home-School Connection & Building REaders to be copied for the whole school each month as they arrive and send home **Person:** Terri Waugaman

**Jan 1, 2012:** Title 1 News letter page on Website and Longfellow Leaders **Person:** Terri Waugaman

**Jan 9, 2012:** Provide tips for parents/teachers for a successful conference via web-site, hand outs, Longfellow Leaders Paper **Person:** Terri Waugaman

**Feb 1, 2012:** Send the Home-School Connection & Building REaders to be copied for the whole school each month as they arrive and send home **Person:** Terri Waugaman

**Feb 1, 2012:** Title 1 News letter page on Website and Longfellow Leaders **Person:** Terri Waugaman

**Mar 1, 2012:** Send the Home-School Connection & Building REaders to be copied for the whole school each month as they arrive and send home **Person:** Terri Waugaman

**Mar 1, 2012:** Title 1 News letter page on Website and Longfellow Leaders **Person:** Terri Waugaman

**Apr 1, 2012:** Send the Home-School Connection & Building REaders to be copied for the whole school each month as they arrive and send home **Person:** Terri Waugaman

**Apr 1, 2012:** Title 1 News letter page on Website and Longfellow Leaders **Person:** Terri Waugaman

**Apr 16, 2012:** 1st--Send out volunteer information for the Fun Fair **Person:** Terri Waugaman

**Apr 30, 2012:** 2nd--Send out volunteer information for the Fun Fair **Person:** Terri Waugaman

**May 1, 2012:** Make a bulletin board for the Fun Fair **Person:** Terri Waugaman

**May 1, 2012:** Send the Home-School Connection & Building REaders to be copied for the whole school each month as they arrive and send home **Person:** Terri Waugaman

**May 1, 2012:** Title 1 News letter page on Website and Longfellow Leaders **Person:** Terri Waugaman

**May 7, 2012:** 3rd--Send out volunteer information for the Fun Fair **Person:** Terri Waugaman

**May 14, 2012:** Send volunteers the list of activities they will be doing for Fun Fair **Person:** Terri Waugaman

**May 21, 2012:** Purchase all the food items for the fun fair **Person:** Terri Waugaman

**May 25, 2012:** Have Fun Fair **Person:** Terri Waugaman

**Jun 1, 2012:** Send the Home-School Connection & Building REaders to be copied for the whole school each month as they arrive and send home **Person:** Terri Waugaman

**Jun 1, 2012:** Title 1 News letter page on Website and Longfellow Leaders **Person:** Terri Waugaman

**Jun 30, 2012:** Collect spring data: % of teachers & Parents to volunteer during any one or more of the listed activities and receive feedback on event. **Person:**

## **S.H.I.N.E. Staff Helping the Individual Needs of Everyone**

**May 23, 2011:** Compiling SHINE list for new year by looking at triangulated data **Person:** Terri Waugaman

**May 23, 2011:** Send out preference forms on what SHINE group staff wants to teach **Person:** Terri Waugaman

**Aug 23, 2011:** email teachers with the updated SHINE list **Person:** Terri Waugaman

**Aug 29, 2011:** Email SHINE dates to staff for starting and completion of the SHINE Cycle **Person:** Terri Waugaman

**Aug 29, 2011:** Pass out folders to all classroom teachers **Person:** Terri Waugaman

**Aug 30, 2011:** Training for interventions and data collection **Person:** Terri Waugaman

**Sep 12, 2011:** Adjust the data wall to show new SHINE Groups **Person:** Terri Waugaman

**Oct 1, 2011:** Post any SHINE success stories on the Brag Board in the Teacher's Lounge **Person:** staff

**Oct 21, 2011:** Compiling SHINE list for new year by looking at triangulated data **Person:** Terri Waugaman

**Oct 25, 2011:** email teachers with the updated SHINE list **Person:** Terri Waugaman

**Oct 31, 2011:** Email SHINE dates to staff for starting and completion of the SHINE Cycle **Person:** Terri Waugaman

**Nov 5, 2011:** Post any SHINE success stories on the Brag Board in the Teacher's Lounge **Person:** staff

**Nov 14, 2011:** Adjust the data wall to show new SHINE Groups **Person:** Terri Waugaman

**Nov 30, 2011:** Collect fall data: % of teachers using differentiated instruction based on the Progress Monitoring Data Sheet on students in their differentiated S.H.I.N.E. groups. **Person:** Terri Waugaman

**Dec 3, 2011:** Post any SHINE success stories on the Brag Board in the Teacher's Lounge **Person:** staff

**Dec 23, 2011:** Compiling SHINE list for new year by looking at triangulated data **Person:** Terri Waugaman

**Dec 27, 2011:** email teachers with the updated SHINE list **Person:** Terri Waugaman

**Jan 2, 2012:** Email SHINE dates to staff for starting and completion of the SHINE Cycle **Person:** Terri Waugaman

**Jan 7, 2012:** Post any SHINE success stories on the Brag Board in the Teacher's Lounge **Person:** staff

**Jan 16, 2012:** Adjust the data wall to show new SHINE Groups **Person:** Terri Waugaman

**Feb 4, 2012:** Post any SHINE success stories on the Brag Board in the Teacher's Lounge **Person:** staff

**Feb 24, 2012:** Compiling SHINE list for new year by looking at triangulated data **Person:** Terri Waugaman

**Feb 28, 2012:** email teachers with the updated SHINE list **Person:** Terri Waugaman

**Mar 3, 2012:** Post any SHINE success stories on the Brag Board in the Teacher's Lounge **Person:** staff

**Mar 5, 2012:** Email SHINE dates to staff for starting and completion of the SHINE Cycle **Person:** Terri Waugaman

**Mar 19, 2012:** Adjust the data wall to show new SHINE Groups **Person:** Terri Waugaman

**Apr 7, 2012:** Post any SHINE success stories on the Brag Board in the Teacher's Lounge **Person:** staff

**Apr 27, 2012:** Compiling SHINE list for new year by looking at triangulated data **Person:** Terri Waugaman

**May 1, 2012:** email teachers with the updated SHINE list **Person:** Terri Waugaman

**May 5, 2012:** Post any SHINE success stories on the Brag Board in the Teacher's Lounge **Person:** staff

**May 7, 2012:** Email SHINE dates to staff for starting and completion of the SHINE Cycle **Person:** Terri Waugaman

**May 21, 2012:** Adjust the data wall to show new SHINE Groups **Person:** Terri Waugaman

**Jun 30, 2012:** Collect spring data: % of teachers using differentiated instruction based on the Progress Monitoring Data Sheet on students in their differentiated S.H.I.N.E. groups. **Person:** Terri Waugaman

## Student Transition

**Apr 20, 2011:** At registration informational packets will be handed out to parents for any upcoming kindergarteners. **Person:** JoJo Graig

**Aug 1, 2011:** At registration informational packets will be handed out to parents for any upcoming kindergarteners. **Person:** JoJo Graig

**Aug 22, 2011:** A flier for the 2011-2012 Fantastic Four Sessions will be sent home to all K-5 Longfellow students, Head start, Ross Reform and Wadsworth Students **Person:** Tabitha Henry

**Aug 22, 2011:** A flier for the 2011-2012 Fantastic Four Sessions will be sent home to all K-5 Longfellow students, Head start, Ross Reform and Wadsworth Students **Person:** Tabitha Henry

**Sep 1, 2011:** A flier for the 2011-2012 Fantastic Four Sessions will be sent home to all K-5 Longfellow students, Head start, Ross Reform and Wadsworth Students **Person:** Tabitha Henry

**Sep 14, 2011:** Session #1 permission slips will be tallied to prepare snacks, art projects, homework packets, book it tickets **Person:** Tabitha Henry

**Sep 15, 2011:** Contact the parents the night before sessions to remind them and get last head count. **Person:** Tabitha Henry

**Sep 16, 2011:** Have the Fantastic Four Session **Person:** Tabitha Henry

**Oct 1, 2011:** A flier for the 2011-2012 Fantastic Four Sessions will be sent home to all K-5 Longfellow students, Head start, Ross Reform and Wadsworth Students **Person:** Tabitha Henry

**Oct 14, 2011:** Session #2 permission slips will be tallied to prepare snacks, art projects, homework packets, book it tickets **Person:** Tabitha Henry

**Oct 15, 2011:** Contact the parents the night before sessions to remind them and get last head count. **Person:** Tabitha Henry

**Oct 16, 2011:** Have the Fantastic Four Session **Person:** Tabitha Henry

**Nov 1, 2011:** A flier for the 2011-2012 Fantastic Four Sessions will be sent home to all K-5 Longfellow students, Head start, Ross Reform and Wadsworth Students **Person:** Tabitha Henry

**Nov 14, 2011:** Session #3 permission slips will be tallied to prepare snacks, art projects, homework packets, book it tickets **Person:** Tabitha Henry

**Nov 15, 2011:** Contact the parents the night before sessions to remind them and get last head count. **Person:** Tabitha Henry

**Nov 16, 2011:** Have the Fantastic Four Session **Person:** Tabitha Henry

**Nov 30, 2011:** Collect fall data: On Survey Questions #1,2 and 3 percent of parents reporting that they feel welcome and comfortable **Person:**

**Nov 30, 2011:** Collect fall data: Survey Questions #4 and 5 the % reporting a smooth transition into kindergarten **Person:**

**Dec 1, 2011:** A flier for the 2011-2012 Fantastic Four Sessions will be sent home to all K-5 Longfellow students, Head start, Ross Reform and Wadsworth Students **Person:** Tabitha Henry

**Dec 14, 2011:** Session #4 permission slips will be tallied to prepare snacks, art projects, homework packets, book it tickets **Person:** Tabitha Henry

**Dec 15, 2011:** Contact the parents the night before sessions to remind them and get last head count. **Person:** Tabitha Henry

**Dec 16, 2011:** Have the Fantastic Four Session **Person:** Tabitha Henry

**Jan 1, 2012:** A flier for the 2011-2012 Fantastic Four Sessions will be sent home to all K-5 Longfellow students, Head start, Ross Reform and Wadsworth Students **Person:** Tabitha Henry

**Jan 14, 2012:** Session #5 permission slips will be tallied to prepare snacks, art projects, homework packets, book it tickets **Person:** Tabitha Henry

**Jan 15, 2012:** Contact the parents the night before sessions to remind them and get last head count. **Person:** Tabitha Henry

**Jan 16, 2012:** Have the Fantastic Four Session **Person:** Tabitha Henry

**Feb 1, 2012:** A flier for the 2011-2012 Fantastic Four Sessions will be sent home to all K-5 Longfellow students, Head start, Ross Reform and Wadsworth Students **Person:** Tabitha Henry

**Feb 14, 2012:** Session #6 permission slips will be tallied to prepare snacks, art projects, homework packets, book it tickets **Person:** Tabitha Henry

**Feb 15, 2012:** Contact the parents the night before sessions to remind them and get last head count. **Person:** Tabitha Henry

**Feb 16, 2012:** Have the Fantastic Four Session **Person:** Tabitha Henry

**Mar 1, 2012:** A flier for the 2011-2012 Fantastic Four Sessions will be sent home to all K-5 Longfellow students, Head start, Ross Reform and Wadsworth Students **Person:** Tabitha Henry

**Mar 14, 2012:** Session #7 permission slips will be tallied to prepare snacks, art projects, homework packets, book it tickets **Person:** Tabitha Henry

**Mar 15, 2012:** Contact the parents the night before sessions to remind them and get last head count. **Person:** Tabitha Henry

**Mar 16, 2012:** Have the Fantastic Four Session **Person:** Tabitha Henry

**Apr 1, 2012:** A flier for the 2011-2012 Fantastic Four Sessions will be sent home to all K-5 Longfellow students, Head start, Ross Reform and Wadsworth Students **Person:** Tabitha Henry

**Apr 14, 2012:** Session #8 permission slips will be tallied to prepare snacks, art projects, homework packets, book it tickets **Person:** Tabitha Henry

**Apr 15, 2012:** Contact the parents the night before sessions to remind them and get last head count. **Person:** Tabitha Henry

**Apr 16, 2012:** Have the Fantastic Four Session **Person:** Tabitha Henry

**Apr 18, 2012:** Pre-school visit for incoming Longfellow students that attended Head Start, Ross Reform and Wadsworth will visit **Person:** Tabitha Henry

**May 1, 2012:** A flier for the 2011-2012 Fantastic Four Sessions will be sent home to all K-5 Longfellow students, Head start, Ross Reform and Wadsworth Students **Person:** Tabitha Henry

**May 14, 2012:** Session #9 permission slips will be tallied to prepare snacks, art projects, homework packets, book it tickets **Person:** Tabitha Henry

**May 15, 2012:** Contact the parents the night before sessions to remind them and get last head count. **Person:** Tabitha Henry

**May 16, 2012:** Have the Fantastic Four Session **Person:** Tabitha Henry

**Jun 30, 2012:** Collect spring data: On Survey Questions #1,2 and 3 percent of parents reporting that they feel welcome and comfortable **Person:**

**Jun 30, 2012:** Collect spring data: Survey Questions #4 and 5 the % reporting a smooth transition into kindergarten **Person:**

# Professional Development Summary

## REPORT IS NOT FINAL - NOT ALL STRATEGIES HAVE MET CRITERIA

**Alignment with the School Improvement Plan:** The Professional Development Plan is directly aligned with strategies found in the School Improvement Plan. Professional development activities enhance educator's knowledge within one or more of the following areas: a) expectations, b) curriculum content, c) classroom instruction, d) classroom assessment, e) extra help, f) guidance, and g) the learning environment. The amount of funding allocated for each professional development activity and the funding source is listed for each professional development activity.

**Effective Learning Process:** The Professional Development Plan was written by teacher-leaders and includes activities that will help teachers develop the knowledge and skills needed to successfully implement the strategies listed in the School Improvement Plan. The plan includes a variety of formats for professional development. Activities have been embedded in the school day as appropriate. The plan also includes activities designed to provide teachers with feedback over time. Finally, "strategy data" is collected for comprehensive strategies that identifies the degree to which the strategy has brought about a positive changes in adult practices.

**Professional Growth Environment:** Each strategy is supported by a "strategy chair." Strategy chairs are responsible for 1) writing (with support from colleagues) a strategy plan including on-going professional development activities, anti-resistance, and evaluation activities, 2) providing on-going mentoring to their colleagues in the implementation of the strategy, 3) analyzing the effectiveness of the strategy, and 4) making a recommendation to the faculty with respect to whether or not the strategy should be sustained.

## Climate: Y.E.S. (Youth Exploration Stations)

**Contact the volunteers for the training date.**

**Brief Description:** Contacting people to set up the training for clubs.

**Intended Participants:**

**Date:** Aug 29, 2011

**Activity Purpose:**

**Activity Format:**

**Funding:** 0

**Does this activity occur during the school day?** No

**Sponsor Training with community members on the club they chose to volunteer for.**

**Brief Description:** Have a training for the parents and community members that want to host a club and offer a presentation/workshop.

**Intended Participants:** Parents, Community Members

**Date:** Sep 14, 2011

**Activity Purpose:** Information

**Activity Format:** Presentation

**Funding:** Title 1

**Does this activity occur during the school day?** Yes

## **P.A.W.S.-Positive Attitude for the Whole School**

### **Go to a sight visit**

**Brief Description:** Sight visit for the committee to see other schools that are using Pbis if allowable

**Intended Participants:** Teachers, Counselors, Administrators, Parents

**Date:** Sep 21, 2011

**Activity Purpose:** Information

**Activity Format:** Site Visit

**Funding:** \$325.00 for subs/ .55 a gallon for gas there and back, Title 1 Prof deve

**Does this activity occur during the school day?** Yes

### **Team meeting over data collected.**

**Brief Description:** Team meeting each month to discuss the data that is being collected to identify the problems so we can recommend teir two interventions.

**Intended Participants:** Teachers, Counselors, Administrators

**Dates:** Oct 1, 2011; Nov 5, 2011; Dec 3, 2011; Jan 7, 2012; Feb 4, 2012; Mar 3, 2012; Apr 7, 2012

**Activity Purpose:** Information

**Activity Format:** Action Research

**Funding:** \$25.00 stipend for those that attend Title 1 Prof. Deve.

**Does this activity occur during the school day?** No

### **Team meeting over data collection**

**Brief Description:** Team meeting each month to discuss the data that is being collected to identify the problems so we can recommend their two interventions.

**Intended Participants:** Teachers, Counselors, Administrators

**Date:** May 1, 2012

**Activity Purpose:** Information

**Activity Format:** Action Research

**Funding:** \$25.00 stipend for those that attend Title 1 prof devl

**Does this activity occur during the school day?** No

## **S.H.I.N.E. Staff Helping the Individual Needs of Everyone**

### **Training for interventions and data collection**

**Brief Description:** training on interventions and data collections and the expect growth and outcome

**Intended Participants:** Teachers, Other

**Date:** Aug 30, 2011

**Activity Purpose:** Information

**Activity Format:** Talk to

**Funding:** 0



Does this activity occur during the school day? Yes

## **A. Parent Involvement: Communication**

No professional development is needed for this strategy.

## **A. Parent Involvement: Parenting Skills for Educational Success**

No professional development is needed for this strategy.

## **B. Educator Training - Parent Involvement**

### **Training on how to get parent involvement**

**Brief Description:** In-service on the first teacher day of school.

**Intended Participants:** Teachers

**Date:** Aug 23, 2011

**Activity Purpose:** Information

**Activity Format:** Talk to

**Funding:** 0

Does this activity occur during the school day? Yes

### **Training on how to get Parents involved**

**Brief Description:** In-Service on Parent involvement during lunch mtg. have liaisons from c/o working with community to come over to speak.

**Intended Participants:** Teachers, Community Members

**Date:** Feb 1, 2012

**Activity Purpose:** Information, Skill Building, Feedback/Support

**Activity Format:** Talk to, Presentation

**Funding:** 0

Does this activity occur during the school day? Yes

## **F. Encourage Rigorous Curriculum: 8 Step Process**

### **Meeting during the summer to plan for lessons for the 8 step calendar**

**Brief Description:** Meet with the teachers k-5 and plan lessons for the 8 step process

**Intended Participants:** Teachers

**Date:** Aug 15, 2011

**Activity Purpose:** Feedback/Support, Refinement

**Activity Format:** Study Group, Collaborative Problem Solving

**Funding:** Title 1 prof. dev. \$25.00 and hour stipend

**Does this activity occur during the school day?** No

**Teachers from the 8 step team will meet over the summer to discuss calendars and assessments**

**Brief Description:** Enter a brief description of the Professional Development Activity

**Intended Participants:** Teachers

**Date:** Jun 13, 2011

**Activity Purpose:** Skill Building

**Activity Format:** Action Research

**Funding:** district prof. development

**Does this activity occur during the school day?** No

**The committee will have district Process Check meetings with Pat Davenport our coordinator**

**Brief Description:** Jan Flores will notify the Elementary schools of the dates when we are meeting with Pat to have our Process Check meetings

**Intended Participants:** Teachers

**Date:** Sep 5, 2011

**Activity Purpose:** Information

**Activity Format:** Collaborative Problem Solving

**Funding:** District prof. deve

**Does this activity occur during the school day?** Yes

## **F. Encourage Rigorous Curriculum: Guided Reading**

**Guided reading re-cap training**

**Brief Description:** Re-cap training offered to Teachers and Title 1 aides after school

**Intended Participants:** Teachers, Other

**Date:** Jan 9, 2012

**Activity Purpose:** Information, Skill Building

**Activity Format:** Presentation

**Funding:** Title 1 prof. devel. stipend of 25.00 after school

**Does this activity occur during the school day?** No

## **I. Focused Academic Area: Interactive Read Aloud/ Independent Reading-Conferences**

**Lunch mtg on conferencing during independent reading**

**Brief Description:** during lunch mtg. to refresh and discuss and bring samples to share

**Intended Participants:** Teachers

**Date:** Aug 30, 2011

**Activity Purpose:** Information, Feedback/Support

**Activity Format:** Presentation, Collaborative Problem Solving

**Funding:** 0

**Does this activity occur during the school day?** Yes

#### **Lunch mtg on conferencing during independent reading**

**Brief Description:** during lunch mtg. to refresh and discuss and bring samples to share

**Intended Participants:** Teachers

**Date:** Sep 28, 2011

**Activity Purpose:** Information, Feedback/Support

**Activity Format:** Presentation, Collaborative Problem Solving

**Funding:** 0

**Does this activity occur during the school day?** Yes

#### **Lunch mtg on conferencing during independent reading**

**Brief Description:** during lunch mtg. to refresh and discuss and bring samples to share

**Intended Participants:** Teachers

**Date:** Feb 22, 2012

**Activity Purpose:** Information, Feedback/Support

**Activity Format:** Presentation, Collaborative Problem Solving

**Funding:** 0

**Does this activity occur during the school day?** Yes

#### **Lunch mtg on conferencing during independent reading**

**Brief Description:** during lunch mtg. to refresh and discuss and bring samples to share

**Intended Participants:** Teachers

**Date:** Mar 21, 2012

**Activity Purpose:** Information, Feedback/Support

**Activity Format:** Presentation, Collaborative Problem Solving

**Funding:** 0

**Does this activity occur during the school day?** Yes

## **I. Focused Academic Area: Writing as a Response**

### **Sharing on written responses**

**Brief Description:** During lunch trainings/sharing on written responses

**Intended Participants:** Teachers

**Dates:** Oct 12, 2011; Dec 14, 2011; Feb 15, 2012

**Activity Purpose:** Information

**Activity Format:** Study Group

**Funding:** 0

**Does this activity occur during the school day?** Yes

#### **Training on written responses**

**Brief Description:** During lunch 2 day trainings on written responses

**Intended Participants:** Teachers

**Dates:** Sep 13, 2011; Nov 15, 2011; Jan 17, 2012

**Activity Purpose:** Information, Skill Building

**Activity Format:** Presentation, Study Group

**Funding:** 0

**Does this activity occur during the school day?** Yes

## **L. Student Transition: Fantastic Fours**

No professional development is needed for this strategy.

## **U. Focused Student Group: Double Dose of Reading for Special Education Students**

**Special Education teachers will pass out IEP's to teachers and have a meeting for whole staff about**

**Brief Description:** Brief staff meeting during Lunch/lead by Keltner and Keefe to discuss the needs of students with special needs and to give out strategies to use.

**Intended Participants:** Teachers

**Date:** Aug 23, 2011

**Activity Purpose:** Information

**Activity Format:** Talk to

**Funding:** 0

**Does this activity occur during the school day?** Yes

## **W. Timely Additional Assistance: Lunch Bunch**

**Status:** Not Yet Submitted

## **Relationship Report: Areas of Concern / Strategies / Achievement Goals**

This report shows the relationship between the Areas of Concern, Strategies, and Achievement Goals. For each Area of Concern, the report shows 1) the strategies that will enable the school to successfully address the concern and 2) the achievement goals that will be positively impacted when the concern is successfully addressed.

### **Local Areas of Concern**

#### **We are concerned that... Students need small group differentiated instruction for all developmental areas.**

##### **Data Targets Influenced by This Concern:**

- 4th grade students -- percent mastering ISTEP Reading Comprehension
- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- Free and reduced lunch students -- % passing ISTEP Language Arts (AYP)
- Overall Students -- % passing ISTEP+ Language Arts (AYP)
- White Students -- % passing ISTEP+ Language Arts (AYP)

##### **Strategies to Impact This Concern:**

- S.H.I.N.E. Staff Helping the Individual Needs of Everyone

#### **We are concerned that... The high number of office referrals and and a concern for a schoolwide positive behavior program (pbs).**

##### **Data Targets Influenced by This Concern:**

- All Students (126 days) -- ISTEP PL221 Category Placement Performance

##### **Strategies to Impact This Concern:**

- P.A.W.S.-Positive Attitude for the Whole School

#### **We are concerned that... Students need more structured extra curricular activity**

##### **Data Targets Influenced by This Concern:**

- All Students (126 days) -- ISTEP PL221 Category Placement Performance

##### **Strategies to Impact This Concern:**

- Climate: Y.E.S. (Youth Exploration Stations)

#### **We are concerned that... Parents can be involved in extra curricular activities at school.**

##### **Data Targets Influenced by This Concern:**

- All Students (126 days) -- ISTEP PL221 Category Placement Performance

##### **Strategies to Impact This Concern:**

- Climate: Y.E.S. (Youth Exploration Stations)
- L. Student Transition: Fantastic Fours

## **We are concerned that... Parents and students need guidance with independent practice (homework).**

### **Data Targets Influenced by This Concern:**

- All Students (126 days) -- ISTEP PL221 Category Placement Performance

### **Strategies to Impact This Concern:**

- B. Educator Training - Parent Involvement

## **Required Areas of Concern**

### **A. Parent Involvement (SW)**

#### **Data Targets Influenced by This Concern:**

- Free and reduced lunch students -- % passing ISTEP Language Arts (AYP)

#### **Strategies to Impact This Concern:**

- A. Parent Involvement: Communication
- A. Parent Involvement: Parenting Skills for Educational Success

### **B. Educator Training - Parent Involvement (SW)**

#### **Data Targets Influenced by This Concern:**

- Free and reduced lunch students -- % passing ISTEP Language Arts (AYP)

#### **Strategies to Impact This Concern:**

- B. Educator Training - Parent Involvement

### **C. Outreach to Preschool Parent Involvement Programs (SW)**

#### **Data Targets Influenced by This Concern:**

- Free and reduced lunch students -- % passing ISTEP Language Arts (AYP)

#### **Strategies to Impact This Concern:**

- C. Outreach to Preschool Parent Involvement Programs

### **E. Parent Information Resource Center Website (SW)**

#### **Data Targets Influenced by This Concern:**

- Overall Students -- % passing ISTEP+ Language Arts (AYP)

#### **Strategies to Impact This Concern:**

- E. Parent Information Resource Center Website

## **F. Encourage Rigorous Curriculum (IN Rules, SW)**

### **Data Targets Influenced by This Concern:**

- All Students (126 days) -- ISTEP PL221 Category Placement Performance

### **Strategies to Impact This Concern:**

- F. Encourage Rigorous Curriculum: Guided Reading
- F. Encourage Rigorous Curriculum: 8 Step Process

## **I. Focused Academic Area (IN Rules, SW)**

### **Data Targets Influenced by This Concern:**

- All Students (126 days) -- ISTEP PL221 Category Placement Performance

### **Strategies to Impact This Concern:**

- I. Focused Academic Area: Writing as a Response
- I. Focused Academic Area: Interactive Read Aloud/ Independent Reading-Conferences
- I. Focused Academic Area: Problem Solving

## **J. Instruction by Highly Qualified Teachers (SW)**

### **Data Targets Influenced by This Concern:**

- All Students (126 days) -- ISTEP PL221 Category Placement Performance

### **Strategies to Impact This Concern:**

- J. Instruction by Highly Qualified Teachers

## **J2. Instruction by Highly Qualified Paraprofessionals (SW)**

### **Data Targets Influenced by This Concern:**

- All Students (126 days) -- ISTEP PL221 Category Placement Performance

### **Strategies to Impact This Concern:**

- J2. Instruction by Highly Qualified Paraprofessionals.

## **K. Attracting Highly Qualified Teachers (SW)**

### **Data Targets Influenced by This Concern:**

- All Students (126 days) -- ISTEP PL221 Category Placement Performance

### **Strategies to Impact This Concern:**

- K. Attracting Highly Qualified Teachers

## **L. Student Transition (SW)**

### **Data Targets Influenced by This Concern:**

- Free and reduced lunch students -- % passing ISTEP Language Arts (AYP)
- Overall Students -- % passing ISTEP+ Language Arts (AYP)
- White Students -- % passing ISTEP+ Language Arts (AYP)

**Strategies to Impact This Concern:**

- L. Student Transition: Fantastic Fours

## **M. Parent Notice - Assessment Results (SW)**

**Data Targets Influenced by This Concern:**

- Overall Students -- % passing ISTEP+ Language Arts (AYP)

**Strategies to Impact This Concern:**

- M. Parent Notice - Assessment Results

## **Q. School-Parent Involvement Policy (SW)**

**Data Targets Influenced by This Concern:**

- Overall Students -- % passing ISTEP+ Language Arts (AYP)

**Strategies to Impact This Concern:**

- Q. School-Parent Involvement Policy

## **R1. Parent Right-to-Know Letter - Qualifications (SW)**

**Data Targets Influenced by This Concern:**

- Overall Students -- % passing ISTEP+ Language Arts (AYP)

**Strategies to Impact This Concern:**

- R1. Parent Right-to-Know Letter - Qualifications

## **R2. Parent Right-to-Know Letter - Non-Qualified Teacher (SW)**

**Data Targets Influenced by This Concern:**

- Overall Students -- % passing ISTEP+ Language Arts (AYP)

**Strategies to Impact This Concern:**

- R2. Parent Right-to-Know Letter - Non-Qualified Teacher

## **S. School-Parent Compact (SW)**

**Data Targets Influenced by This Concern:**

- Overall Students -- % passing ISTEP+ Language Arts (AYP)

**Strategies to Impact This Concern:**

- S. School-Parent Compact



## **T. Annual Parent Meeting (SW)**

### **Data Targets Influenced by This Concern:**

- Free and reduced lunch students -- % passing ISTEP Language Arts (AYP)

### **Strategies to Impact This Concern:**

- T. Annual Parent Meeting

## **U. Focused Student Group (IN Rules, SW)**

### **Data Targets Influenced by This Concern:**

- Overall Students -- % passing ISTEP+ Language Arts (AYP)

### **Strategies to Impact This Concern:**

- U. Focused Student Group: Double Dose of Reading for Special Education Students

## Force Field Excerpt

The Force Field reports are lengthy data reports that help the Full Faculty and Community Council (including parents) identify Areas of Concern (student needs). The Force Field excerpt found below contains information that must be included in the School Improvement Plan to meet various requirements of Public Law 221 and if applicable, Title I Schoolwide.

A. Where is the public copy of your school's curriculum located?	The school's curriculum is located in all the teachers rooms, title 1 office, principal's office, central office .
<p>B. What rules or statutes would you like to waive in order to promote student learning?</p> <ul style="list-style-type: none"> <li>● Identify the specific statute and and/or rule you wish to waive.</li> <li>● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule.</li> <li>● Explain the benefit to student achievement.</li> <li>● Describe the evaluation process that would be used to measure the success of these strategies.</li> </ul>	none
C. Are your school's attendance rates supportive of learning? What activities will you implement next year to increase or maintain your attendance rate?	Yes
D. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	Northwest Educational Assessment (NWEA) computerized assessment in k-1 the tests main areas are reading an math, in 2-5 the main areas are reading, language, math and science. Running Records assessment with Fountas Pinnell reading levels for k-5. Indiana Reading assessment (ROAR) K-2 which is done half on computer and the rest administered by the teacher. The areas tested are comprehension, phonemic awareness, and fluency.
E. List the needs assessments used in your school to help you identify areas that are interfering with learning.	Longfellow utilizes the Force Field Reports to identify areas that are interfering with learning through inquire questions, surveys for staff, students, and parents.
F. List the programs that will be consolidated under the school-wide plan (if applicable). If not consolidating programs, please explain why not.	Longfellow does not have consolidation programs because Longfellow is a Title 1 School wide school, due to this and the law and compliance with the requirements of the NCLB and Longfellow is required to meet all the components of the school wide plan.

## Continuous Improvement Timeline

DISCUSSION TOPIC	FACILITATOR TRAINING (Steering Teams)			FACULTY AND COMMUNITY COUNCIL DISCUSSIONS
	ORIGINAL PLAN	REVIEW & REVISE		
	1st Year Schools	2nd and 3rd Year Schools	Alumni Schools	
New Principal and Steering Team Member Training	n/a	Aug	Aug	n/a
<b>First Year:</b> Rationale + Organizational Structure <b>After First Year:</b> Kick Off / Year End Data Review (Transcripts / ISTEP / ECA)	Session 1 - Aug	Session 1 - Aug	Session 1 – Aug AM	First 2 weeks of Sept
Vision	Session 2 – Sept	n/a	Session 1 – Aug PM	First 2 weeks of Oct*
Data Targets	Session 3 - Oct	Session 1 - Aug	Session 1 – Aug AM	First 2 weeks in Nov
Areas of Concern	Session 4 - Dec	n/a	Session 2 – Dec PM	First 2 weeks in Jan*
Strategy Selection	Session 5 - Jan	Session 2 - Dec	Session 2 – Dec AM	First 2 weeks in Feb
Conference on Learning	Jan	Jan	Jan	
Strategy Selection: Title & Description	Feb	Feb	n/a	First 2 weeks in Mar
Strategy Implementation Plans	Mar Strategy Chair Training	Mar Strategy Chair Training	Optional Strategy Chair Training	First week of Apr

\* Our school will complete these tasks every three years  
We are next scheduled to complete these tasks during the 2011-2012 school year