

School Improvement Plan - 2012-2013

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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
- Teresa Kotzo
- Christina McCarty
- Rose Phelan
- Ruth Shimek
- Terri Waugaman
- Josie Werhowatz

Community Council

- Connie Ashlock - parent
- Cheryl Atkinson - Parent
- Leslie Baldauf - Parent
- Jan Cingrel - Parent
- Brian Denney - Parent

- Tammy Frenzel - parent/works at school
- Mary Jo Graig - Community Member/School Corp
- Chris Herrera - Community Agency
- Kim Hobbs - Parent
- Beth Homan - Parent
- Jane Hoyle - Community
- Sharon Johnson-Shirley - School Board Representative
- Joy Koi - Parent
- Joy Koi - Parent
- Sadia Lopez - parent/community memeber/ works at School
- Jane McIntire - Community
- Toni Modglin - Federal Youth Programs/Parent
- Christy Morris - Parent
- Ola Morris - Parent
- Hilda Negrete - Parent
- John Nuttall - Parent
- Kathy Paniaguas - Business Representative-Crown Corp.
- Michelle Prater - Parent
- Christina Repko - Parent Representative
- Patrice Salus - Parent
- Tammy Straubel - 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 Common Core 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. Teachers work together to differentiate lessons and use and collected data to drive their classroom instruction.

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 given "bonding time with the class and or individual students to create and build class rapport and individual relationships with the students. 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 meet with students individually who need a mentor. 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 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, showing a years worth of growth in the NWEA, passing the IREAD, students are reaching their expected exiting level for reading on the Running Records, 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. Our students will become successful and contributing members in the community.

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 IREAD: 100%
- % of students who reach the instructional cut off for each grade level: 100%
- % of students who have a years worth of growth on the NWEA: 100%
- % of students who reach the rit goal for NWEA: 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.

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

| 2009-2010 | | 2010-2011 | | 2011-2012 | | 2012-2013 | | 2013-2014 | | 2014-2015 | | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | |
| | 64.6% | | 72.2% | 75% | | 78% | | 81% | | 84% | | 100% |

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

| 2009-2010 | | 2010-2011 | | 2011-2012 | | 2012-2013 | | 2013-2014 | | 2014-2015 | | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | |
| | 61% | | 67% | 71% | | 75% | | 79% | | 83% | | 100% |

K-5 students - One year of typical growth in reading according to the NWEA

| 2009-2010 | | 2010-2011 | | 2011-2012 | | 2012-2013 | | 2013-2014 | | 2014-2015 | | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | |
| na | na | na | na | 80% | | 85% | | 90% | | 100% | | 100% |

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

| 2009-2010 | | 2010-2011 | | 2011-2012 | | 2012-2013 | | 2013-2014 | | 2014-2015 | | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | |
| | 67% | | 59% | 62% | | 66% | | 70% | | 74% | | 100% |

Special Education Students - % passing ISTEP+ Language Arts (AYP)

| 2009-2010 | | 2010-2011 | | 2011-2012 | | 2012-2013 | | 2013-2014 | | 2014-2015 | | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | |
| n/a | n/a | n/a | 36 | 42 | | 48 | | 52 | | 57 | | 100 |

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

| 2009-2010 | | 2010-2011 | | 2011-2012 | | 2012-2013 | | 2013-2014 | | 2014-2015 | | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | |
| | 65% | | 67% | 72% | | 76% | | 80% | | 84% | | 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... the students with a special education plan are not passing ISTEP+ ELA and IREAD 3

We are concerned that... students in grade k-5 need to have data that shows one years typical growth for that student in ELA

We needed to have a data target to assess the K-3 growth like we do in 3-5 grade.

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

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

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

Students, parents and teachers were asked if they felt they were hitting all the Indiana Standards and if students were allowed to retest.

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 could be more 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

G. Attendance

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

W. Timely Additional Assistance

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: Specific

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 - Outside

Focus: Specific

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: High Impact - Outside

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 January, Fun Fair will be in May. 2. 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. 3. A parent brochure table will be available in the front hallway year round.

Impact Level: High Impact - Outside

Focus: General

B. Educator Training - Parent Involvement

Teachers will assemble P.U.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: High Impact - Outside

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: High Impact - Outside

Focus: General

E. Parent Information Resource Center Website

The Parent Information and Resource Center (PIRC) website (found at 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: Specific

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 and PD room for those students. The teacher meets with the Title 1 groups on a daily basis with other groups alternating throughout the week 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

F. Encourage Rigorous Curriculum: 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 - Outside

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

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: General

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: General

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: General

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. IREAD results will be given as soon as the results are in to the school. Classroom teachers are responsible for sending home the assessment results.

Impact Level: Low Impact

Focus: Specific

Q. School-Parent Involvement Policy

All Longfellow parents will be invited to attend the 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 held on August 20, 2012. 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+, IREAD, and Fountas & Pinnell 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

Title 1 teacher will oversee aides meeting with students 30 minutes Tuesday-Friday 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 11-12 | Follow Up 12-13 1st Semester / 1st Trimester | | Follow Up 12-13 2nd Semester / Last Trimester | |
|-------------------|--|--------|---|--------|
| | Target | Actual | Target | Actual |
| 25% | 45% | | 50% | |

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

| Baseline 11-12 | Follow Up 12-13 1st Semester / 1st Trimester | | Follow Up 12-13 2nd Semester / Last Trimester | |
|-------------------|--|--------|---|--------|
| | Target | Actual | Target | Actual |
| 51% | 75% | | 80% | |

% of parents who volunteer

| Baseline 11-12 | Follow Up 12-13 1st Semester / 1st Trimester | | Follow Up 12-13 2nd Semester / Last Trimester | |
|-------------------|--|--------|---|--------|
| | Target | Actual | Target | Actual |
| 1% | 10% | | 11% | |

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

The percentage of classrooms that are using "paws procedures" inside and outside the classroom by collecting data weekly on how many students are on green.

| Baseline 11-12 | Follow Up 12-13 1st Semester / 1st Trimester | | Follow Up 12-13 2nd Semester / Last Trimester | |
|-------------------|--|--------|---|--------|
| Actual | Target | Actual | Target | Actual |
| 54% | 75% | | 85% | |

% of students that have a ROC record of consequence

| Baseline 11-12 | Follow Up 12-13 1st Semester / 1st Trimester | | Follow Up 12-13 2nd Semester / Last Trimester | |
|-------------------|--|--------|---|--------|
| Actual | Target | Actual | Target | Actual |
| | 45% | | 65% | |

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 11-12 | Follow Up 12-13 1st Semester / 1st Trimester | | Follow Up 12-13 2nd Semester / Last Trimester | |
|-------------------|--|--------|---|--------|
| Actual | Target | Actual | Target | Actual |
| 40 | 85 | | 90 | |

B. Educator Training - Parent Involvement

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

| Baseline 11-12 | Follow Up 12-13 1st Semester / 1st Trimester | | Follow Up 12-13 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 11-12 | Follow Up 12-13 1st Semester / 1st Trimester | | Follow Up 12-13 2nd Semester / Last Trimester | |
|-------------------|--|--------|---|--------|
| Actual | Target | Actual | Target | Actual |
| | | | | |

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

| Baseline 11-12 | Follow Up 12-13 1st Semester / 1st Trimester | | Follow Up 12-13 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 11-12 | Follow Up 12-13 1st Semester / 1st Trimester | | Follow Up 12-13 2nd Semester / Last Trimester | |
|-------------------|--|--------|---|--------|
| Actual | Target | Actual | Target | Actual |
| 90 | 100 | | 100% | |

F. Encourage Rigorous Curriculum: S.H.I.N.E. Staff Helping the Individual Needs of Everyone

% teachers collecting data for each child in shine group

| Baseline 11-12 | Follow Up 12-13 1st Semester / 1st Trimester | | Follow Up 12-13 2nd Semester / Last Trimester | |
|-------------------|--|--------|---|--------|
| Actual | Target | Actual | Target | Actual |
| 97% | 100% | | 100% | |

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

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

| Baseline 11-12 | Follow Up 12-13 1st Semester / 1st Trimester | | Follow Up 12-13 2nd Semester / Last Trimester | |
|-------------------|--|--------|---|--------|
| Actual | Target | Actual | Target | Actual |
| 85% | 100% | | 100% | |

L. Student Transition: Fantastic Fours

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

| Baseline 11-12 | Follow Up 12-13 1st Semester / 1st Trimester | | Follow Up 12-13 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 11-12 | Follow Up 12-13 1st Semester / 1st Trimester | | Follow Up 12-13 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 11-12 | Follow Up 12-13 1st Semester / 1st Trimester | | Follow Up 12-13 2nd Semester / Last Trimester | |
|-------------------|--|--------|---|--------|
| Actual | Target | Actual | Target | Actual |
| 89% | 100% | | 100% | |

W. Timely Additional Assistance: Lunch Bunch

survey from students

| Baseline 11-12 | Follow Up 12-13 1st Semester / 1st Trimester | | Follow Up 12-13 2nd Semester / Last Trimester | |
|-------------------|--|--------|---|--------|
| Actual | Target | Actual | Target | Actual |
| 67% | 85% | | 90% | |

number up reading levels going up

| Baseline 11-12 | Follow Up 12-13 1st Semester / 1st Trimester | | Follow Up 12-13 2nd Semester / Last Trimester | |
|-------------------|--|--------|---|--------|
| Actual | Target | Actual | Target | Actual |
| 95% | 100% | | 100% | |

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 20, 2012: Send out packet of different clubs that parent, community members, and teachers can sign up for at Open House

Person: Terri Waugaman

Aug 27, 2012: Create a bulletin board by the intermediate hall **Person:** Rose Phelan

Aug 27, 2012: Make announcements in the morning on a different 4H club to get students excited. **Person:** Rose Phelan & Josie Werhowatz

Aug 29, 2012: Any forms that are returned from Open House go to Mrs. Dodson. She will make a list of those that have volunteered. **Person:** Crystal Dodson

Sep 5, 2012: Meeting to go over all the volunteers and get things together for the training of the volunteers. **Person:** Rose Phelan & Crystal Dodson

Sep 7, 2012: Contact the volunteers for the training and send home notices. **Person:** Crystal Dodson

Sep 10, 2012: Have the training for the volunteers **Person:** Rose Phelan & Crystal Dodson

Nov 30, 2012: Collect fall data: % of parents who volunteer **Person:** Rose Phelan

Nov 30, 2012: Collect fall data: % of students who participate in extracurricular activities **Person:** Rose Phelan

Nov 30, 2012: Collect fall data: % of teachers who believe that interest clubs at recess have decreased the number of discipline problems. **Person:** Rose Phelan

Jun 30, 2013: Collect spring data: % of parents who volunteer **Person:** Rose Phelan

Jun 30, 2013: Collect spring data: % of students who participate in extracurricular activities **Person:** Rose Phelan

Jun 30, 2013: Collect spring data: % of teachers who believe that interest clubs at recess have decreased the number of discipline problems. **Person:** Rose Phelan

Educator Training - Parent Involvement

Apr 30, 2012: Title 1 aides will get puppy folders ready for the next school year **Person:** Terri Waugaman

Aug 20, 2012: Explain how to use puppy folders to parents and students on the annual meeting night **Person:** Teachers

Sep 28, 2012: Title 1 aides in the classroom will tally the number of parents that have responded on the communication sheet

Person: Michelle Prater and the Title 1 aides

Oct 28, 2012: Title 1 aides in the classroom will tally the number of parents that have responded on the communication sheet

Person: Michelle Prater and the Title 1 aides

Nov 28, 2012: Title 1 aides in the classroom will tally the number of parents that have responded on the communication sheet

Person: Michelle Prater and the Title 1 aides

Nov 30, 2012: Collect fall data: The % of parents completing the communication logs in the PUPPY folders at the semesters.

Person: Terri Waugaman

Dec 28, 2012: Title 1 aides in the classroom will tally the number of parents that have responded on the communication sheet

Person: Michelle Prater and the Title 1 aides

Jan 28, 2013: Title 1 aides in the classroom will tally the number of parents that have responded on the communication sheet

Person: Michelle Prater and the Title 1 aides

Feb 28, 2013: Title 1 aides in the classroom will tally the number of parents that have responded on the communication sheet

Person: Michelle Prater and the Title 1 aides

Mar 25, 2013: Have a meeting with the teachers to do any trouble shooting or put in any new information to the puppy binders

Person: Terri Waugaman

Mar 28, 2013: Title 1 aides in the classroom will tally the number of parents that have responded on the communication sheet

Person: Michelle Prater and the Title 1 aides

Apr 28, 2013: Title 1 aides in the classroom will tally the number of parents that have responded on the communication sheet

Person: Michelle Prater and the Title 1 aides

Apr 29, 2013: Title 1 aides will get puppy folders ready for the next school year **Person:** Terri Waugaman

Jun 30, 2013: Collect spring data: The % of parents completing the communication logs in the PUPPY folders at the semesters.

Person: Terri waugaman

Encourage Rigorous Curriculum

Apr 1, 2012: Collect baseline data: % teachers collecting data for each child in shine group **Person:** Terri Waugaman

Aug 21, 2012: Let teachers pick their differentiated group they want to teach **Person:** Terri Waugaman

Aug 22, 2012: Cycle 1 a starts **Person:** All Teachers

Aug 22, 2012: put all incoming reading levels on grids and send out to teachers **Person:** Terri Waugaman

Aug 24, 2012: Put students in differentiated learning groups that will help them achieve to the highest of their ability, using nwea, istep iread, and reading levels **Person:** Terri Waugaman

Sep 4, 2012: learning log meetings **Person:** Terri Waugaman

Sep 4, 2012: Send out monthly comprehension strategies to focus on in guided reading groups **Person:** Kamille Furman

Sep 11, 2012: Cycle 1 b starts **Person:** All Teachers

Oct 1, 2012: bulletin board in the front with standards being focused on during that cycle of success time **Person:** Terri Waugaman

Oct 1, 2012: learning log meetings **Person:** Terri Waugaman

Oct 2, 2012: Cycle 1 c starts **Person:** All Teachers

Oct 2, 2012: Send out monthly comprehension strategies to focus on in guided reading groups **Person:** Kamille Furman

Oct 5, 2012: Put students in differentiated learning groups that will help them achieve to the highest of their ability, using nwea, istep iread, and reading levels **Person:** Terri Waugaman

Oct 8, 2012: send out reminders for grid due dates **Person:** Terri Waugaman

Oct 11, 2012: Have a discussions in a grade level meeting about the levels of students and setting goals with students **Person:** Terri Waugaman

Oct 23, 2012: Cycle 2 a starts **Person:** All Teachers

Nov 1, 2012: bulletin board in the front with standards being focused on during that cycle of success time **Person:** Terri Waugaman

Nov 5, 2012: learning log meetings **Person:** Terri Waugaman

Nov 6, 2012: Send out monthly comprehension strategies to focus on in guided reading groups **Person:** Kamille Furman

Nov 13, 2012: Cycle 2b starts **Person:** All Teachers

Nov 16, 2012: Put students in differentiated learning groups that will help them achieve to the highest of their ability, using nwea, istep iread, and reading levels **Person:** Terri Waugaman

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

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

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

Nov 30, 2012: Collect fall data: % teachers collecting data for each child in shine group **Person:** Terri Waugaman

Dec 1, 2012: bulletin board in the front with standards being focused on during that cycle of success time **Person:** Terri Waugaman

Dec 3, 2012: learning log meetings **Person:** Terri Waugaman

Dec 4, 2012: Cycle 2c a starts **Person:** All Teachers

Dec 4, 2012: Send out monthly comprehension strategies to focus on in guided reading groups **Person:** Kamille Furman

Dec 10, 2012: send out reminders for grid due dates **Person:** Terri Waugaman

Dec 13, 2012: Have a discussions in a grade level meeting about the levels of students and setting goals with students **Person:** Terri Waugaman

Dec 28, 2012: Put students in differentiated learning groups that will help them achieve to the highest of their ability, using nwea, istep iread, and reading levels **Person:** Terri Waugaman

Jan 1, 2013: bulletin board in the front with standards being focused on during that cycle of success time **Person:** Terri Waugaman

Jan 1, 2013: Send out monthly comprehension strategies to focus on in guided reading groups **Person:** Kamille Furman

Jan 7, 2013: learning log meetings **Person:** Terri Waugaman

Jan 8, 2013: Cycle 3 a starts **Person:** All Teachers

Jan 28, 2013: learning logs meeting **Person:** Terri Waugaman

Jan 29, 2013: Cycle 3 b starts **Person:** All Teachers

Feb 1, 2013: bulletin board in the front with standards being focused on during that cycle of success time **Person:** Terri Waugaman

Feb 5, 2013: Send out monthly comprehension strategies to focus on in guided reading groups **Person:** Kamille Furman

Feb 8, 2013: Put students in differentiated learning groups that will help them achieve to the highest of their ability, using nwea, istep iread, and reading levels **Person:** Terri Waugaman

Feb 11, 2013: send out reminders for grid due dates **Person:** Terri Waugaman

Feb 19, 2013: Cycle 3 c starts **Person:** All Teachers

Feb 19, 2013: learning log meetings **Person:** Terri Waugaman

Mar 1, 2013: bulletin board in the front with standards being focused on during that cycle of success time **Person:** Terri Waugaman

Mar 5, 2013: Send out monthly comprehension strategies to focus on in guided reading groups **Person:** Kamille Furman

Mar 7, 2013: Have a discussions in a grade level meeting about the levels of students and setting goals with students **Person:** Terri Waugaman

Mar 18, 2013: learning log meetings **Person:** Terri Waugaman

Mar 19, 2013: cycle 4 a starts **Person:** all teachers

Mar 22, 2013: Put students in differentiated learning groups that will help them achieve to the highest of their ability, using nwea, istep iread, and reading levels **Person:** Terri Waugaman

Apr 1, 2013: bulletin board in the front with standards being focused on during that cycle of success time **Person:** Terri Waugaman

Apr 2, 2013: learning log meetings **Person:** Terri Waugaman

Apr 2, 2013: Send out monthly comprehension strategies to focus on in guided reading groups **Person:** Kamille Furman

Apr 15, 2013: Cylcle 4b starts **Person:** all teachers

Apr 15, 2013: send out reminders for grid due dates **Person:** Terri Waugaman

May 1, 2013: bulletin board in the front with standards being focused on during that cycle of success time **Person:** Terri Waugaman

May 3, 2013: Put students in differentiated learning groups that will help them achieve to the highest of their ability, using nwea, istep iread, and reading levels **Person:** Terri Waugaman

May 7, 2013: learning log meetings **Person:** Terri Waugaman

May 13, 2013: Cycle 4c starts **Person:** all teachers

May 30, 2013: Have a discussions in a grade level meeting about the levels of students and setting goals with students **Person:** Terri Waugaman

Jun 30, 2013: Collect spring data: % of teachers displaying objectives and hearing in during the walk through **Person:** Terri Waugaman

Jun 30, 2013: Collect spring data: % of teachers turning in the Benchmark Running Record on the Excel grid sheet **Person:** Terri Waugaman

Jun 30, 2013: Collect spring data: % of teachers turning in the data logs at the learning log meeting **Person:** Terri Waugaman

Jun 30, 2013: Collect spring data: % teachers collecting data for each child in shine group **Person:** Terri Waugaman

Focused Academic Area

Sep 10, 2012: Prepare strategies each month to send out to teachers. **Person:** Christina McCarty

Sep 14, 2012: Send out strategies each month for teachers to focus on each month. **Person:** Christina McCarty

Oct 8, 2012: Prepare strategies each month to send out to teachers. **Person:** Christina McCarty

Oct 12, 2012: Send out strategies each month for teachers to focus on each month. **Person:** Christina McCarty

Nov 5, 2012: Prepare strategies each month to send out to teachers. **Person:** Christina McCarty

Nov 9, 2012: Send out strategies each month for teachers to focus on each month. **Person:** Christina McCarty

Nov 30, 2012: Collect fall data: % of teachers conferencing with individual students during independent reading time. **Person:** Christina McCarty

Dec 10, 2012: Prepare strategies each month to send out to teachers. **Person:** Christina McCarty

Dec 14, 2012: Send out strategies each month for teachers to focus on each month. **Person:** Christina McCarty

Jan 5, 2013: Prepare strategies each month to send out to teachers. **Person:** Christina McCarty

Jan 11, 2013: Send out strategies each month for teachers to focus on each month. **Person:** Christina McCarty

Feb 2, 2013: Prepare strategies each month to send out to teachers. **Person:** Christina McCarty

Feb 8, 2013: Send out strategies each month for teachers to focus on each month. **Person:** Christina McCarty

Mar 2, 2013: Prepare strategies each month to send out to teachers. **Person:** Christina McCarty

Mar 8, 2013: Send out strategies each month for teachers to focus on each month. **Person:** Christina McCarty

Apr 8, 2013: Prepare strategies each month to send out to teachers. **Person:** Christina McCarty

Apr 12, 2013: Send out strategies each month for teachers to focus on each month. **Person:** Christina McCarty

May 5, 2013: Prepare strategies each month to send out to teachers. **Person:** Christina McCarty

May 10, 2013: Send out strategies each month for teachers to focus on each month. **Person:** Christina McCarty

Jun 30, 2013: Collect spring data: % of teachers conferencing with individual students during independent reading time. **Person:** Christina McCarty

Focused Student Group

Aug 27, 2012: Complete any running records that need to be done for updating reading levels **Person:** Teresa Kotzo, Carmen Reynolds

Aug 27, 2012: Have a push in guided reading group with all of the students on their case load in the general education classroom. **Person:** Teresa Kotzo, Carmen Reynolds

Aug 27, 2012: Keep a record of each student wiht special needs progress on a daily basis when meeting with reading group **Person:** Teresa Kotzo, Carmen Reynolds

Aug 27, 2012: Work on the schedule with the students on their case load and schedule with classroom teachers **Person:** Teresa Kotzo, Carmen Reynolds

Sep 7, 2012: Ask Title 1 teacher for training in guided reading if needed. **Person:** Teresa Kotzo, Carmen Reynolds

Sep 16, 2012: Set a reading goal with students in the group and keep track if the students are progressing. **Person:** Teresa Kotzo, Carmen Reynolds

Oct 28, 2012: Set a reading goal with students in the group and keep track if the students are progressing. **Person:** Teresa Kotzo, Carmen Reynolds

Nov 30, 2012: Collect fall data: Percentage of students reporting in a survey that they feel confident in guided reading. **Person:** Teresa Kotzo

Dec 9, 2012: Set a reading goal with students in the group and keep track if the students are progressing. **Person:** Teresa Kotzo, Carmen Reynolds

Jan 20, 2013: Set a reading goal with students in the group and keep track if the students are progressing. **Person:** Teresa Kotzo, Carmen Reynolds

Mar 3, 2013: Set a reading goal with students in the group and keep track if the students are progressing. **Person:** Teresa Kotzo, Carmen Reynolds

Apr 14, 2013: Set a reading goal with students in the group and keep track if the students are progressing. **Person:** Teresa Kotzo, Carmen Reynolds

Jun 30, 2013: Collect spring data: Percentage of students reporting in a survey that they feel confident in guided reading. **Person:** Teresa Kotzo

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

Apr 1, 2012: Collect baseline data: % of students that have a ROC record of consequence **Person:** Tammy Frenzel

Apr 1, 2012: Collect baseline data: The percentage of classrooms that are using "paws procedures" inside and outside the classroom by collecting data weekly on how many students are on green. **Person:** Tammy Frenzel

Aug 20, 2012: Pass out the PAWs Handbook to all parents and students at the Annual Title 1 meeting **Person:** Deb Carlson

Aug 21, 2012: Training for Aides, supervisors for paws procedures. **Person:** Josie Werhowatz

Aug 27, 2012: Paws Procedure Monday everyone school wide is practicing paws procedures, Miss W reminds everyone at morning announcements **Person:** Josie Werhowatz

Sep 3, 2012: Paws Procedure Monday everyone school wide is practicing paws procedures, Miss W reminds everyone at morning announcements **Person:** Josie Werhowatz

Sep 7, 2012: Teachers will turn in ROCs to the office. **Person:** Tammy Frenzel

Sep 10, 2012: Paws Procedure Monday everyone school wide is practicing paws procedures, Miss W reminds everyone at morning announcements **Person:** Josie Werhowatz

Sep 14, 2012: Teachers will turn in ROCs to the office. **Person:** Tammy Frenzel

Sep 17, 2012: Paws Procedure Monday everyone school wide is practicing paws procedures, Miss W reminds everyone at morning announcements **Person:** Josie Werhowatz

Sep 21, 2012: Teachers will turn in ROCs to the office. **Person:** Tammy Frenzel

Sep 24, 2012: Paws Procedure Monday everyone school wide is practicing paws procedures, Miss W reminds everyone at morning announcements **Person:** Josie Werhowatz

Sep 28, 2012: Teachers will turn in ROCs to the office. **Person:** Tammy Frenzel

Oct 1, 2012: Paws Procedure Monday everyone school wide is practicing paws procedures, Miss W reminds everyone at morning announcements **Person:** Josie Werhowatz

Oct 5, 2012: Teachers will turn in ROCs to the office. **Person:** Tammy Frenzel

Oct 8, 2012: Paws Procedure Monday everyone school wide is practicing paws procedures, Miss W reminds everyone at morning announcements **Person:** Josie Werhowatz

Oct 12, 2012: Teachers will turn in ROCs to the office. **Person:** Tammy Frenzel

Oct 15, 2012: Paws Procedure Monday everyone school wide is practicing paws procedures, Miss W reminds everyone at morning announcements **Person:** Josie Werhowatz

Oct 19, 2012: Teachers will turn in ROCs to the office. **Person:** Tammy Frenzel

Oct 22, 2012: Paws Procedure Monday everyone school wide is practicing paws procedures, Miss W reminds everyone at morning announcements **Person:** Josie Werhowatz

Oct 26, 2012: Teachers will turn in ROCs to the office. **Person:** Tammy Frenzel

Oct 29, 2012: Paws Procedure Monday everyone school wide is practicing paws procedures, Miss W reminds everyone at morning announcements **Person:** Josie Werhowatz

Nov 2, 2012: Teachers will turn in ROCs to the office. **Person:** Tammy Frenzel

Nov 5, 2012: Paws Procedure Monday everyone school wide is practicing paws procedures, Miss W reminds everyone at morning announcements **Person:** Josie Werhowatz

Nov 9, 2012: Teachers will turn in ROCs to the office. **Person:** Tammy Frenzel

Nov 12, 2012: Paws Procedure Monday everyone school wide is practicing paws procedures, Miss W reminds everyone at morning announcements **Person:** Josie Werhowatz

Nov 16, 2012: Teachers will turn in ROCs to the office. **Person:** Tammy Frenzel

Nov 19, 2012: Paws Procedure Monday everyone school wide is practicing paws procedures, Miss W reminds everyone at morning announcements **Person:** Josie Werhowatz

Nov 23, 2012: Teachers will turn in ROCs to the office. **Person:** Tammy Frenzel

Nov 26, 2012: Paws Procedure Monday everyone school wide is practicing paws procedures, Miss W reminds everyone at morning announcements **Person:** Josie Werhowatz

Nov 30, 2012: Collect fall data: % of students that have a ROC record of consequence **Person:** Tammy Frenzel

Nov 30, 2012: Collect fall data: The percentage of classrooms that are using "paws procedures" inside and outside the classroom by collecting data weekly on how many students are on green. **Person:** Tammy Frenzel

Nov 30, 2012: Teachers will turn in ROCs to the office. **Person:** Tammy Frenzel

Dec 3, 2012: Paws Procedure Monday everyone school wide is practicing paws procedures, Miss W reminds everyone at morning announcements **Person:** Josie Werhowatz

Dec 7, 2012: Teachers will turn in ROCs to the office. **Person:** Tammy Frenzel

Dec 10, 2012: Paws Procedure Monday everyone school wide is practicing paws procedures, Miss W reminds everyone at morning announcements **Person:** Josie Werhowatz

Dec 14, 2012: Teachers will turn in ROCs to the office. **Person:** Tammy Frenzel

Dec 17, 2012: Paws Procedure Monday everyone school wide is practicing paws procedures, Miss W reminds everyone at morning announcements **Person:** Josie Werhowatz

Dec 21, 2012: Teachers will turn in ROCs to the office. **Person:** Tammy Frenzel

Dec 24, 2012: Paws Procedure Monday everyone school wide is practicing paws procedures, Miss W reminds everyone at morning announcements **Person:** Josie Werhowatz

Dec 28, 2012: Teachers will turn in ROCs to the office. **Person:** Tammy Frenzel

Dec 31, 2012: Paws Procedure Monday everyone school wide is practicing paws procedures, Miss W reminds everyone at morning announcements **Person:** Josie Werhowatz

Jan 4, 2013: Teachers will turn in ROCs to the office. **Person:** Tammy Frenzel

Jan 7, 2013: Paws Procedure Monday everyone school wide is practicing paws procedures, Miss W reminds everyone at morning announcements **Person:** Josie Werhowatz

Jan 11, 2013: Teachers will turn in ROCs to the office. **Person:** Tammy Frenzel

Jan 14, 2013: Paws Procedure Monday everyone school wide is practicing paws procedures, Miss W reminds everyone at morning announcements **Person:** Josie Werhowatz

Jan 18, 2013: Teachers will turn in ROCs to the office. **Person:** Tammy Frenzel

Jan 21, 2013: Paws Procedure Monday everyone school wide is practicing paws procedures, Miss W reminds everyone at morning announcements **Person:** Josie Werhowatz

Jan 25, 2013: Teachers will turn in ROCs to the office. **Person:** Tammy Frenzel

Jan 28, 2013: Paws Procedure Monday everyone school wide is practicing paws procedures, Miss W reminds everyone at morning announcements **Person:** Josie Werhowatz

Feb 1, 2013: Teachers will turn in ROCs to the office. **Person:** Tammy Frenzel

Feb 4, 2013: Paws Procedure Monday everyone school wide is practicing paws procedures, Miss W reminds everyone at morning announcements **Person:** Josie Werhowatz

Feb 8, 2013: Teachers will turn in ROCs to the office. **Person:** Tammy Frenzel

Feb 11, 2013: Paws Procedure Monday everyone school wide is practicing paws procedures, Miss W reminds everyone at morning announcements **Person:** Josie Werhowatz

Feb 15, 2013: Teachers will turn in ROCs to the office. **Person:** Tammy Frenzel

Feb 18, 2013: Paws Procedure Monday everyone school wide is practicing paws procedures, Miss W reminds everyone at morning announcements **Person:** Josie Werhowatz

Feb 22, 2013: Teachers will turn in ROCs to the office. **Person:** Tammy Frenzel

Feb 25, 2013: Paws Procedure Monday everyone school wide is practicing paws procedures, Miss W reminds everyone at morning announcements **Person:** Josie Werhowatz

Mar 1, 2013: Teachers will turn in ROCs to the office. **Person:** Tammy Frenzel

Mar 4, 2013: Paws Procedure Monday everyone school wide is practicing paws procedures, Miss W reminds everyone at morning announcements **Person:** Josie Werhowatz

Mar 8, 2013: Teachers will turn in ROCs to the office. **Person:** Tammy Frenzel

Mar 11, 2013: Paws Procedure Monday everyone school wide is practicing paws procedures, Miss W reminds everyone at morning announcements **Person:** Josie Werhowatz

Mar 15, 2013: Teachers will turn in ROCs to the office. **Person:** Tammy Frenzel

Mar 18, 2013: Paws Procedure Monday everyone school wide is practicing paws procedures, Miss W reminds everyone at morning announcements **Person:** Josie Werhowatz

Mar 22, 2013: Teachers will turn in ROCs to the office. **Person:** Tammy Frenzel

Mar 25, 2013: Paws Procedure Monday everyone school wide is practicing paws procedures, Miss W reminds everyone at morning announcements **Person:** Josie Werhowatz

Mar 29, 2013: Teachers will turn in ROCs to the office. **Person:** Tammy Frenzel

Apr 1, 2013: Paws Procedure Monday everyone school wide is practicing paws procedures, Miss W reminds everyone at morning announcements **Person:** Josie Werhowatz

Apr 5, 2013: Teachers will turn in ROCs to the office. **Person:** Tammy Frenzel

Apr 8, 2013: Paws Procedure Monday everyone school wide is practicing paws procedures, Miss W reminds everyone at morning announcements **Person:** Josie Werhowatz

Apr 12, 2013: Teachers will turn in ROCs to the office. **Person:** Tammy Frenzel

Apr 15, 2013: Paws Procedure Monday everyone school wide is practicing paws procedures, Miss W reminds everyone at morning announcements **Person:** Josie Werhowatz

Apr 19, 2013: Teachers will turn in ROCs to the office. **Person:** Tammy Frenzel

Apr 22, 2013: Paws Procedure Monday everyone school wide is practicing paws procedures, Miss W reminds everyone at morning announcements **Person:** Josie Werhowatz

Apr 26, 2013: Teachers will turn in ROCs to the office. **Person:** Tammy Frenzel

Apr 29, 2013: Paws Procedure Monday everyone school wide is practicing paws procedures, Miss W reminds everyone at morning announcements **Person:** Josie Werhowatz

May 3, 2013: Teachers will turn in ROCs to the office. **Person:** Tammy Frenzel

May 6, 2013: Paws Procedure Monday everyone school wide is practicing paws procedures, Miss W reminds everyone at morning announcements **Person:** Josie Werhowatz

May 10, 2013: Teachers will turn in ROCs to the office. **Person:** Tammy Frenzel

May 13, 2013: Paws Procedure Monday everyone school wide is practicing paws procedures, Miss W reminds everyone at morning announcements **Person:** Josie Werhowatz

May 17, 2013: Teachers will turn in ROCs to the office. **Person:** Tammy Frenzel

May 20, 2013: Paws Procedure Monday everyone school wide is practicing paws procedures, Miss W reminds everyone at morning announcements **Person:** Josie Werhowatz

May 24, 2013: Teachers will turn in ROCs to the office. **Person:** Tammy Frenzel

May 27, 2013: Paws Procedure Monday everyone school wide is practicing paws procedures, Miss W reminds everyone at morning announcements **Person:** Josie Werhowatz

May 31, 2013: Teachers will turn in ROCs to the office. **Person:** Tammy Frenzel

Jun 3, 2013: Paws Procedure Monday everyone school wide is practicing paws procedures, Miss W reminds everyone at morning announcements **Person:** Josie Werhowatz

Jun 30, 2013: Collect spring data: % of students that have a ROC record of consequence **Person:** Tammy Frenzel

Jun 30, 2013: Collect spring data: The percentage of classrooms that are using "paws procedures" inside and outside the classroom by collecting data weekly on how many students are on green. **Person:** Tammy Frenzel

Parent Involvement

Sep 4, 2012: Send out a reminder about websites and information for parents on classroom page **Person:** Terri Waugaman

Oct 4, 2012: Send out a reminder about websites and information for parents on classroom page **Person:** Terri Waugaman

Oct 29, 2012: Ask parent volunteers for set up **Person:** Terri Waugaman

Oct 29, 2012: Ask teachers for volunteers for the different stations **Person:** Terri Waugaman

Oct 29, 2012: Send out the flyer for Literacy Night **Person:** Terri Waugaman

Oct 29, 2012: Set up the food arrangements with chartwel **Person:** Terri Waugaman

Nov 4, 2012: Send out a reminder about websites and information for parents on classroom page **Person:** Terri Waugaman

Nov 12, 2012: Post bulletin boards in the hallways displaying Science/ Math night with Science fair projects that the kids can do **Person:** Josie Werhowatz

Nov 12, 2012: Sell the tri fold science fair posters in the book store and send home flyer **Person:** Terri Waugaman/Tammy Straubel

Nov 12, 2012: Send out the 2 flyer for Literacy Night **Person:** Terri Waugaman

Nov 15, 2012: Have the Literacy night **Person:** Terri Waugaman

Nov 16, 2012: Send out notice and Science Fair Requirements and information on the Science Fair and Math Night **Person:** Terri Waugaman

Nov 18, 2012: Acknowledge Teachers and Parents that volunteered by sending a thank you note home and a shout out in Longfellow newspaper **Person:** Terri Waugaman

Nov 26, 2012: Send out 2 notice and Science Fair Requirements and information on the Science Fair and Math Night **Person:** Terri Waugaman

Nov 26, 2012: Send out flyers to Andrew Scheltens, Purdue University, IUN for volunteers for Science Fair Judges **Person:** Terri Waugaman

Nov 29, 2012: Post bulletin boards in the hallways displaying Literacy night **Person:** Josie Werhowatz

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

Dec 4, 2012: Send out a reminder about websites and information for parents on classroom page **Person:** Terri Waugaman

Dec 17, 2012: Send out 3 notice and Science Fair Requirements and information on the Science Fair and Math Night **Person:** Terri Waugaman

Jan 4, 2013: Send out a reminder about websites and information for parents on classroom page **Person:** Terri Waugaman

Jan 7, 2013: Send out 4 notice and Science Fair Requirements and information on the Science Fair and Math Night **Person:** Terri Waugaman

Jan 7, 2013: Send out a flyer for teachers to volunteer at the science fair and bring in a topping for the families to share that eveing. **Person:** Terri Waugaman

Jan 7, 2013: Send out a flyer to parents to volunteer for the Science/Math Night **Person:** Terri Waugaman

Jan 14, 2013: Send out a flyer on tips for parent teacher conferences **Person:** Terri Waguaman

Jan 22, 2013: Get the ice cream, bowl, spoons **Person:** Deb Carlson

Jan 24, 2013: Have the Science/math night show casing all the Science Projects **Person:** Terri Waugaman

Jan 28, 2013: Acknowledge Teachers and Parents that volunteered by sending a thank you note home and a shout out in Longfellow newspaper **Person:** Terri Waugaman

Feb 4, 2013: Send out a reminder about websites and information for parents on classroom page **Person:** Terri Waugaman

Mar 4, 2013: Send out a reminder about websites and information for parents on classroom page **Person:** Terri Waugaman

Apr 4, 2013: Send out a reminder about websites and information for parents on classroom page **Person:** Terri Waugaman

Apr 29, 2013: Ask for teacher volunteers **Person:** Terri Waugaman

Apr 29, 2013: Order food from chartwell **Person:** Terri Waugaman

Apr 29, 2013: Post bulletin board about fun fair **Person:** Terri Waugaman

Apr 29, 2013: Send home notices for fun fair and ask for parent volunteers **Person:** Terri Waugaman

May 4, 2013: Send out a reminder about websites and information for parents on classroom page **Person:** Terri Waugaman

May 6, 2013: Get prizes, bouncy house, and all other activities together **Person:** Terri Waugaman

May 16, 2013: have May fun fair **Person:** Terri Waugaman

May 20, 2013: Acknowledge Teachers and Parents that volunteered by sending a thank you note home and a shout out in Longfellow newspaper **Person:** Terri Waugaman

Jun 30, 2013: Collect spring data: % of teachers & Parents to volunteer during any one or more of the listed activities and receive feedback on event. **Person:** Terri Waugaman

Student Transition

Aug 22, 2012: During open house make a bulletin board about fantastic four **Person:** Ruth Shimek and Christina Alvarez

Sep 7, 2012: Send out flyers with students, to Head Start, Local Churches in our school district. **Person:** Ruth Shimek

Sep 19, 2012: Each month call people that have responded each month to remind them of the date. **Person:** Ruth Shimek

Sep 21, 2012: Get teacher volunteers to present the Fantastic Four **Person:** Ruth Shimek

Oct 5, 2012: Send out flyers with students, to Head Start, Local Churches in our school district. **Person:** Ruth Shimek

Oct 19, 2012: Each month call people that have responded each month to remind them of the date. **Person:** Ruth Shimek

Oct 21, 2012: Get teacher volunteers to present the Fantastic Four **Person:** Ruth Shimek

Nov 2, 2012: Send out flyers with students, to Head Start, Local Churches in our school district. **Person:** Ruth Shimek

Nov 19, 2012: Each month call people that have responded each month to remind them of the date. **Person:** Ruth Shimek

Nov 21, 2012: Get teacher volunteers to present the Fantastic Four **Person:** Ruth Shimek

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

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

Dec 7, 2012: Send out flyers with students, to Head Start, Local Churches in our school district. **Person:** Ruth Shimek

Dec 19, 2012: Each month call people that have responded each month to remind them of the date. **Person:** Ruth Shimek

Dec 21, 2012: Get teacher volunteers to present the Fantastic Four **Person:** Ruth Shimek

Jan 4, 2013: Send out flyers with students, to Head Start, Local Churches in our school district. **Person:** Ruth Shimek

Jan 19, 2013: Each month call people that have responded each month to remind them of the date. **Person:** Ruth Shimek

Jan 21, 2013: Get teacher volunteers to present the Fantastic Four **Person:** Ruth Shimek

Feb 1, 2013: Send out flyers with students, to Head Start, Local Churches in our school district. **Person:** Ruth Shimek

Feb 19, 2013: Each month call people that have responded each month to remind them of the date. **Person:** Ruth Shimek

Feb 21, 2013: Get teacher volunteers to present the Fantastic Four **Person:** Ruth Shimek

Mar 1, 2013: Send out flyers with students, to Head Start, Local Churches in our school district. **Person:** Ruth Shimek

Mar 19, 2013: Each month call people that have responded each month to remind them of the date. **Person:** Ruth Shimek

Mar 21, 2013: Get teacher volunteers to present the Fantastic Four **Person:** Ruth Shimek

Apr 5, 2013: Send out flyers with students, to Head Start, Local Churches in our school district. **Person:** Ruth Shimek

Apr 19, 2013: Each month call people that have responded each month to remind them of the date. **Person:** Ruth Shimek

Apr 21, 2013: Get teacher volunteers to present the Fantastic Four **Person:** Ruth Shimek

May 3, 2013: Send out flyers with students, to Head Start, Local Churches in our school district. **Person:** Ruth Shimek

May 21, 2013: Get teacher volunteers to present the Fantastic Four **Person:** Ruth Shimek

Jun 30, 2013: Collect spring data: On Survey Questions #1,2 and 3 percent of parents reporting that they feel welcome and comfortable **Person:**

Jun 30, 2013: Collect spring data: Survey Questions #4 and 5 the % reporting a smooth transition into kindergarten **Person:**

Timely Additional Assistance

Apr 1, 2012: Collect baseline data: number up reading levels going up **Person:**

Apr 1, 2012: Collect baseline data: survey from students **Person:**

Aug 23, 2012: Train aides in guided reading **Person:** Terri Waugaman

Sep 20, 2012: Get together list of 6 students from each classroom that will be in lunch bunch by using NWEA data, ISTEP, IREAD and teacher input **Person:** Terri Waugaman

Sep 30, 2012: Every month have a fun day where the students can have popcorn or snacks while doing group or make a craft.

Person: Title 1 aides & Terri Waugaman

Nov 1, 2012: Get together list of 6 students from each classroom that will be in lunch bunch by using NWEA data, ISTEP, IREAD and teacher input **Person:** Terri Waugaman

Nov 4, 2012: Every month have a fun day where the students can have popcorn or snacks while doing group or make a craft.

Person: Title 1 aides & Terri Waugaman

Nov 30, 2012: Collect fall data: number up reading levels going up **Person:**

Nov 30, 2012: Collect fall data: survey from students **Person:**

Dec 2, 2012: Every month have a fun day where the students can have popcorn or snacks while doing group or make a craft.

Person: Title 1 aides & Terri Waugaman

Dec 13, 2012: Get together list of 6 students from each classroom that will be in lunch bunch by using NWEA data, ISTEP, IREAD and teacher input **Person:** Terri Waugaman

Dec 30, 2012: Every month have a fun day where the students can have popcorn or snacks while doing group or make a craft.

Person: Title 1 aides & Terri Waugaman

Jan 24, 2013: Get together list of 6 students from each classroom that will be in lunch bunch by using NWEA data, ISTEP, IREAD and teacher input **Person:** Terri Waugaman

Feb 3, 2013: Every month have a fun day where the students can have popcorn or snacks while doing group or make a craft.

Person: Title 1 aides & Terri Waugaman

Mar 3, 2013: Every month have a fun day where the students can have popcorn or snacks while doing group or make a craft.

Person: Title 1 aides & Terri Waugaman

Mar 7, 2013: Get together list of 6 students from each classroom that will be in lunch bunch by using NWEA data, ISTEP, IREAD and teacher input **Person:** Terri Waugaman

Mar 31, 2013: Every month have a fun day where the students can have popcorn or snacks while doing group or make a craft.

Person: Title 1 aides & Terri Waugaman

Apr 18, 2013: Get together list of 6 students from each classroom that will be in lunch bunch by using NWEA data, ISTEP, IREAD and teacher input **Person:** Terri Waugaman

May 5, 2013: Every month have a fun day where the students can have popcorn or snacks while doing group or make a craft.

Person: Title 1 aides & Terri Waugaman

Jun 30, 2013: Collect spring data: number up reading levels going up **Person:**

Jun 30, 2013: Collect spring data: survey from students **Person:**

Professional Development Summary

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)

Have the training for the volunteers

Brief Description: During one of the teacher meetings on Monday after school invite the volunteers and the women from Purdue to speak to the volunteers and Mrs. Phelan and Mrs. Dodson will have some items to discuss.

Intended Participants: Teachers, Counselors, Other

Date: Sep 10, 2012

Activity Purpose: Information

Activity Format: Presentation

Funding: no funding required

Does this activity occur during the school day? No

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

Training for Aides, supervisors for paws procedures.

Brief Description: Will give a brief overview of the paws procedures in the school

Intended Participants: Other

Date: Aug 21, 2012

Activity Purpose: Information

Activity Format:

Funding: none

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

Have a meeting with the teachers to do any trouble shooting or put in any new information to the pup

Brief Description: Discuss with teachers what they want to add or change in the puppy binders

Intended Participants: Teachers

Date: Mar 25, 2013

Activity Purpose: Information

Activity Format: Talk to

Funding: none

Does this activity occur during the school day? Yes

F. Encourage Rigorous Curriculum: 8 Step Process

learning log meetings

Brief Description: learning log meetings are a place to discuss the data that the teachers have collected during the 3-4 week cycle of teaching the Indiana standards and common core standards and regrouping students based on data

Intended Participants: Teachers

Dates: Sep 4, 2012; Oct 1, 2012; Nov 5, 2012; Dec 3, 2012; Jan 7, 2013; Feb 19, 2013; Mar 18, 2013; Apr 2, 2013; May 7, 2013

Activity Purpose: Information

Activity Format: Collaborative Problem Solving

Funding: none

Does this activity occur during the school day? Yes

learning logs meeting

Brief Description: learning log meetings are a place to discuss the data that the teachers have collected during the 3-4 week cycle of teaching the Indiana standards and common core standards and regrouping students based on data

Intended Participants: Teachers

Date: Jan 28, 2013

Activity Purpose: Information

Activity Format: Talk to

Funding: none

Does this activity occur during the school day? Yes

F. Encourage Rigorous Curriculum: Guided Reading

Have a discussions in a grade level meeting about the levels of students and setting goals with stud

Brief Description: discuss the outcomes of the running records and goal setting with the students adjust the data wall

Intended Participants: Teachers

Dates: Oct 11, 2012; Dec 13, 2012; Mar 7, 2013; May 30, 2013

Activity Purpose: Feedback/Support

Activity Format: Talk to

Funding: none

Does this activity occur during the school day? Yes

F. Encourage Rigorous Curriculum: S.H.I.N.E. Staff Helping the Individual Needs of Everyone

No professional development is needed for this strategy.

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

No professional development is needed for this strategy.

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

Ask Title 1 teacher for training in guided reading if needed.

Brief Description: If needed the special needs teachers and para will ask Terri Waugaman for training in guided reading during a meeting after school.

Intended Participants: Teachers

Date: Sep 7, 2012

Activity Purpose: Skill Building

Activity Format: Peer Coaching

Funding: none

Does this activity occur during the school day? No

W. Timely Additional Assistance: Lunch Bunch

Train aides in guided reading

Brief Description: The First day of school having training with the aides on guided reading and how to keep track of data.

Intended Participants: Other

Date: Aug 23, 2012

Activity Purpose: Information, Skill Building

Activity Format: Presentation

Funding: none

Does this activity occur during the school day? Yes

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... the students with a special education plan are not passing ISTEP+ ELA and IREAD 3

Data Targets Influenced by This Concern:

- Special Education Students -- % passing ISTEP+ Language Arts (AYP)

Strategies to Impact This Concern:

We are concerned that... students in grade k-5 need to have data that shows one years typical growth for that student in ELA

Data Targets Influenced by This Concern:

- K-5 students -- One year of typical growth in reading according to the NWEA

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: Guided Reading
- F. Encourage Rigorous Curriculum: 8 Step Process
- F. Encourage Rigorous Curriculum: S.H.I.N.E. Staff Helping the Individual Needs of Everyone

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

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 small group differentiated instruction for all developmental areas.

Data Targets Influenced by This Concern:

- 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:

- F. Encourage Rigorous Curriculum: S.H.I.N.E. Staff Helping the Individual Needs of Everyone

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 could be more 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)
- A. Parent Involvement: Communication
- 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
- A. Parent Involvement: Communication

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:

- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- 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
- K-5 students -- One year of typical growth in reading according to the NWEA

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: Guided Reading
- F. Encourage Rigorous Curriculum: 8 Step Process
- F. Encourage Rigorous Curriculum: S.H.I.N.E. Staff Helping the Individual Needs of Everyone

G. Attendance (IN Rules)

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- G. Attendance

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: Interactive Read Aloud/ Independent Reading-Conferences

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:

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

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

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

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

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

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

- K-5 students -- One year of typical growth in reading according to the NWEA
- Overall Students -- % passing ISTEP+ Language Arts (AYP)

Strategies to Impact This Concern:

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

W. Timely Additional Assistance (SW)

Data Targets Influenced by This Concern:

- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- K-5 students -- One year of typical growth in reading according to the NWEA

Strategies to Impact This Concern:

- W. Timely Additional Assistance: Lunch Bunch

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.

| | |
|--|---|
| <p>A. Where is the public copy of your school's curriculum located?</p> | <p>The school's curriculum is located in all the teachers' classrooms. The Principal as well as the Title 1 facilitator has a copy of k-5 curriculum maps. Central office has copies of all curriculum maps from k-12 grade in the Title 1 Coordinator office, Assistant Superintendent office, as well as Dr. Shirley, the Superintendent office.</p> |
| <p>B. What rules or statutes would you like to waive in order to promote student learning?</p> <ul style="list-style-type: none"> ● Identify the specific statute and and/or rule you wish to waive. ● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule. ● Explain the benefit to student achievement. ● Describe the evaluation process that would be used to measure the success of these strategies. | <p>None</p> |
| <p>C. Are your school's attendance rates supportive of learning? What activities will you implement next year to increase or maintain your attendance rate?</p> | <p>Yes, our attendance rate is supportive to learning. We have included an Attendance strategy for the 2012-2013 school year. We will be tracking by grade level the attendance rates and have an award each month for the class with the highest attendance rate. On an individual basis we will have a drawing each month with the students name to get a prize. At the end of the year for perfect attendance students will receive a certificate and reward during the awards ceremony.</p> |
| <p>D. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.</p> | <p>Our school is currently using the IREAD this year for the third grade. The Northwest Educational Assessment (NWEA) computerized assessment in k-1 the tests reading and math, in 2-5 the areas include; reading, language, math, and science. The NWEA is given three times a year to k-5 students. Running Records are assessed with the Fountas and Pinnell Benchmark Kits k-5 grade this allows the teacher to assess a child's reading fluency, comprehension levels and words per minute. This information allows the teacher to identify the student's independent and instructional level for reading. The Running Records are administered three times a year.</p> |
| <p>E. List the needs assessments used in your school to help you identify areas that are interfering with learning.</p> | <p>Longfellow utilizes the Force Field Reports to identify areas that are interfering with learning through the inquiry questions, surveys for staff, students, community, and parents.</p> |
| <p>F. List the programs that will be consolidated under the school-wide plan (if applicable). If not consolidating programs, please explain why not.</p> | <p>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.</p> |

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 |
| First Year: Rationale + Organizational Structure After First Year: 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 2014-2015 school year