

School Improvement Plan - 2013-2014

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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
- Kristen Freel - Teacher
- Tiara Harris - Administrator
- Karen Laird - Teacher
- Toni Modglin - Parent/Guardian
- Josie Werhowatz - School Counselor

Strategy Chairs

- Deb Carlson
- Kristen Freel
- Tiara Harris
- Teresa Kotzo
- Christina McCarty
- Rose Phelan
- Josie Werhowatz

Community Council

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

- Tammy Frenzel - Parent and works at school
- Mary Jo Graig - Community Member
- Beth Homan - Parent
- Sharon Johnson-Shirley - School Board Representative
- Joy Koi - Parent
- Sadia Lopez - Parent, Community Member and works at School
- Jane McIntire - Community - Youth Service Organization
- Toni Modglin - Federal Youth Programs and Parent
- Christy Morris - Parent
- Hilda Negrete - Parent and Business Representative
- John Nuttall - Parent
- Michelle Prater - Parent
- Christina Repko - Parent Representative
- Patrice Salus - Parent
- Tammy Straubel - 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.

3-5th Students - Overall % Passing both ISTEP ELA and MATH

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			64.6	70		80		85		90		100

3-5th Students - Overall % Passing on ISTEP ELA

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	59%	62%	75.7	80		85		90		95		100%

3-5th Students - Overall % Passing on ISTEP Math

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			78.5	82.0		85		90		95		100

All 4th grade students-ISTEP-Mathematics - Problem Solving - ISTEP

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			70	73		76		79		82		100

Free Lunch Students - Overall % Passing ISTEP ELA

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			73.8	80		85		90		95		100

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

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
na	na	80%		85%		90%		100%		100%		100%

K-5 Students Meeting Guided Reading Benchmark - Guided Reading Scores

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			65.8	75		78		81		83		100

Top 75% of Students - Overall % with High Growth in ISTEP ELA

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			22.2	37		44		50		55		100

Top 75% of Students - Overall % with High Growth on ISTEP Math

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			6.3	40		46		52		57		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... 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.

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... Teachers for grade k-5 students 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... 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... 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... The high number of office referrals and 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... Parent Involvement

We are concerned that... Educator Training - Parent Involvement

We are concerned that... Outreach to Preschool Parent Involvement Programs

We are concerned that... Parent Information Resource Center Website

We are concerned that... Instruction by Highly Qualified Teachers

We are concerned that... Instruction by Highly Qualified Paraprofessionals

We are concerned that... Attracting Highly Qualified Teachers

We are concerned that... Student Transition

We are concerned that... Parent Notice - Assessment Results

We are concerned that... School-Parent Involvement Policy

We are concerned that... Parent Right-to-Know Letter - Qualifications

We are concerned that... Parent Right-to-Know Letter - Non-Qualified Teacher

We are concerned that... School-Parent Compact

We are concerned that... Annual Parent Meeting

We are concerned that... Timely Additional Assistance

Required Areas of Concern

F. Encourage Rigorous Curriculum

G. Attendance

I. Focused Academic Area

U. Focused Student Group

Strategies

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

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

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

The strategy titles and descriptions are listed below:

Local Strategies

Annual Parent Meeting

In the fall, Longfellow School will hold an annual parent meeting this meeting will be held on August 14, 2013 for K-2 parents, and August 15 for 3-5th grade parents. 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 DOE monitoring.

Impact Level: Low Impact

Focus: General

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

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

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

Impact Level: High Impact - Outside

Focus: General

Educator Training - Parent Involvement

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

academic career.

Impact Level: High Impact - Inside

Focus: General

Instruction by Highly Qualified Paraprofessionals.

Longfellow ensures that all teacher aides 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: High Impact - Inside

Focus: General

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: High Impact - Inside

Focus: General

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

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

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

Impact Level: High Impact - Inside

Focus: General

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

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 1 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. 4. Two parent Side-by-Side visits will be scheduled. These visits show parents what their child is learning and how they can help their child learn.

Impact Level: High Impact - Outside

Focus: General

Parent Involvement: Communication

To help parents communicate with their child's teacher, Longfellow School will: 1. Hold parent-teacher conferences once per year. The Title I teacher will provide tips for teachers and parents about parent-teacher conferences and a Title I page will be included in the monthly newspaper. 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

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 student's achievement, the student's 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: General

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: General

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: General

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: General

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: General

Student Transition

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 - Inside

Focus: Specific

Timely Additional Assistance

Title 1 teacher will oversee aides meeting with students 30 minutes Monday-Friday to work on individual skills in Language Arts and Mathematics.

Impact Level: High Impact - Inside

Focus: Specific

Required Strategies

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

Each day for 30 minutes, teachers will provided Tier 2 instruction for students who are below level in reading and/or math. 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 teacher 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. Students that do not make progress, will be referred for special education testing.

Impact Level: High Impact - Inside

Focus: Specific

G. Attendance

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

Impact Level: High Impact - Inside

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

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

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 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

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

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

% of parents who volunteer

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

Educator Training - Parent Involvement

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

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

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 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

% of students that have a ROC record of consequence

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

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 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

Student Transition

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

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 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 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

Timely Additional Assistance

survey from students

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

number up reading levels going up

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

Required Strategies

F. Encourage Rigorous Curriculum: Guided Reading

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

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

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 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

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

lesson plans with Read Aloud and Independent Reading lessons included

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
94%	100%		100%	

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

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

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

% of Guided Reading Groups for students with special needs per week

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
60%	100%		100%	

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

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

To-Do List

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

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

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

Aug 13, 2013: Discuss 4H Clubs with parents at Open House to get volunteers **Person:** Classroom Teachers
Aug 19, 2013: Create the list of volunteers and give to Rose Phelan **Person:** Crystal Dodson
Sep 8, 2013: Discuss opportunities for activities with classroom teachers **Person:** Rose Phelan
Sep 10, 2013: Call parents, organize adults willing to help **Person:** Rose Phelan
Sep 14, 2013: Give a survey to students to see what activities students are interested in. **Person:** Classroom Teachers
Sep 15, 2013: Club activities begin independently. **Person:** Volunteers
Oct 15, 2013: Club activities begin independently. **Person:** Volunteers
Nov 15, 2013: Club activities begin independently. **Person:** Volunteers
Nov 30, 2013: Collect fall data: % of parents who volunteer **Person:** Rose Phelan
Nov 30, 2013: Collect fall data: % of students who participate in extracurricular activities **Person:** Rose Phelan
Nov 30, 2013: Collect fall data: % of teachers who believe that interest clubs at recess have decreased the number of discipline problems. **Person:** Rose Phelan
Dec 15, 2013: Club activities begin independently. **Person:** Volunteers
Jan 15, 2014: Club activities begin independently. **Person:** Volunteers
Feb 15, 2014: Club activities begin independently. **Person:** Volunteers
Mar 15, 2014: Club activities begin independently. **Person:** Volunteers
Apr 15, 2014: Club activities begin independently. **Person:** Volunteers
Apr 30, 2014: Collect spring data: % of parents who volunteer **Person:** Rose Phelan
Apr 30, 2014: Collect spring data: % of students who participate in extracurricular activities **Person:** Rose Phelan
Apr 30, 2014: Collect spring data: % of teachers who believe that interest clubs at recess have decreased the number of discipline problems. **Person:** Rose Phelan
May 15, 2014: Club activities begin independently. **Person:** Volunteers
Jun 15, 2014: Club activities begin independently. **Person:** Volunteers

Educator Training - Parent Involvement

May 10, 2013: Order new Puppy Binders **Person:** Delreta McLay
May 20, 2013: Copies will be made for each binder **Person:** Patrice Salus
May 29, 2013: Teachers will create new homework binder material for each grade level **Person:** Classroom Teachers
Jun 5, 2013: Aides will assemble new Puppy Binders **Person:** Title I Aides
Aug 13, 2013: Teachers will discuss Puppy Binders at Open House **Person:** Classroom Teachers
Aug 19, 2013: Aides will check binders each week for parent communications and give notice to classroom teachers. **Person:** Title I Aides
Aug 19, 2013: Title I aides will file parent communication page from each Puppy Binder **Person:** Title I Aides
Aug 26, 2013: Aides will check binders each week for parent communications and give notice to classroom teachers. **Person:** Title I Aides
Aug 26, 2013: Title I aides will file parent communication page from each Puppy Binder **Person:** Title I Aides
Sep 2, 2013: Aides will check binders each week for parent communications and give notice to classroom teachers. **Person:** Title I Aides
Sep 2, 2013: Title I aides will file parent communication page from each Puppy Binder **Person:** Title I Aides
Sep 9, 2013: Aides will check binders each week for parent communications and give notice to classroom teachers. **Person:** Title I Aides
Sep 9, 2013: Title I aides will file parent communication page from each Puppy Binder **Person:** Title I Aides
Sep 16, 2013: Aides will check binders each week for parent communications and give notice to classroom teachers. **Person:** Title I Aides

Encourage Rigorous Curriculum

Sep 2, 2013: Teachers will collect weekly data for students in RTI (SHINE). **Person:** Classroom Teachers

Sep 5, 2013: Classroom Teachers will group students according to G. R. Level and give instruction to each group. Title I students will receive G.R. Instruction daily. **Person:** Classroom Teachers

Sep 9, 2013: Teachers will collect weekly data for students in RTI (SHINE). **Person:** Classroom Teachers

Sep 16, 2013: Teachers will collect weekly data for students in RTI (SHINE). **Person:** Classroom Teachers

Sep 23, 2013: Teachers will collect weekly data for students in RTI (SHINE). **Person:** Classroom Teachers

Sep 30, 2013: Teachers will collect weekly data for students in RTI (SHINE). **Person:** Classroom Teachers

Oct 5, 2013: STARS meeting (RTI) will occur each quarter. Teachers will refer students who have not made progress. **Person:** Josie Werhowatz

Oct 7, 2013: Teachers will collect weekly data for students in RTI (SHINE). **Person:** Classroom Teachers

Oct 10, 2013: Teachers will collect running record data 3 times per year. **Person:** Classroom Teachers

Oct 14, 2013: Teachers will collect weekly data for students in RTI (SHINE). **Person:** Classroom Teachers

Oct 21, 2013: Teachers will collect weekly data for students in RTI (SHINE). **Person:** Classroom Teachers

Oct 28, 2013: Teachers will collect weekly data for students in RTI (SHINE). **Person:** Classroom Teachers

Nov 4, 2013: Teachers will collect weekly data for students in RTI (SHINE). **Person:** Classroom Teachers

Nov 11, 2013: Teachers will collect weekly data for students in RTI (SHINE). **Person:** Classroom Teachers

Nov 18, 2013: Teachers will collect weekly data for students in RTI (SHINE). **Person:** Classroom Teachers

Nov 25, 2013: Teachers will collect weekly data for students in RTI (SHINE). **Person:** Classroom Teachers

Nov 30, 2013: Collect fall data: % of teachers turning in the Benchmark Running Record on the Excel grid sheet **Person:**

Nov 30, 2013: Collect fall data: % teachers collecting data for each child in shine group **Person:**

Dec 2, 2013: Teachers will collect weekly data for students in RTI (SHINE). **Person:** Classroom Teachers

Dec 7, 2013: STARS meeting (RTI) will occur each quarter. Teachers will refer students who have not made progress. **Person:** Josie Werhowatz

Dec 9, 2013: Teachers will collect weekly data for students in RTI (SHINE). **Person:** Classroom Teachers

Dec 12, 2013: Teachers will collect running record data 3 times per year. **Person:** Classroom Teachers

Dec 16, 2013: Teachers will collect weekly data for students in RTI (SHINE). **Person:** Classroom Teachers

Dec 23, 2013: Teachers will collect weekly data for students in RTI (SHINE). **Person:** Classroom Teachers

Dec 30, 2013: Teachers will collect weekly data for students in RTI (SHINE). **Person:** Classroom Teachers

Jan 6, 2014: Teachers will collect weekly data for students in RTI (SHINE). **Person:** Classroom Teachers

Jan 13, 2014: Teachers will collect weekly data for students in RTI (SHINE). **Person:** Classroom Teachers

Jan 20, 2014: Teachers will collect weekly data for students in RTI (SHINE). **Person:** Classroom Teachers

Jan 27, 2014: Teachers will collect weekly data for students in RTI (SHINE). **Person:** Classroom Teachers

Feb 3, 2014: Teachers will collect weekly data for students in RTI (SHINE). **Person:** Classroom Teachers

Feb 8, 2014: STARS meeting (RTI) will occur each quarter. Teachers will refer students who have not made progress. **Person:** Josie Werhowatz

Feb 10, 2014: Teachers will collect weekly data for students in RTI (SHINE). **Person:** Classroom Teachers

Feb 13, 2014: Teachers will collect running record data 3 times per year. **Person:** Classroom Teachers

Feb 17, 2014: Teachers will collect weekly data for students in RTI (SHINE). **Person:** Classroom Teachers

Feb 24, 2014: Teachers will collect weekly data for students in RTI (SHINE). **Person:** Classroom Teachers

Mar 3, 2014: Teachers will collect weekly data for students in RTI (SHINE). **Person:** Classroom Teachers

Mar 10, 2014: Teachers will collect weekly data for students in RTI (SHINE). **Person:** Classroom Teachers

Mar 17, 2014: Teachers will collect weekly data for students in RTI (SHINE). **Person:** Classroom Teachers

Mar 24, 2014: Teachers will collect weekly data for students in RTI (SHINE). **Person:** Classroom Teachers

Mar 31, 2014: Teachers will collect weekly data for students in RTI (SHINE). **Person:** Classroom Teachers

Apr 7, 2014: Teachers will collect weekly data for students in RTI (SHINE). **Person:** Classroom Teachers

Apr 12, 2014: STARS meeting (RTI) will occur each quarter. Teachers will refer students who have not made progress. **Person:** Josie Werhowatz

Apr 14, 2014: Teachers will collect weekly data for students in RTI (SHINE). **Person:** Classroom Teachers

Apr 17, 2014: Teachers will collect running record data 3 times per year. **Person:** Classroom Teachers

Apr 21, 2014: Teachers will collect weekly data for students in RTI (SHINE). **Person:** Classroom Teachers

Apr 28, 2014: Teachers will collect weekly data for students in RTI (SHINE). **Person:** Classroom Teachers

May 5, 2014: Teachers will collect weekly data for students in RTI (SHINE). **Person:** Classroom Teachers

May 12, 2014: Teachers will collect weekly data for students in RTI (SHINE). **Person:** Classroom Teachers

May 19, 2014: Teachers will collect weekly data for students in RTI (SHINE). **Person:** Classroom Teachers

May 26, 2014: Teachers will collect weekly data for students in RTI (SHINE). **Person:** Classroom Teachers

Jun 2, 2014: Teachers will collect weekly data for students in RTI (SHINE). **Person:** Classroom Teachers

Jun 30, 2014: Collect spring data: % of teachers turning in the Benchmark Running Record on the Excel grid sheet **Person:**

Jun 30, 2014: Collect spring data: % teachers collecting data for each child in shine group **Person:**

Mar 17, 2014: Classroom teachers will plan and implement a Read Aloud and Independent Reading in weekly lesson plans. Lesson plan will include Name of Book, Genre, and Focus (Strategy being taught). **Person:** Classroom teachers

Mar 24, 2014: Classroom teachers will plan and implement a Read Aloud and Independent Reading in weekly lesson plans. Lesson plan will include Name of Book, Genre, and Focus (Strategy being taught). **Person:** Classroom teachers

Mar 31, 2014: Classroom teachers will plan and implement a Read Aloud and Independent Reading in weekly lesson plans. Lesson plan will include Name of Book, Genre, and Focus (Strategy being taught). **Person:** Classroom teachers

Apr 7, 2014: Classroom teachers will plan and implement a Read Aloud and Independent Reading in weekly lesson plans. Lesson plan will include Name of Book, Genre, and Focus (Strategy being taught). **Person:** Classroom teachers

Apr 14, 2014: Classroom teachers will plan and implement a Read Aloud and Independent Reading in weekly lesson plans. Lesson plan will include Name of Book, Genre, and Focus (Strategy being taught). **Person:** Classroom teachers

Apr 21, 2014: Classroom teachers will plan and implement a Read Aloud and Independent Reading in weekly lesson plans. Lesson plan will include Name of Book, Genre, and Focus (Strategy being taught). **Person:** Classroom teachers

Apr 28, 2014: Classroom teachers will plan and implement a Read Aloud and Independent Reading in weekly lesson plans. Lesson plan will include Name of Book, Genre, and Focus (Strategy being taught). **Person:** Classroom teachers

May 5, 2014: Classroom teachers will plan and implement a Read Aloud and Independent Reading in weekly lesson plans. Lesson plan will include Name of Book, Genre, and Focus (Strategy being taught). **Person:** Classroom teachers

May 12, 2014: Classroom teachers will plan and implement a Read Aloud and Independent Reading in weekly lesson plans. Lesson plan will include Name of Book, Genre, and Focus (Strategy being taught). **Person:** Classroom teachers

May 19, 2014: Classroom teachers will plan and implement a Read Aloud and Independent Reading in weekly lesson plans. Lesson plan will include Name of Book, Genre, and Focus (Strategy being taught). **Person:** Classroom teachers

May 26, 2014: Classroom teachers will plan and implement a Read Aloud and Independent Reading in weekly lesson plans. Lesson plan will include Name of Book, Genre, and Focus (Strategy being taught). **Person:** Classroom teachers

Jun 30, 2014: Collect spring data: % of teachers conferencing with individual students during independent reading time. **Person:**

Jun 30, 2014: Collect spring data: lesson plans with Read Aloud and Independent Reading lessons included **Person:**

Focused Student Group

Apr 1, 2013: Collect baseline data: % of Guided Reading Groups for students with special needs per week **Person:**

Sep 2, 2013: SPED teacher gives survey about reading comfort level to SPED students **Person:** SPED teachers

Sep 2, 2013: SPED Teachers will instruct students in guided reading groups weekly. **Person:** SPED teachers

Sep 9, 2013: SPED Teachers will instruct students in guided reading groups weekly. **Person:** SPED teachers

Sep 16, 2013: SPED Teachers will instruct students in guided reading groups weekly. **Person:** SPED teachers

Sep 23, 2013: SPED Teachers will instruct students in guided reading groups weekly. **Person:** SPED teachers

Sep 30, 2013: SPED Teachers will instruct students in guided reading groups weekly. **Person:** SPED teachers

Oct 7, 2013: SPED Teachers will instruct students in guided reading groups weekly. **Person:** SPED teachers

Oct 14, 2013: SPED Teachers will instruct students in guided reading groups weekly. **Person:** SPED teachers

Oct 21, 2013: SPED Teachers will instruct students in guided reading groups weekly. **Person:** SPED teachers

Oct 28, 2013: SPED Teachers will instruct students in guided reading groups weekly. **Person:** SPED teachers

Nov 4, 2013: SPED Teachers will instruct students in guided reading groups weekly. **Person:** SPED teachers

Nov 11, 2013: SPED Teachers will instruct students in guided reading groups weekly. **Person:** SPED teachers

Nov 18, 2013: SPED Teachers will instruct students in guided reading groups weekly. **Person:** SPED teachers

Nov 25, 2013: SPED Teachers will instruct students in guided reading groups weekly. **Person:** SPED teachers

Nov 30, 2013: Collect fall data: % of Guided Reading Groups for students with special needs per week **Person:**

Nov 30, 2013: Collect fall data: Percentage of students reporting in a survey that they feel confident in guided reading. **Person:**

Dec 2, 2013: SPED Teachers will instruct students in guided reading groups weekly. **Person:** SPED teachers

Dec 9, 2013: SPED Teachers will instruct students in guided reading groups weekly. **Person:** SPED teachers

Dec 16, 2013: SPED Teachers will instruct students in guided reading groups weekly. **Person:** SPED teachers

Dec 23, 2013: SPED Teachers will instruct students in guided reading groups weekly. **Person:** SPED teachers

Dec 30, 2013: SPED Teachers will instruct students in guided reading groups weekly. **Person:** SPED teachers

Jan 6, 2014: SPED Teachers will instruct students in guided reading groups weekly. **Person:** SPED teachers

Jan 13, 2014: SPED Teachers will instruct students in guided reading groups weekly. **Person:** SPED teachers

Jan 20, 2014: SPED Teachers will instruct students in guided reading groups weekly. **Person:** SPED teachers

Jan 27, 2014: SPED Teachers will instruct students in guided reading groups weekly. **Person:** SPED teachers

Feb 3, 2014: SPED Teachers will instruct students in guided reading groups weekly. **Person:** SPED teachers

Feb 10, 2014: SPED Teachers will instruct students in guided reading groups weekly. **Person:** SPED teachers

Feb 17, 2014: SPED Teachers will instruct students in guided reading groups weekly. **Person:** SPED teachers

Feb 24, 2014: SPED Teachers will instruct students in guided reading groups weekly. **Person:** SPED teachers

Mar 3, 2014: SPED Teachers will instruct students in guided reading groups weekly. **Person:** SPED teachers

Mar 10, 2014: SPED Teachers will instruct students in guided reading groups weekly. **Person:** SPED teachers

Mar 17, 2014: SPED Teachers will instruct students in guided reading groups weekly. **Person:** SPED teachers

Mar 24, 2014: SPED Teachers will instruct students in guided reading groups weekly. **Person:** SPED teachers
Mar 31, 2014: SPED Teachers will instruct students in guided reading groups weekly. **Person:** SPED teachers
Apr 7, 2014: SPED Teachers will instruct students in guided reading groups weekly. **Person:** SPED teachers
Apr 14, 2014: SPED Teachers will instruct students in guided reading groups weekly. **Person:** SPED teachers
Apr 21, 2014: SPED Teachers will instruct students in guided reading groups weekly. **Person:** SPED teachers
Apr 28, 2014: SPED Teachers will instruct students in guided reading groups weekly. **Person:** SPED teachers
May 5, 2014: SPED Teachers will instruct students in guided reading groups weekly. **Person:** SPED teachers
May 12, 2014: SPED Teachers will instruct students in guided reading groups weekly. **Person:** SPED teachers
May 19, 2014: SPED Teachers will instruct students in guided reading groups weekly. **Person:** SPED teachers
May 26, 2014: SPED Teachers will instruct students in guided reading groups weekly. **Person:** SPED teachers
Jun 2, 2014: SPED teacher gives survey about reading comfort level to SPED students **Person:** SPED teachers
Jun 2, 2014: SPED Teachers will instruct students in guided reading groups weekly. **Person:** SPED teachers
Jun 30, 2014: Collect spring data: % of Guided Reading Groups for students with special needs per week **Person:**
Jun 30, 2014: Collect spring data: Percentage of students reporting in a survey that they feel confident in guided reading. **Person:**

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

Aug 2, 2013: Purchase PAWS cart toys and candy. **Person:** Deb Carlson
Aug 19, 2013: Teachers practice PAWS procedures with students. **Person:** Classroom teachers
Aug 26, 2013: Discuss PAWS procedures with teachers during teacher meeting. Go over PAWS consequences. **Person:** Tiara Harris
Sep 2, 2013: PAWS cart and PAWS showcase is available for students to redeem PAWS weekly. **Person:** Nedra Richardson
Sep 9, 2013: PAWS cart and PAWS showcase is available for students to redeem PAWS weekly. **Person:** Nedra Richardson
Sep 16, 2013: PAWS cart and PAWS showcase is available for students to redeem PAWS weekly. **Person:** Nedra Richardson
Sep 23, 2013: PAWS cart and PAWS showcase is available for students to redeem PAWS weekly. **Person:** Nedra Richardson
Sep 30, 2013: Adult prize given monthly. **Person:** Nedra Richardson
Sep 30, 2013: PAWS cart and PAWS showcase is available for students to redeem PAWS weekly. **Person:** Nedra Richardson
Sep 30, 2013: PAWS meetings monthly to look over data. **Person:** Tiara Harris
Oct 7, 2013: PAWS cart and PAWS showcase is available for students to redeem PAWS weekly. **Person:** Nedra Richardson
Oct 14, 2013: PAWS cart and PAWS showcase is available for students to redeem PAWS weekly. **Person:** Nedra Richardson
Oct 21, 2013: PAWS cart and PAWS showcase is available for students to redeem PAWS weekly. **Person:** Nedra Richardson
Oct 28, 2013: PAWS cart and PAWS showcase is available for students to redeem PAWS weekly. **Person:** Nedra Richardson
Oct 30, 2013: Adult prize given monthly. **Person:** Nedra Richardson
Oct 30, 2013: PAWS meetings monthly to look over data. **Person:** Tiara Harris
Nov 4, 2013: PAWS cart and PAWS showcase is available for students to redeem PAWS weekly. **Person:** Nedra Richardson
Nov 11, 2013: PAWS cart and PAWS showcase is available for students to redeem PAWS weekly. **Person:** Nedra Richardson
Nov 18, 2013: PAWS cart and PAWS showcase is available for students to redeem PAWS weekly. **Person:** Nedra Richardson
Nov 25, 2013: PAWS cart and PAWS showcase is available for students to redeem PAWS weekly. **Person:** Nedra Richardson
Nov 30, 2013: Adult prize given monthly. **Person:** Nedra Richardson
Nov 30, 2013: Collect fall data: % of students that have a ROC record of consequence **Person:**
Nov 30, 2013: 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:**
Nov 30, 2013: PAWS meetings monthly to look over data. **Person:** Tiara Harris
Dec 2, 2013: PAWS cart and PAWS showcase is available for students to redeem PAWS weekly. **Person:** Nedra Richardson
Dec 9, 2013: PAWS cart and PAWS showcase is available for students to redeem PAWS weekly. **Person:** Nedra Richardson
Dec 16, 2013: PAWS cart and PAWS showcase is available for students to redeem PAWS weekly. **Person:** Nedra Richardson
Dec 23, 2013: PAWS cart and PAWS showcase is available for students to redeem PAWS weekly. **Person:** Nedra Richardson
Dec 30, 2013: Adult prize given monthly. **Person:** Nedra Richardson
Dec 30, 2013: PAWS cart and PAWS showcase is available for students to redeem PAWS weekly. **Person:** Nedra Richardson
Dec 30, 2013: PAWS meetings monthly to look over data. **Person:** Tiara Harris
Jan 6, 2014: PAWS cart and PAWS showcase is available for students to redeem PAWS weekly. **Person:** Nedra Richardson
Jan 13, 2014: PAWS cart and PAWS showcase is available for students to redeem PAWS weekly. **Person:** Nedra Richardson
Jan 20, 2014: PAWS cart and PAWS showcase is available for students to redeem PAWS weekly. **Person:** Nedra Richardson
Jan 27, 2014: PAWS cart and PAWS showcase is available for students to redeem PAWS weekly. **Person:** Nedra Richardson
Jan 30, 2014: Adult prize given monthly. **Person:** Nedra Richardson
Jan 30, 2014: PAWS meetings monthly to look over data. **Person:** Tiara Harris
Feb 3, 2014: PAWS cart and PAWS showcase is available for students to redeem PAWS weekly. **Person:** Nedra Richardson
Feb 10, 2014: PAWS cart and PAWS showcase is available for students to redeem PAWS weekly. **Person:** Nedra Richardson
Feb 17, 2014: PAWS cart and PAWS showcase is available for students to redeem PAWS weekly. **Person:** Nedra Richardson
Feb 24, 2014: PAWS cart and PAWS showcase is available for students to redeem PAWS weekly. **Person:** Nedra Richardson

Mar 2, 2014: Adult prize given monthly. **Person:** Nedra Richardson
Mar 2, 2014: PAWS meetings monthly to look over data. **Person:** Tiara Harris
Mar 3, 2014: PAWS cart and PAWS showcase is available for students to redeem PAWS weekly. **Person:** Nedra Richardson
Mar 10, 2014: PAWS cart and PAWS showcase is available for students to redeem PAWS weekly. **Person:** Nedra Richardson
Mar 17, 2014: PAWS cart and PAWS showcase is available for students to redeem PAWS weekly. **Person:** Nedra Richardson
Mar 24, 2014: PAWS cart and PAWS showcase is available for students to redeem PAWS weekly. **Person:** Nedra Richardson
Mar 31, 2014: PAWS cart and PAWS showcase is available for students to redeem PAWS weekly. **Person:** Nedra Richardson
Apr 2, 2014: Adult prize given monthly. **Person:** Nedra Richardson
Apr 2, 2014: PAWS meetings monthly to look over data. **Person:** Tiara Harris
Apr 7, 2014: PAWS cart and PAWS showcase is available for students to redeem PAWS weekly. **Person:** Nedra Richardson
Apr 14, 2014: PAWS cart and PAWS showcase is available for students to redeem PAWS weekly. **Person:** Nedra Richardson
Apr 21, 2014: PAWS cart and PAWS showcase is available for students to redeem PAWS weekly. **Person:** Nedra Richardson
Apr 28, 2014: PAWS cart and PAWS showcase is available for students to redeem PAWS weekly. **Person:** Nedra Richardson
May 2, 2014: Adult prize given monthly. **Person:** Nedra Richardson
May 2, 2014: PAWS meetings monthly to look over data. **Person:** Tiara Harris
May 5, 2014: PAWS cart and PAWS showcase is available for students to redeem PAWS weekly. **Person:** Nedra Richardson
May 12, 2014: PAWS cart and PAWS showcase is available for students to redeem PAWS weekly. **Person:** Nedra Richardson
May 19, 2014: PAWS cart and PAWS showcase is available for students to redeem PAWS weekly. **Person:** Nedra Richardson
May 26, 2014: PAWS cart and PAWS showcase is available for students to redeem PAWS weekly. **Person:** Nedra Richardson
Jun 2, 2014: PAWS cart and PAWS showcase is available for students to redeem PAWS weekly. **Person:** Nedra Richardson
Jun 30, 2014: Collect spring data: % of students that have a ROC record of consequence **Person:**
Jun 30, 2014: 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:**

Parent Involvement: Parenting Skills for Educational Success

Aug 19, 2013: Title I teacher will keep parent brochure table up-to-date with information. **Person:** Title I teacher
Sep 2, 2013: Title I teacher will submit a page in the monthly newspaper-Longfellow Leader. **Person:** Title I teacher
Oct 2, 2013: Title I teacher will submit a page in the monthly newspaper-Longfellow Leader. **Person:** Title I teacher
Oct 20, 2013: Send invitation for Fall Fun Fair. **Person:** Title I teacher
Oct 24, 2013: Organize games and activities for Literacy Night. Get volunteers. **Person:** Title I teacher
Oct 27, 2013: Organize games, candy, and prizes for Fall Fun Fair. **Person:** Title I teacher
Oct 28, 2013: Send parent invitation for Literacy Night. **Person:** Title I teacher
Oct 29, 2013: Send invitation to parents for Fall Side-by-Side visit. **Person:** Title I teacher
Oct 30, 2013: Fall Fun Fair-Halloween **Person:** Title I teacher
Nov 2, 2013: Remind Supervisors to put up Science Fair bulletin board. **Person:** Title I teacher
Nov 2, 2013: Title I teacher will submit a page in the monthly newspaper-Longfellow Leader. **Person:** Title I teacher
Nov 5, 2013: Fall Side by Side visit. Collect surveys from parents. **Person:** Title I teacher
Nov 7, 2013: Family Literacy Night **Person:** Title I teacher
Nov 22, 2013: Reminder to teachers to begin Science Projects in classrooms. **Person:** Title I teacher
Nov 30, 2013: Collect fall data: % of teachers & Parents to volunteer during any one or more of the listed activities and receive feedback on event. **Person:**
Dec 2, 2013: Title I teacher will submit a page in the monthly newspaper-Longfellow Leader. **Person:** Title I teacher
Dec 6, 2013: Order Science Fair boards and ribbons if needed. Secure judges for Science Fair in Jan. **Person:** Title I teacher
Jan 2, 2014: Title I teacher will submit a page in the monthly newspaper-Longfellow Leader. **Person:** Title I teacher
Jan 10, 2014: Last reminder to students for Science Fair. **Person:** Title I teacher
Jan 14, 2014: School-wide Science Fair **Person:** Title I teacher
Feb 2, 2014: Title I teacher will submit a page in the monthly newspaper-Longfellow Leader. **Person:** Title I teacher
Mar 2, 2014: Title I teacher will submit a page in the monthly newspaper-Longfellow Leader. **Person:** Title I teacher
Apr 2, 2014: Title I teacher will submit a page in the monthly newspaper-Longfellow Leader. **Person:** Title I teacher
Apr 5, 2014: Spring Side by Side visit. Collect survey from parents. **Person:** Title I teacher
May 2, 2014: Title I teacher will submit a page in the monthly newspaper-Longfellow Leader. **Person:** Title I teacher
Jun 2, 2014: Title I teacher will submit a page in the monthly newspaper-Longfellow Leader. **Person:** Title I teacher
Jun 30, 2014: Collect spring data: % of teachers & Parents to volunteer during any one or more of the listed activities and receive feedback on event. **Person:**

Parent Involvement: Communication

Sep 6, 2013: Teachers will update their online classrooms. **Person:** Classroom Teachers

Sep 20, 2013: Tips for parents will be included in the monthly Longfellow Leader Newspaper. **Person:** Title I teacher
Oct 20, 2013: Tips for parents will be included in the monthly Longfellow Leader Newspaper. **Person:** Title I teacher
Nov 20, 2013: Tips for parents will be included in the monthly Longfellow Leader Newspaper. **Person:** Title I teacher
Dec 20, 2013: Tips for parents will be included in the monthly Longfellow Leader Newspaper. **Person:** Title I teacher
Jan 7, 2014: Parents will be notified of Parent - Teacher conferences. **Person:** Deb Carlson
Jan 20, 2014: Tips for parents will be included in the monthly Longfellow Leader Newspaper. **Person:** Title I teacher
Feb 20, 2014: Tips for parents will be included in the monthly Longfellow Leader Newspaper. **Person:** Title I teacher
Mar 20, 2014: Tips for parents will be included in the monthly Longfellow Leader Newspaper. **Person:** Title I teacher
Apr 20, 2014: Tips for parents will be included in the monthly Longfellow Leader Newspaper. **Person:** Title I teacher
May 20, 2014: Tips for parents will be included in the monthly Longfellow Leader Newspaper. **Person:** Title I teacher
Jun 20, 2014: Tips for parents will be included in the monthly Longfellow Leader Newspaper. **Person:** Title I teacher

Student Transition

Sep 10, 2013: Choose dates for upcoming Fantastic Fours meetings. **Person:** Deb Carlson
Sep 11, 2013: Plan activities for Fantastic Fours. **Person:** Classroom Teacher (different each month)
Sep 15, 2013: Notify families of Fantastic Fours dates **Person:** Kristen Freel
Sep 20, 2013: Fantastic Fours monthly meeting with parents and students **Person:** Kristen Freel
Oct 11, 2013: Plan activities for Fantastic Fours. **Person:** Classroom Teacher (different each month)
Oct 15, 2013: Notify families of Fantastic Fours dates **Person:** Kristen Freel
Oct 20, 2013: Fantastic Fours monthly meeting with parents and students **Person:** Kristen Freel
Nov 11, 2013: Plan activities for Fantastic Fours. **Person:** Classroom Teacher (different each month)
Nov 15, 2013: Notify families of Fantastic Fours dates **Person:** Kristen Freel
Nov 20, 2013: Fantastic Fours monthly meeting with parents and students **Person:** Kristen Freel
Nov 30, 2013: Collect fall data: On Survey Questions #1,2 and 3 percent of parents reporting that they feel welcome and comfortable **Person:**
Nov 30, 2013: Collect fall data: Survey Questions #4 and 5 the % reporting a smooth transition into kindergarten **Person:**
Dec 11, 2013: Plan activities for Fantastic Fours. **Person:** Classroom Teacher (different each month)
Dec 15, 2013: Notify families of Fantastic Fours dates **Person:** Kristen Freel
Dec 20, 2013: Fantastic Fours monthly meeting with parents and students **Person:** Kristen Freel
Jan 11, 2014: Plan activities for Fantastic Fours. **Person:** Classroom Teacher (different each month)
Jan 15, 2014: Notify families of Fantastic Fours dates **Person:** Kristen Freel
Jan 20, 2014: Fantastic Fours monthly meeting with parents and students **Person:** Kristen Freel
Feb 11, 2014: Plan activities for Fantastic Fours. **Person:** Classroom Teacher (different each month)
Feb 15, 2014: Notify families of Fantastic Fours dates **Person:** Kristen Freel
Feb 20, 2014: Fantastic Fours monthly meeting with parents and students **Person:** Kristen Freel
Mar 11, 2014: Plan activities for Fantastic Fours. **Person:** Classroom Teacher (different each month)
Mar 15, 2014: Notify families of Fantastic Fours dates **Person:** Kristen Freel
Mar 20, 2014: Fantastic Fours monthly meeting with parents and students **Person:** Kristen Freel
Apr 11, 2014: Plan activities for Fantastic Fours. **Person:** Classroom Teacher (different each month)
Apr 15, 2014: Notify families of Fantastic Fours dates **Person:** Kristen Freel
Apr 20, 2014: Fantastic Fours monthly meeting with parents and students **Person:** Kristen Freel
May 11, 2014: Plan activities for Fantastic Fours. **Person:** Classroom Teacher (different each month)
May 15, 2014: Notify families of Fantastic Fours dates **Person:** Kristen Freel
May 20, 2014: Fantastic Fours monthly meeting with parents and students **Person:** Kristen Freel
Jun 30, 2014: Collect spring data: On Survey Questions #1,2 and 3 percent of parents reporting that they feel welcome and comfortable **Person:**
Jun 30, 2014: Collect spring data: Survey Questions #4 and 5 the % reporting a smooth transition into kindergarten **Person:**

Timely Additional Assistance

Aug 20, 2013: Aides will be trained to work with students in small groups. **Person:** Title I teacher
Sep 9, 2013: Aides will meet with students daily in small groups for math and language arts support. **Person:** Title I aides
Sep 16, 2013: Aides will meet with students daily in small groups for math and language arts support. **Person:** Title I aides
Sep 23, 2013: Aides will meet with students daily in small groups for math and language arts support. **Person:** Title I aides
Sep 30, 2013: Aides will meet with students daily in small groups for math and language arts support. **Person:** Title I aides
Oct 7, 2013: Aides will meet with students daily in small groups for math and language arts support. **Person:** Title I aides
Oct 14, 2013: Aides will meet with students daily in small groups for math and language arts support. **Person:** Title I aides
Oct 21, 2013: Aides will meet with students daily in small groups for math and language arts support. **Person:** Title I aides

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)

No professional development is needed for this strategy.

Educator Training - Parent Involvement

No professional development is needed for this strategy.

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

Discuss PAWS procedures with teachers during teacher meeting. Go over PAWS consequences.

Brief Description: Discussion with all staff about PAWS procedures and consequences.

Intended Participants: Teachers, Counselors, Administrators

Date: Aug 26, 2013

Activity Purpose: Information, Skill Building

Activity Format: Talk to, Presentation

Funding: none

Does this activity occur during the school day? Yes

Parent Involvement: Parenting Skills for Educational Success

No professional development is needed for this strategy.

Parent Involvement: Communication

No professional development is needed for this strategy.

Student Transition

No professional development is needed for this strategy.

Timely Additional Assistance

No professional development is needed for this strategy.

F. Encourage Rigorous Curriculum: Guided Reading

No professional development is needed for this strategy.

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.

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

No professional development is needed for this strategy.

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... Parents and students need guidance with independent practice (homework).

Data Targets Influenced by This Concern:

- 3-5th Students -- Overall % Passing both ISTEP ELA and MATH
- 3-5th Students -- Overall % Passing on ISTEP ELA
- 3-5th Students -- Overall % Passing on ISTEP Math
- All 4th grade students-ISTEP-Mathematics - Problem Solving -- ISTEP
- Free Lunch Students -- Overall % Passing ISTEP ELA
- K-5 students -- One year of typical growth in reading according to the NWEA
- K-5 Students Meeting Guided Reading Benchmark -- Guided Reading Scores
- Top 75% of Students -- Overall % with High Growth in ISTEP ELA
- Top 75% of Students -- Overall % with High Growth on ISTEP Math

Strategies to Impact This Concern:

- Educator Training - Parent Involvement

We are concerned that... Parents could be more involved in extra curricular activities at school.

Data Targets Influenced by This Concern:

- 3-5th Students -- Overall % Passing both ISTEP ELA and MATH
- 3-5th Students -- Overall % Passing on ISTEP ELA
- 3-5th Students -- Overall % Passing on ISTEP Math
- Free Lunch Students -- Overall % Passing ISTEP ELA

Strategies to Impact This Concern:

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

We are concerned that... Teachers for grade k-5 students 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: 8 Step Process
- F. Encourage Rigorous Curriculum: Guided Reading

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

Data Targets Influenced by This Concern:

- 3-5th Students -- Overall % Passing both ISTEP ELA and MATH
- 3-5th Students -- Overall % Passing on ISTEP ELA
- 3-5th Students -- Overall % Passing on ISTEP Math

Strategies to Impact This Concern:

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

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

Data Targets Influenced by This Concern:

- 3-5th Students -- Overall % Passing both ISTEP ELA and MATH
- 3-5th Students -- Overall % Passing on ISTEP ELA
- 3-5th Students -- Overall % Passing on ISTEP Math
- All 4th grade students-ISTEP-Mathematics - Problem Solving -- ISTEP
- Free Lunch Students -- Overall % Passing ISTEP ELA
- K-5 students -- One year of typical growth in reading according to the NWEA
- K-5 Students Meeting Guided Reading Benchmark -- Guided Reading Scores
- Top 75% of Students -- Overall % with High Growth in ISTEP ELA
- Top 75% of Students -- Overall % with High Growth on ISTEP Math

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

Data Targets Influenced by This Concern:

- 3-5th Students -- Overall % Passing both ISTEP ELA and MATH
- 3-5th Students -- Overall % Passing on ISTEP ELA
- 3-5th Students -- Overall % Passing on ISTEP Math
- All 4th grade students-ISTEP-Mathematics - Problem Solving -- ISTEP
- Free Lunch Students -- Overall % Passing ISTEP ELA
- K-5 students -- One year of typical growth in reading according to the NWEA
- K-5 Students Meeting Guided Reading Benchmark -- Guided Reading Scores
- Top 75% of Students -- Overall % with High Growth in ISTEP ELA
- Top 75% of Students -- Overall % with High Growth on ISTEP Math

Strategies to Impact This Concern:

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

We are concerned that... Parent Involvement

Data Targets Influenced by This Concern:

- 3-5th Students -- Overall % Passing both ISTEP ELA and MATH
- 3-5th Students -- Overall % Passing on ISTEP ELA
- 3-5th Students -- Overall % Passing on ISTEP Math
- All 4th grade students-ISTEP-Mathematics - Problem Solving -- ISTEP
- Free Lunch Students -- Overall % Passing ISTEP ELA

- K-5 students -- One year of typical growth in reading according to the NWEA
- K-5 Students Meeting Guided Reading Benchmark -- Guided Reading Scores
- Top 75% of Students -- Overall % with High Growth in ISTEP ELA
- Top 75% of Students -- Overall % with High Growth on ISTEP Math

Strategies to Impact This Concern:

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

We are concerned that... Educator Training - Parent Involvement

Data Targets Influenced by This Concern:

- 3-5th Students -- Overall % Passing both ISTEP ELA and MATH
- Free Lunch Students -- Overall % Passing ISTEP ELA

Strategies to Impact This Concern:

We are concerned that... Outreach to Preschool Parent Involvement Programs

Data Targets Influenced by This Concern:

- Free Lunch Students -- Overall % Passing ISTEP ELA
- K-5 students -- One year of typical growth in reading according to the NWEA
- K-5 Students Meeting Guided Reading Benchmark -- Guided Reading Scores

Strategies to Impact This Concern:

We are concerned that... Parent Information Resource Center Website

Data Targets Influenced by This Concern:

- 3-5th Students -- Overall % Passing both ISTEP ELA and MATH
- 3-5th Students -- Overall % Passing on ISTEP ELA
- 3-5th Students -- Overall % Passing on ISTEP Math

Strategies to Impact This Concern:

- Parent Information Resource Center Website

We are concerned that... Instruction by Highly Qualified Teachers

Data Targets Influenced by This Concern:

- 3-5th Students -- Overall % Passing both ISTEP ELA and MATH
- 3-5th Students -- Overall % Passing on ISTEP ELA
- 3-5th Students -- Overall % Passing on ISTEP Math
- All 4th grade students-ISTEP-Mathematics - Problem Solving -- ISTEP
- Free Lunch Students -- Overall % Passing ISTEP ELA
- K-5 students -- One year of typical growth in reading according to the NWEA
- K-5 Students Meeting Guided Reading Benchmark -- Guided Reading Scores
- Top 75% of Students -- Overall % with High Growth in ISTEP ELA
- Top 75% of Students -- Overall % with High Growth on ISTEP Math

Strategies to Impact This Concern:

- Instruction by Highly Qualified Teachers

We are concerned that... Instruction by Highly Qualified Paraprofessionals

Data Targets Influenced by This Concern:

- 3-5th Students -- Overall % Passing both ISTEP ELA and MATH
- K-5 students -- One year of typical growth in reading according to the NWEA

Strategies to Impact This Concern:

- Instruction by Highly Qualified Paraprofessionals.

We are concerned that... Attracting Highly Qualified Teachers

Data Targets Influenced by This Concern:

- 3-5th Students -- Overall % Passing both ISTEP ELA and MATH

Strategies to Impact This Concern:

- Attracting Highly Qualified Teachers

We are concerned that... Student Transition

Data Targets Influenced by This Concern:

- 3-5th Students -- Overall % Passing both ISTEP ELA and MATH
- 3-5th Students -- Overall % Passing on ISTEP ELA
- 3-5th Students -- Overall % Passing on ISTEP Math
- All 4th grade students-ISTEP-Mathematics - Problem Solving -- ISTEP
- Free Lunch Students -- Overall % Passing ISTEP ELA
- K-5 students -- One year of typical growth in reading according to the NWEA
- K-5 Students Meeting Guided Reading Benchmark -- Guided Reading Scores

Strategies to Impact This Concern:

- Outreach to Preschool Parent Involvement Programs
- Student Transition

We are concerned that... Parent Notice - Assessment Results

Data Targets Influenced by This Concern:

- 3-5th Students -- Overall % Passing both ISTEP ELA and MATH
- 3-5th Students -- Overall % Passing on ISTEP ELA
- 3-5th Students -- Overall % Passing on ISTEP Math

Strategies to Impact This Concern:

- Parent Notice - Assessment Results

We are concerned that... School-Parent Involvement Policy

Data Targets Influenced by This Concern:

- 3-5th Students -- Overall % Passing both ISTEP ELA and MATH

Strategies to Impact This Concern:

- School-Parent Involvement Policy

We are concerned that... Parent Right-to-Know Letter - Qualifications

Data Targets Influenced by This Concern:

- 3-5th Students -- Overall % Passing both ISTEP ELA and MATH

Strategies to Impact This Concern:

- Parent Right-to-Know Letter - Qualifications

We are concerned that... Parent Right-to-Know Letter - Non-Qualified Teacher

Data Targets Influenced by This Concern:

- 3-5th Students -- Overall % Passing both ISTEP ELA and MATH

Strategies to Impact This Concern:

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

We are concerned that... School-Parent Compact

Data Targets Influenced by This Concern:

- 3-5th Students -- Overall % Passing both ISTEP ELA and MATH

Strategies to Impact This Concern:

- School-Parent Compact

We are concerned that... Annual Parent Meeting

Data Targets Influenced by This Concern:

- 3-5th Students -- Overall % Passing both ISTEP ELA and MATH

Strategies to Impact This Concern:

- Annual Parent Meeting

We are concerned that... Timely Additional Assistance

Data Targets Influenced by This Concern:

- All 4th grade students-ISTEP-Mathematics - Problem Solving -- ISTEP
- Free Lunch Students -- Overall % Passing ISTEP ELA
- K-5 students -- One year of typical growth in reading according to the NWEA

Strategies to Impact This Concern:

- Timely Additional Assistance

Required Areas of Concern

F. Encourage Rigorous Curriculum (IN Rules, SW)

Data Targets Influenced by This Concern:

- 3-5th Students -- Overall % Passing both ISTEP ELA and MATH
- 3-5th Students -- Overall % Passing on ISTEP ELA
- 3-5th Students -- Overall % Passing on ISTEP Math
- All 4th grade students-ISTEP-Mathematics - Problem Solving -- ISTEP
- Free Lunch Students -- Overall % Passing ISTEP ELA
- K-5 students -- One year of typical growth in reading according to the NWEA
- K-5 Students Meeting Guided Reading Benchmark -- Guided Reading Scores
- Top 75% of Students -- Overall % with High Growth in ISTEP ELA
- Top 75% of Students -- Overall % with High Growth on ISTEP Math

Strategies to Impact This Concern:

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

G. Attendance (IN Rules)

Data Targets Influenced by This Concern:

- K-5 students -- One year of typical growth in reading according to the NWEA
- K-5 Students Meeting Guided Reading Benchmark -- Guided Reading Scores

Strategies to Impact This Concern:

- G. Attendance

I. Focused Academic Area (IN Rules, SW)

Data Targets Influenced by This Concern:

- 3-5th Students -- Overall % Passing both ISTEP ELA and MATH
- 3-5th Students -- Overall % Passing on ISTEP ELA
- Free Lunch Students -- Overall % Passing ISTEP ELA
- K-5 students -- One year of typical growth in reading according to the NWEA
- K-5 Students Meeting Guided Reading Benchmark -- Guided Reading Scores
- Top 75% of Students -- Overall % with High Growth in ISTEP ELA

Strategies to Impact This Concern:

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

U. Focused Student Group (IN Rules, SW)

Data Targets Influenced by This Concern:

- Free Lunch Students -- Overall % Passing ISTEP ELA
- K-5 students -- One year of typical growth in reading according to the NWEA

Strategies to Impact This Concern:

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

Force Field Excerpt

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

<p>A. Where is the public copy of your school's curriculum located?</p>	<p>Our curriculum maps are located in the school office, each classroom, and at Central 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>Our attendance rate is supportive of learning. We track the attendance rate weekly and announce it to students and staff. At the end of the year, students with perfect attendance 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>SWIS for our behavior data, data from the counselor for referrals, ISTEP data for 3-5th grade students, all subjects, NWEA data for K-5 students, all subjects, Running Record data for reading levels</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>We do not need to consolidate any programs.</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