

School Improvement Plan - 2014-2015

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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 American 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:

- American 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 - Principal
- Kristen Freel - Teacher
- Christina Gutierrez - Teacher
- Tiara Harris - Principal
- Karen Laird - Teacher
- Toni Modglin - Parent
- Josie Werhowatz - School Counselor

Strategy Chairs

- Deb Carlson
- Christina Gutierrez
- Tiara Harris
- Nadine Kavanaugh
- Christina McCarty
- Rose Phelan
- Ruth Shimek
- Josie Werhowatz

Community Council

-
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- Connie Ashlock - parent
- Cheryl Atkinson - Parent
- Jan Cingrel - Parent
- Brian Denney - Parent
- Tammy Frenzel - Parent and works at school
- Jacqueline Garrett - Parent
- Mary Jo Graig - Community Member
- Tiarra Harris - Administration
- Beth Homan - Parent
- Sharon Johnson-Shirley - School Board Representative
- Joy Koi - Parent
- Karen Laird - Teacher
- 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
- Andrea Rodman - Parent
- Patrice Salus - Parent
- Tammy Straubel - Parent
- Dorothy Van Curen - 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

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	64.6	70	64.4	80	84	85		87		89		100

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

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
62%	75.7	80	69.9	85	84.9	87		89		90		100%

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

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	78.5	82.0	80.0	85	91.6	93		94		95		100

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

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	70	73	88	76	83	85		87		89		100

Free Lunch Students - Overall % Passing ISTEP ELA

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	73.8	80	66.4	70	na	73		76		79		100

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

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
		85	60	90%	65	100%		100%		100		100%

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

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	65.8	75	61	78	70	81		83		85		100

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

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	22.2	37	25.9	44	na	50		55		60		100

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

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	6.3	40	18.9	46	na	52		57		62		100

Comprehensive 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.

Areas of Concern

We are concerned that... Annual Parent Meeting

We are concerned that... Attracting Highly Qualified Teachers

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

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

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

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

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

We are concerned that... Parent Involvement

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

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

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

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... School-Parent Compact

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

We are concerned that... Student Transition

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... 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... 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... Timely Additional Assistance

We are concerned that... Encourage Rigorous Curriculum

We are concerned that... Attendance

We are concerned that... Focused Academic Area

We are concerned that... 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:

Strategies

Annual Parent Meeting

In the fall, Longfellow School will hold an annual parent meeting this meeting will be held on August 18, 2014 for grades 1-5 parents, and August 20, 2014 for K grade parents. The meeting will be held over the PA system while parents are in students classrooms. Parents will receive hand out packet to follow along with more details. 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 next to child's name will be kept in preparation for DOE monitoring.

Impact Level: Low Impact

Focus: General

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. The secretary 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. Attendance will also be monitored daily by the secretary making phone calls to all absentees. If a student misses more than 5 days, the secretary with notify Lake Ridge truancy officer. If there are no outcomes through calls or visit, the case will be turned over to the prosecutors office. 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

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. To support our plan we will survey and collect 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

Encourage Rigorous Curriculum

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 for grades k-2 and on/above level for grades 3-5. The teacher will conduct running records on new and tier 2/3 students using the Fountas and Pinnell Benchmark Kits. These running records will give the teacher data on students reading level, phonemic awareness, fluency, and comprehension level. The running records will be collected three times a year on 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. A meeting will be held with the schools RTI coordinator, title one teacher, principal and grade levels to quarterly assess student progress. 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

Encourage Rigorous Curriculum: 8 Step

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

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

Data meeting will be held at the end of each school year to prepare tier 2 and tier 3 groups for the upcoming school year. Students will then be placed in groups based off of need and assigned to an adult to work with for 30 minutes a day. Teachers will provided Tier 2 instruction for students who are below level in reading and/or math using Sidewalks program and Envision intervention kits. Data used to place students into specific groups based on scores and academic performance are; 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. A quarterly staff meeting will be held to discuss data and progress. 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 eight week period. Students that do not make progress, will be referred for special education testing.

Impact Level: High Impact - Inside

Focus: Specific

Focused Academic Area: Interactive Read Aloud/Independent Reading Conferences

Teachers K-5 conduct an on or above level text interactive read aloud, where the teacher reads out loud to the whole class and focuses on reading comprehension strategies coordinate with basal reader National Geographic. 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

Focused Student Group; Scaffolding of Basal Reading Program 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 scaffolding of the basal reading program, National Geographic. Special education and general education teachers will share themes and skills to enhance content learning. The reading curriculum will also be strengthened through the use of common skills and strategies to the current classroom theme of the grade level. 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

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: Low Impact

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 I page that includes parent tips will be included in the school newspaper and on the Title 1 website through out the school year. 3. A parent brochure table will be available in the front hallway year round. 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: Specific

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 students achievement, the students growth from spring to fall. This information is also printable in Spanish. ISTEP results are sent home to all 3rd, 4th, and 5th grade parents in Spring the parents have an information sheet that lets them know how to read through the information. This is also given in Spanish. IREAD results will be given as soon as the results are in to the school. Classroom teachers are responsible for sending home the assessment results.

Impact Level: Low Impact

Focus: 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: Fantastic Fours

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

Impact Level: High Impact - Outside

Focus: 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

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.

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

% of students who participate in extracurricular activities

Baseline 13-14	Follow Up 14-15 1st Semester / 1st Trimester		Follow Up 14-15 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
50				

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

Baseline 13-14	Follow Up 14-15 1st Semester / 1st Trimester		Follow Up 14-15 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
80				

% of parents who volunteer

Baseline 13-14	Follow Up 14-15 1st Semester / 1st Trimester		Follow Up 14-15 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
25				

Educator Training - Parent Involvement

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

Baseline 13-14	Follow Up 14-15 1st Semester / 1st Trimester		Follow Up 14-15 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
90				

Encourage Rigorous Curriculum

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

Baseline 13-14	Follow Up 14-15 1st Semester / 1st Trimester		Follow Up 14-15 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

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 13-14	Follow Up 14-15 1st Semester / 1st Trimester		Follow Up 14-15 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

Focused Academic Area: Interactive Read Aloud/Independent Reading Conferences

lesson plans with Read Aloud and Independent Reading lessons included

Baseline 13-14	Follow Up 14-15 1st Semester / 1st Trimester		Follow Up 14-15 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

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

Baseline 13-14	Follow Up 14-15 1st Semester / 1st Trimester		Follow Up 14-15 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

Focused Student Group; Scaffolding of Basal Reading Program for Special Education Students

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

Baseline 13-14	Follow Up 14-15 1st Semester / 1st Trimester		Follow Up 14-15 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

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

Baseline 13-14	Follow Up 14-15 1st Semester / 1st Trimester		Follow Up 14-15 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 13-14	Follow Up 14-15 1st Semester / 1st Trimester		Follow Up 14-15 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

% of students that have a ROC record of consequence

Baseline 13-14	Follow Up 14-15 1st Semester / 1st Trimester		Follow Up 14-15 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 13-14	Follow Up 14-15 1st Semester / 1st Trimester		Follow Up 14-15 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

Student Transition: Fantastic Fours

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

Baseline 13-14	Follow Up 14-15 1st Semester / 1st Trimester		Follow Up 14-15 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 13-14	Follow Up 14-15 1st Semester / 1st Trimester		Follow Up 14-15 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

Timely Additional Assistance

survey from students

Baseline 13-14	Follow Up 14-15 1st Semester / 1st Trimester		Follow Up 14-15 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

number up reading levels going up

Baseline 13-14	Follow Up 14-15 1st Semester / 1st Trimester		Follow Up 14-15 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)

- Sep 10, 2014:** Survey to Parents: Mrs. Phelan will send out a survey to parents to ask what club they may be willing to host for this year. **Person:** Rose Phelan
- Sep 20, 2014:** Survey Results: Mrs. Phelan will call parents that are willing to help and create clubs for students. **Person:** Rose Phelan
- Sep 24, 2014:** Student Survey: Students will be surveyed to see what club they are interested in joining. **Person:** Rose Phelan
- Sep 29, 2014:** Club Meetings: Clubs will meet weekly during the school year. Each club will determine activities and time frame they will meet. **Person:** Rose Phelan
- Oct 6, 2014:** Club Meetings: Clubs will meet weekly during the school year. Each club will determine activities and time frame they will meet. **Person:** Rose Phelan
- Oct 13, 2014:** Club Meetings: Clubs will meet weekly during the school year. Each club will determine activities and time frame they will meet. **Person:** Rose Phelan
- Oct 20, 2014:** Club Meetings: Clubs will meet weekly during the school year. Each club will determine activities and time frame they will meet. **Person:** Rose Phelan
- Oct 27, 2014:** Club Meetings: Clubs will meet weekly during the school year. Each club will determine activities and time frame they will meet. **Person:** Rose Phelan
- Nov 3, 2014:** Club Meetings: Clubs will meet weekly during the school year. Each club will determine activities and time frame they will meet. **Person:** Rose Phelan
- Nov 10, 2014:** Club Meetings: Clubs will meet weekly during the school year. Each club will determine activities and time frame they will meet. **Person:** Rose Phelan
- Nov 17, 2014:** Club Meetings: Clubs will meet weekly during the school year. Each club will determine activities and time frame they will meet. **Person:** Rose Phelan
- Nov 24, 2014:** Club Meetings: Clubs will meet weekly during the school year. Each club will determine activities and time frame they will meet. **Person:** Rose Phelan
- Nov 30, 2014:** Collect fall data: % of parents who volunteer **Person:** Rose Phelan
- Nov 30, 2014:** Collect fall data: % of students who participate in extracurricular activities **Person:** Rose Phelan
- Nov 30, 2014:** Collect fall data: % of teachers who believe that interest clubs at recess have decreased the number of discipline problems. **Person:** Rose Phelan
- Dec 1, 2014:** Club Meetings: Clubs will meet weekly during the school year. Each club will determine activities and time frame they will meet. **Person:** Rose Phelan
- Dec 8, 2014:** Club Meetings: Clubs will meet weekly during the school year. Each club will determine activities and time frame they will meet. **Person:** Rose Phelan
- Dec 15, 2014:** Club Meetings: Clubs will meet weekly during the school year. Each club will determine activities and time frame they will meet. **Person:** Rose Phelan
- Dec 22, 2014:** Club Meetings: Clubs will meet weekly during the school year. Each club will determine activities and time frame they will meet. **Person:** Rose Phelan
- Dec 29, 2014:** Club Meetings: Clubs will meet weekly during the school year. Each club will determine activities and time frame they will meet. **Person:** Rose Phelan
- Jan 5, 2015:** Club Meetings: Clubs will meet weekly during the school year. Each club will determine activities and time frame they will meet. **Person:** Rose Phelan
- Jan 12, 2015:** Club Meetings: Clubs will meet weekly during the school year. Each club will determine activities and time frame they will meet. **Person:** Rose Phelan
- Jan 19, 2015:** Club Meetings: Clubs will meet weekly during the school year. Each club will determine activities and time frame they will meet. **Person:** Rose Phelan
- Jan 26, 2015:** Club Meetings: Clubs will meet weekly during the school year. Each club will determine activities and time frame they will meet. **Person:** Rose Phelan

Feb 2, 2015: Club Meetings: Clubs will meet weekly during the school year. Each club will determine activities and time frame they will meet. **Person:** Rose Phelan

Feb 9, 2015: Club Meetings: Clubs will meet weekly during the school year. Each club will determine activities and time frame they will meet. **Person:** Rose Phelan

Feb 16, 2015: Club Meetings: Clubs will meet weekly during the school year. Each club will determine activities and time frame they will meet. **Person:** Rose Phelan

Feb 23, 2015: Club Meetings: Clubs will meet weekly during the school year. Each club will determine activities and time frame they will meet. **Person:** Rose Phelan

Mar 2, 2015: Club Meetings: Clubs will meet weekly during the school year. Each club will determine activities and time frame they will meet. **Person:** Rose Phelan

Mar 9, 2015: Club Meetings: Clubs will meet weekly during the school year. Each club will determine activities and time frame they will meet. **Person:** Rose Phelan

Mar 16, 2015: Club Meetings: Clubs will meet weekly during the school year. Each club will determine activities and time frame they will meet. **Person:** Rose Phelan

Mar 23, 2015: Club Meetings: Clubs will meet weekly during the school year. Each club will determine activities and time frame they will meet. **Person:** Rose Phelan

Mar 30, 2015: Club Meetings: Clubs will meet weekly during the school year. Each club will determine activities and time frame they will meet. **Person:** Rose Phelan

Apr 6, 2015: Club Meetings: Clubs will meet weekly during the school year. Each club will determine activities and time frame they will meet. **Person:** Rose Phelan

Apr 13, 2015: Club Meetings: Clubs will meet weekly during the school year. Each club will determine activities and time frame they will meet. **Person:** Rose Phelan

Apr 20, 2015: Club Meetings: Clubs will meet weekly during the school year. Each club will determine activities and time frame they will meet. **Person:** Rose Phelan

Apr 27, 2015: Club Meetings: Clubs will meet weekly during the school year. Each club will determine activities and time frame they will meet. **Person:** Rose Phelan

May 4, 2015: Club Meetings: Clubs will meet weekly during the school year. Each club will determine activities and time frame they will meet. **Person:** Rose Phelan

May 11, 2015: Club Meetings: Clubs will meet weekly during the school year. Each club will determine activities and time frame they will meet. **Person:** Rose Phelan

May 18, 2015: Club Meetings: Clubs will meet weekly during the school year. Each club will determine activities and time frame they will meet. **Person:** Rose Phelan

May 25, 2015: Club Meetings: Clubs will meet weekly during the school year. Each club will determine activities and time frame they will meet. **Person:** Rose Phelan

Jun 1, 2015: Club Meetings: Clubs will meet weekly during the school year. Each club will determine activities and time frame they will meet. **Person:** Rose Phelan

Jun 30, 2015: Collect spring data: % of parents who volunteer **Person:** Rose Phelan

Jun 30, 2015: Collect spring data: % of students who participate in extracurricular activities **Person:** Rose Phelan

Jun 30, 2015: Collect spring data: % of teachers who believe that interest clubs at recess have decreased the number of discipline problems. **Person:** Rose Phelan

Educator Training - Parent Involvement

May 1, 2014: Create Puppy Binders: Teachers will make a sample PUPPY folder to be copied. **Person:** Classroom Teachers

May 5, 2014: Make Copies: Copies will be made for all grade levels of materials for the PUPPY Folders. **Person:** Patrice Salus

May 15, 2014: Assemble Binders: Aides will assemble binders for each student. **Person:** Christina Gutierrez

Aug 18, 2014: Explain to Parents: Teachers will explain the PUPPY Binders to parents at Open House. **Person:** Classroom Teachers

Aug 20, 2014: Use PUPPY Binders: Teachers will direct students to take home the PUPPY Binders daily. Parents will have the option of using the communication log if they have questions or comments. **Person:** Classroom Teachers

Aug 27, 2014: Use PUPPY Binders: Teachers will direct students to take home the PUPPY Binders daily. Parents will have the option of using the communication log if they have questions or comments. **Person:** Classroom Teachers

Aug 30, 2014: Check Parent Communication Logs: Mrs. Gutierrez will check the parent communication logs to be sure teachers are responding to parent questions. If not, Mrs. Gutierrez will discuss this with teacher. **Person:** Christina Gutierrez

Sep 3, 2014: Use PUPPY Binders: Teachers will direct students to take home the PUPPY Binders daily. Parents will have the option of using the communication log if they have questions or comments. **Person:** Classroom Teachers

Sep 10, 2014: Use PUPPY Binders: Teachers will direct students to take home the PUPPY Binders daily. Parents will have the option of using the communication log if they have questions or comments. **Person:** Classroom Teachers

Sep 17, 2014: Use PUPPY Binders: Teachers will direct students to take home the PUPPY Binders daily. Parents will have the option of using the communication log if they have questions or comments. **Person:** Classroom Teachers

Mar 4, 2015: Use PUPPY Binders: Teachers will direct students to take home the PUPPY Binders daily. Parents will have the option of using the communication log if they have questions or comments. **Person:** Classroom Teachers

Mar 11, 2015: Use PUPPY Binders: Teachers will direct students to take home the PUPPY Binders daily. Parents will have the option of using the communication log if they have questions or comments. **Person:** Classroom Teachers

Mar 18, 2015: Use PUPPY Binders: Teachers will direct students to take home the PUPPY Binders daily. Parents will have the option of using the communication log if they have questions or comments. **Person:** Classroom Teachers

Mar 25, 2015: Use PUPPY Binders: Teachers will direct students to take home the PUPPY Binders daily. Parents will have the option of using the communication log if they have questions or comments. **Person:** Classroom Teachers

Apr 1, 2015: Use PUPPY Binders: Teachers will direct students to take home the PUPPY Binders daily. Parents will have the option of using the communication log if they have questions or comments. **Person:** Classroom Teachers

Apr 2, 2015: Check Parent Communication Logs: Mrs. Gutierrez will check the parent communication logs to be sure teachers are responding to parent questions. If not, Mrs. Gutierrez will discuss this with teacher. **Person:** Christina Gutierrez

Apr 8, 2015: Use PUPPY Binders: Teachers will direct students to take home the PUPPY Binders daily. Parents will have the option of using the communication log if they have questions or comments. **Person:** Classroom Teachers

Apr 15, 2015: Use PUPPY Binders: Teachers will direct students to take home the PUPPY Binders daily. Parents will have the option of using the communication log if they have questions or comments. **Person:** Classroom Teachers

Apr 22, 2015: Use PUPPY Binders: Teachers will direct students to take home the PUPPY Binders daily. Parents will have the option of using the communication log if they have questions or comments. **Person:** Classroom Teachers

Apr 29, 2015: Use PUPPY Binders: Teachers will direct students to take home the PUPPY Binders daily. Parents will have the option of using the communication log if they have questions or comments. **Person:** Classroom Teachers

May 2, 2015: Check Parent Communication Logs: Mrs. Gutierrez will check the parent communication logs to be sure teachers are responding to parent questions. If not, Mrs. Gutierrez will discuss this with teacher. **Person:** Christina Gutierrez

May 6, 2015: Use PUPPY Binders: Teachers will direct students to take home the PUPPY Binders daily. Parents will have the option of using the communication log if they have questions or comments. **Person:** Classroom Teachers

May 13, 2015: Use PUPPY Binders: Teachers will direct students to take home the PUPPY Binders daily. Parents will have the option of using the communication log if they have questions or comments. **Person:** Classroom Teachers

May 20, 2015: Use PUPPY Binders: Teachers will direct students to take home the PUPPY Binders daily. Parents will have the option of using the communication log if they have questions or comments. **Person:** Classroom Teachers

Jun 2, 2015: Check Parent Communication Logs: Mrs. Gutierrez will check the parent communication logs to be sure teachers are responding to parent questions. If not, Mrs. Gutierrez will discuss this with teacher. **Person:** Christina Gutierrez

Jun 30, 2015: Collect spring data: The % of parents completing the communication logs in the PUPPY folders at the semesters. **Person:** Christina Gutierrez

Encourage Rigorous Curriculum

Aug 20, 2014: Assigning Aides: Mrs. Gutierrez will assign aides to go to each classroom during Guided Reading. **Person:** Christina Gutierrez

Sep 2, 2014: Daily Guided Reading: Students will receive daily guided reading from the classroom teacher or aide assigned to the classroom. **Person:** Classroom Teachers

Sep 9, 2014: Daily Guided Reading: Students will receive daily guided reading from the classroom teacher or aide assigned to the classroom. **Person:** Classroom Teachers

Sep 15, 2014: Aide Coaching/Feedback **Person:** Christina Gutierrez

Sep 16, 2014: Daily Guided Reading: Students will receive daily guided reading from the classroom teacher or aide assigned to the classroom. **Person:** Classroom Teachers

Sep 23, 2014: Daily Guided Reading: Students will receive daily guided reading from the classroom teacher or aide assigned to the classroom. **Person:** Classroom Teachers

Sep 30, 2014: Daily Guided Reading: Students will receive daily guided reading from the classroom teacher or aide assigned to the classroom. **Person:** Classroom Teachers

Sep 30, 2014: One-on-One Coaching **Person:** Christina Gutierrez

Oct 7, 2014: Daily Guided Reading: Students will receive daily guided reading from the classroom teacher or aide assigned to the classroom. **Person:** Classroom Teachers

Oct 14, 2014: Daily Guided Reading: Students will receive daily guided reading from the classroom teacher or aide assigned to the classroom. **Person:** Classroom Teachers

Oct 15, 2014: Aide Coaching/Feedback **Person:** Christina Gutierrez

Oct 21, 2014: Daily Guided Reading: Students will receive daily guided reading from the classroom teacher or aide assigned to the classroom. **Person:** Classroom Teachers

Oct 21, 2014: Inform Parents: Parents will be informed of GR level with each report card. Below, At, or Above Level will also be checked so parents understand where child's level in reading. **Person:** Classroom Teachers

Oct 28, 2014: Daily Guided Reading: Students will receive daily guided reading from the classroom teacher or aide assigned to the classroom. **Person:** Classroom Teachers

Oct 30, 2014: One-on-One Coaching **Person:** Christina Gutierrez

Nov 4, 2014: Daily Guided Reading: Students will receive daily guided reading from the classroom teacher or aide assigned to the classroom. **Person:** Classroom Teachers

Nov 11, 2014: Daily Guided Reading: Students will receive daily guided reading from the classroom teacher or aide assigned to the classroom. **Person:** Classroom Teachers

Nov 15, 2014: Aide Coaching/Feedback **Person:** Christina Gutierrez

Nov 15, 2014: Running Records Data: Teachers will check students G.R. level using Fountas and Pinnell kits each quarter. **Person:** Classroom Teachers

Nov 18, 2014: Daily Guided Reading: Students will receive daily guided reading from the classroom teacher or aide assigned to the classroom. **Person:** Classroom Teachers

Nov 25, 2014: Daily Guided Reading: Students will receive daily guided reading from the classroom teacher or aide assigned to the classroom. **Person:** Classroom Teachers

Nov 30, 2014: Assess Student Data: Teachers meet with Title I facilitator, RTI Coordinator, and principal quarterly to discuss student G.R. levels and progress/lack of progress. **Person:** Christina Gutierrez

Nov 30, 2014: Collect fall data: % of teachers turning in the Benchmark Running Record on the Excel grid sheet **Person:** Christina Gutierrez

Nov 30, 2014: One-on-One Coaching **Person:** Christina Gutierrez

Dec 2, 2014: Daily Guided Reading: Students will receive daily guided reading from the classroom teacher or aide assigned to the classroom. **Person:** Classroom Teachers

Dec 9, 2014: Daily Guided Reading: Students will receive daily guided reading from the classroom teacher or aide assigned to the classroom. **Person:** Classroom Teachers

Dec 15, 2014: Aide Coaching/Feedback **Person:** Christina Gutierrez

Dec 16, 2014: Daily Guided Reading: Students will receive daily guided reading from the classroom teacher or aide assigned to the classroom. **Person:** Classroom Teachers

Dec 23, 2014: Daily Guided Reading: Students will receive daily guided reading from the classroom teacher or aide assigned to the classroom. **Person:** Classroom Teachers

Dec 23, 2014: Inform Parents: Parents will be informed of GR level with each report card. Below, At, or Above Level will also be checked so parents understand where child's level in reading. **Person:** Classroom Teachers

Dec 30, 2014: Daily Guided Reading: Students will receive daily guided reading from the classroom teacher or aide assigned to the classroom. **Person:** Classroom Teachers

Dec 30, 2014: One-on-One Coaching **Person:** Christina Gutierrez

Jan 6, 2015: Daily Guided Reading: Students will receive daily guided reading from the classroom teacher or aide assigned to the classroom. **Person:** Classroom Teachers

Jan 13, 2015: Daily Guided Reading: Students will receive daily guided reading from the classroom teacher or aide assigned to the classroom. **Person:** Classroom Teachers

Jan 15, 2015: Aide Coaching/Feedback **Person:** Christina Gutierrez

Jan 17, 2015: Running Records Data: Teachers will check students G.R. level using Fountas and Pinnell kits each quarter. **Person:** Classroom Teachers

Jan 20, 2015: Daily Guided Reading: Students will receive daily guided reading from the classroom teacher or aide assigned to the classroom. **Person:** Classroom Teachers

Jan 27, 2015: Daily Guided Reading: Students will receive daily guided reading from the classroom teacher or aide assigned to the classroom. **Person:** Classroom Teachers

Jan 30, 2015: One-on-One Coaching **Person:** Christina Gutierrez

Feb 1, 2015: Assess Student Data: Teachers meet with Title I facilitator, RTI Coordinator, and principal quarterly to discuss student G.R. levels and progress/lack of progress. **Person:** Christina Gutierrez

Feb 3, 2015: Daily Guided Reading: Students will receive daily guided reading from the classroom teacher or aide assigned to the classroom. **Person:** Classroom Teachers

Feb 10, 2015: Daily Guided Reading: Students will receive daily guided reading from the classroom teacher or aide assigned to the classroom. **Person:** Classroom Teachers

Feb 15, 2015: Aide Coaching/Feedback **Person:** Christina Gutierrez

Feb 17, 2015: Daily Guided Reading: Students will receive daily guided reading from the classroom teacher or aide assigned to the classroom. **Person:** Classroom Teachers

Feb 24, 2015: Daily Guided Reading: Students will receive daily guided reading from the classroom teacher or aide assigned to the classroom. **Person:** Classroom Teachers

Feb 24, 2015: Inform Parents: Parents will be informed of GR level with each report card. Below, At, or Above Level will also be checked so parents understand where child's level in reading. **Person:** Classroom Teachers

Mar 2, 2015: One-on-One Coaching **Person:** Christina Gutierrez

Mar 3, 2015: Daily Guided Reading: Students will receive daily guided reading from the classroom teacher or aide assigned to the classroom. **Person:** Classroom Teachers

Mar 10, 2015: Daily Guided Reading: Students will receive daily guided reading from the classroom teacher or aide assigned to the classroom. **Person:** Classroom Teachers

Mar 15, 2015: Aide Coaching/Feedback **Person:** Christina Gutierrez

Mar 17, 2015: Daily Guided Reading: Students will receive daily guided reading from the classroom teacher or aide assigned to the classroom. **Person:** Classroom Teachers

Mar 21, 2015: Running Records Data: Teachers will check students G.R. level using Fountas and Pinnell kits each quarter. **Person:** Classroom Teachers

Mar 24, 2015: Daily Guided Reading: Students will receive daily guided reading from the classroom teacher or aide assigned to the classroom. **Person:** Classroom Teachers

Mar 31, 2015: Daily Guided Reading: Students will receive daily guided reading from the classroom teacher or aide assigned to the classroom. **Person:** Classroom Teachers

Apr 2, 2015: One-on-One Coaching **Person:** Christina Gutierrez

Apr 5, 2015: Assess Student Data: Teachers meet with Title I facilitator, RTI Coordinator, and principal quarterly to discuss student G.R. levels and progress/lack of progress. **Person:** Christina Gutierrez

Apr 7, 2015: Daily Guided Reading: Students will receive daily guided reading from the classroom teacher or aide assigned to the classroom. **Person:** Classroom Teachers

Apr 14, 2015: Daily Guided Reading: Students will receive daily guided reading from the classroom teacher or aide assigned to the classroom. **Person:** Classroom Teachers

Apr 15, 2015: Aide Coaching/Feedback **Person:** Christina Gutierrez

Apr 21, 2015: Daily Guided Reading: Students will receive daily guided reading from the classroom teacher or aide assigned to the classroom. **Person:** Classroom Teachers

Apr 28, 2015: Daily Guided Reading: Students will receive daily guided reading from the classroom teacher or aide assigned to the classroom. **Person:** Classroom Teachers

Apr 28, 2015: Inform Parents: Parents will be informed of GR level with each report card. Below, At, or Above Level will also be checked so parents understand where child's level in reading. **Person:** Classroom Teachers

May 2, 2015: One-on-One Coaching **Person:** Christina Gutierrez

May 5, 2015: Daily Guided Reading: Students will receive daily guided reading from the classroom teacher or aide assigned to the classroom. **Person:** Classroom Teachers

May 12, 2015: Daily Guided Reading: Students will receive daily guided reading from the classroom teacher or aide assigned to the classroom. **Person:** Classroom Teachers

May 15, 2015: Aide Coaching/Feedback **Person:** Christina Gutierrez

May 19, 2015: Daily Guided Reading: Students will receive daily guided reading from the classroom teacher or aide assigned to the classroom. **Person:** Classroom Teachers

May 23, 2015: Running Records Data: Teachers will check students G.R. level using Fountas and Pinnell kits each quarter. **Person:** Classroom Teachers

May 26, 2015: Daily Guided Reading: Students will receive daily guided reading from the classroom teacher or aide assigned to the classroom. **Person:** Classroom Teachers

Jun 2, 2015: Daily Guided Reading: Students will receive daily guided reading from the classroom teacher or aide assigned to the classroom. **Person:** Classroom Teachers

Jun 9, 2015: Daily Guided Reading: Students will receive daily guided reading from the classroom teacher or aide assigned to the classroom. **Person:** Classroom Teachers

Jun 16, 2015: Daily Guided Reading: Students will receive daily guided reading from the classroom teacher or aide assigned to the classroom. **Person:** Classroom Teachers

Jun 30, 2015: Collect spring data: % of teachers turning in the Benchmark Running Record on the Excel grid sheet **Person:** Christina Gutierrez

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

May 30, 2014: Create Tier 2 and Tier 3 Groups: These groups will be created at the end of the school year using NWEA final data, ISTEP testing, and retention data. **Person:** Nadine Kavanaugh

Aug 20, 2014: Inform Teachers: Teacher will be informed of student need of Tier 2 or Tier 3 intervention in either math or reading. **Person:** Nadine Kavanaugh

Aug 25, 2014: Begin Tier 3 Interventions: RTI Coordinator and Title I teacher will begin Tier 3 interventions. This will be either 1 or 2 students per group with licensed teacher, 3 days x week. **Person:** Nadine Kavanaugh

Sep 1, 2014: Begin Tier 3 Interventions: RTI Coordinator and Title I teacher will begin Tier 3 interventions. This will be either 1 or 2 students per group with licensed teacher, 3 days x week. **Person:** Nadine Kavanaugh

Sep 3, 2014: Data Collection for Tier 2 **Person:** Nadine Kavanaugh

Sep 8, 2014: Begin Tier 3 Interventions: RTI Coordinator and Title I teacher will begin Tier 3 interventions. This will be either 1 or 2 students per group with licensed teacher, 3 days x week. **Person:** Nadine Kavanaugh

Sep 15, 2014: Begin Tier 3 Interventions: RTI Coordinator and Title I teacher will begin Tier 3 interventions. This will be either 1 or 2 students per group with licensed teacher, 3 days x week. **Person:** Nadine Kavanaugh

Apr 20, 2015: Begin Tier 3 Interventions: RTI Coordinator and Title I teacher will begin Tier 3 interventions. This will be either 1 or 2 students per group with licensed teacher, 3 days x week. **Person:** Nadine Kavanaugh

Apr 27, 2015: Begin Tier 3 Interventions: RTI Coordinator and Title I teacher will begin Tier 3 interventions. This will be either 1 or 2 students per group with licensed teacher, 3 days x week. **Person:** Nadine Kavanaugh

May 4, 2015: Begin Tier 3 Interventions: RTI Coordinator and Title I teacher will begin Tier 3 interventions. This will be either 1 or 2 students per group with licensed teacher, 3 days x week. **Person:** Nadine Kavanaugh

May 11, 2015: Begin Tier 3 Interventions: RTI Coordinator and Title I teacher will begin Tier 3 interventions. This will be either 1 or 2 students per group with licensed teacher, 3 days x week. **Person:** Nadine Kavanaugh

May 18, 2015: Begin Tier 3 Interventions: RTI Coordinator and Title I teacher will begin Tier 3 interventions. This will be either 1 or 2 students per group with licensed teacher, 3 days x week. **Person:** Nadine Kavanaugh

May 25, 2015: Begin Tier 3 Interventions: RTI Coordinator and Title I teacher will begin Tier 3 interventions. This will be either 1 or 2 students per group with licensed teacher, 3 days x week. **Person:** Nadine Kavanaugh

Jun 1, 2015: Begin Tier 3 Interventions: RTI Coordinator and Title I teacher will begin Tier 3 interventions. This will be either 1 or 2 students per group with licensed teacher, 3 days x week. **Person:** Nadine Kavanaugh

Jun 30, 2015: Collect spring data: % teachers collecting data for each child in shine group **Person:** Nadine Kavanaugh

Aug 25, 2015: Begin Tier 2 Interventions: Teachers will begin Tier 2 interventions in the classroom for 30 minutes per day. Teachers will track data on student progress in group. **Person:** Classroom Teachers

Focused Academic Area: Interactive Read Aloud/Independent Reading Conferences

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

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

Jun 30, 2015: Collect spring data: % of teachers conferencing with individual students during independent reading time. **Person:**

Jun 30, 2015: Collect spring data: lesson plans with Read Aloud and Independent Reading lessons included **Person:**

Focused Student Group; Scaffolding of Basal Reading Program for Special Education Students

Nov 30, 2014: Collect fall data: % of Guided Reading Groups for students with special needs per week **Person:**

Nov 30, 2014: Collect fall data: Percentage of students reporting in a survey that they feel confident in guided reading. **Person:**

Jun 30, 2015: Collect spring data: % of Guided Reading Groups for students with special needs per week **Person:**

Jun 30, 2015: 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 13, 2014: Teacher training for PBIS **Person:** Tiara Harris

Aug 18, 2014: Parent Involvement: Mrs. Harris will discuss our school-wide PBIS plan with parents during Open House. Parents will be given a copy of our PBIS plan. **Person:** Tiara Harris

Aug 19, 2014: Teacher training for PBIS **Person:** Tiara Harris

Aug 20, 2014: PAWS Cart: Students will be allowed to purchase items from the PAWS cart or showcase once per week using PAWS incentive money. **Person:** Tiara Harris

Aug 27, 2014: PAWS Cart: Students will be allowed to purchase items from the PAWS cart or showcase once per week using PAWS incentive money. **Person:** Tiara Harris

Sep 1, 2014: Aide/Non-Cert Staff Training Mrs. Harris will train new aides and supervisors about PBIS. It will also be included in monthly meetings with supervisors (Harris) and aides (Gutierrez). **Person:** Tiara Harris

Sep 1, 2014: Individual Coaching: Mrs. Harris will work one-on-one with teachers that need skill building in classroom management. **Person:** Tiara Harris

Sep 3, 2014: PAWS Cart: Students will be allowed to purchase items from the PAWS cart or showcase once per week using PAWS incentive money. **Person:** Tiara Harris

Sep 10, 2014: PAWS Cart: Students will be allowed to purchase items from the PAWS cart or showcase once per week using PAWS incentive money. **Person:** Tiara Harris

Sep 17, 2014: PAWS Cart: Students will be allowed to purchase items from the PAWS cart or showcase once per week using PAWS incentive money. **Person:** Tiara Harris

Sep 24, 2014: PAWS Cart: Students will be allowed to purchase items from the PAWS cart or showcase once per week using PAWS incentive money. **Person:** Tiara Harris

Sep 29, 2014: Monthly PBIS Data Meetings: Mrs. Harris will update teachers and staff regarding our monthly PBIS data using SWIS. **Person:** Tiara Harris

Sep 30, 2014: PBIS Data: Check data monthly to see the number of referrals and students in Tier 2 and Tier 3 behavior groups.
Person: Tiara Harris

Sep 30, 2014: School-wide PAWS Reward: We will have a monthly reward for ALL students. Students will earn the reward by putting their PAWS in the container monthly. When the container is full, we will have the reward. **Person:** Tiara Harris

Oct 1, 2014: Aide/Non-Cert Staff Training Mrs. Harris will train new aides and supervisors about PBIS. It will also be included in monthly meetings with supervisors (Harris) and aides (Gutierrez). **Person:** Tiara Harris

Oct 1, 2014: Individual Coaching: Mrs. Harris will work one-on-one with teachers that need skill building in classroom management.
Person: Tiara Harris

Oct 1, 2014: PAWS Cart: Students will be allowed to purchase items from the PAWS cart or showcase once per week using PAWS incentive money. **Person:** Tiara Harris

Oct 8, 2014: PAWS Cart: Students will be allowed to purchase items from the PAWS cart or showcase once per week using PAWS incentive money. **Person:** Tiara Harris

Oct 15, 2014: PAWS Cart: Students will be allowed to purchase items from the PAWS cart or showcase once per week using PAWS incentive money. **Person:** Tiara Harris

Oct 22, 2014: PAWS Cart: Students will be allowed to purchase items from the PAWS cart or showcase once per week using PAWS incentive money. **Person:** Tiara Harris

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Person: Tiara Harris

Nov 5, 2014: PAWS Cart: Students will be allowed to purchase items from the PAWS cart or showcase once per week using PAWS incentive money. **Person:** Tiara Harris

Nov 12, 2014: PAWS Cart: Students will be allowed to purchase items from the PAWS cart or showcase once per week using PAWS incentive money. **Person:** Tiara Harris

Nov 19, 2014: PAWS Cart: Students will be allowed to purchase items from the PAWS cart or showcase once per week using PAWS incentive money. **Person:** Tiara Harris

Nov 26, 2014: PAWS Cart: Students will be allowed to purchase items from the PAWS cart or showcase once per week using PAWS incentive money. **Person:** Tiara Harris

Nov 29, 2014: Monthly PBIS Data Meetings: Mrs. Harris will update teachers and staff regarding our monthly PBIS data using SWIS. **Person:** Tiara Harris

Nov 30, 2014: Collect fall data: % of students that have a ROC record of consequence **Person:**

Nov 30, 2014: 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, 2014: PBIS Data: Check data monthly to see the number of referrals and students in Tier 2 and Tier 3 behavior groups.
Person: Tiara Harris

Nov 30, 2014: School-wide PAWS Reward: We will have a monthly reward for ALL students. Students will earn the reward by putting their PAWS in the container monthly. When the container is full, we will have the reward. Some school-wide rewards include: Dance party, ice **Person:** Tiara Harris

Dec 1, 2014: Aide/Non-Cert Staff Training Mrs. Harris will train new aides and supervisors about PBIS. It will also be included in monthly meetings with supervisors (Harris) and aides (Gutierrez). **Person:** Tiara Harris

Dec 1, 2014: Individual Coaching: Mrs. Harris will work one-on-one with teachers that need skill building in classroom management.
Person: Tiara Harris

Dec 3, 2014: PAWS Cart: Students will be allowed to purchase items from the PAWS cart or showcase once per week using PAWS incentive money. **Person:** Tiara Harris

Dec 10, 2014: PAWS Cart: Students will be allowed to purchase items from the PAWS cart or showcase once per week using PAWS incentive money. **Person:** Tiara Harris

Dec 17, 2014: PAWS Cart: Students will be allowed to purchase items from the PAWS cart or showcase once per week using PAWS incentive money. **Person:** Tiara Harris

Dec 24, 2014: PAWS Cart: Students will be allowed to purchase items from the PAWS cart or showcase once per week using PAWS incentive money. **Person:** Tiara Harris

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Person: Tiara Harris

Dec 31, 2014: PAWS Cart: Students will be allowed to purchase items from the PAWS cart or showcase once per week using PAWS incentive money. **Person:** Tiara Harris

Jan 1, 2015: Aide/Non-Cert Staff Training Mrs. Harris will train new aides and supervisors about PBIS. It will also be included in monthly meetings with supervisors (Harris) and aides (Gutierrez). **Person:** Tiara Harris

Jan 1, 2015: Individual Coaching: Mrs. Harris will work one-on-one with teachers that need skill building in classroom management.
Person: Tiara Harris

Jan 7, 2015: PAWS Cart: Students will be allowed to purchase items from the PAWS cart or showcase once per week using PAWS incentive money. **Person:** Tiara Harris

Jan 14, 2015: PAWS Cart: Students will be allowed to purchase items from the PAWS cart or showcase once per week using PAWS incentive money. **Person:** Tiara Harris

Jan 21, 2015: PAWS Cart: Students will be allowed to purchase items from the PAWS cart or showcase once per week using PAWS incentive money. **Person:** Tiara Harris

Jan 28, 2015: PAWS Cart: Students will be allowed to purchase items from the PAWS cart or showcase once per week using PAWS incentive money. **Person:** Tiara Harris

Jan 29, 2015: Monthly PBIS Data Meetings: Mrs. Harris will update teachers and staff regarding our monthly PBIS data using SWIS. **Person:** Tiara Harris

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Person: Tiara Harris

Feb 1, 2015: Aide/Non-Cert Staff Training Mrs. Harris will train new aides and supervisors about PBIS. It will also be included in monthly meetings with supervisors (Harris) and aides (Gutierrez). **Person:** Tiara Harris

Feb 1, 2015: Individual Coaching: Mrs. Harris will work one-on-one with teachers that need skill building in classroom management.
Person: Tiara Harris

Feb 4, 2015: PAWS Cart: Students will be allowed to purchase items from the PAWS cart or showcase once per week using PAWS incentive money. **Person:** Tiara Harris

Feb 11, 2015: PAWS Cart: Students will be allowed to purchase items from the PAWS cart or showcase once per week using PAWS incentive money. **Person:** Tiara Harris

Feb 18, 2015: PAWS Cart: Students will be allowed to purchase items from the PAWS cart or showcase once per week using PAWS incentive money. **Person:** Tiara Harris

Feb 25, 2015: PAWS Cart: Students will be allowed to purchase items from the PAWS cart or showcase once per week using PAWS incentive money. **Person:** Tiara Harris

Mar 1, 2015: Aide/Non-Cert Staff Training Mrs. Harris will train new aides and supervisors about PBIS. It will also be included in monthly meetings with supervisors (Harris) and aides (Gutierrez). **Person:** Tiara Harris

Mar 1, 2015: Individual Coaching: Mrs. Harris will work one-on-one with teachers that need skill building in classroom management.
Person: Tiara Harris

Mar 1, 2015: Monthly PBIS Data Meetings: Mrs. Harris will update teachers and staff regarding our monthly PBIS data using SWIS.
Person: Tiara Harris

Mar 2, 2015: PBIS Data: Check data monthly to see the number of referrals and students in Tier 2 and Tier 3 behavior groups.
Person: Tiara Harris

Mar 2, 2015: School-wide PAWS Reward: We will have a monthly reward for ALL students. Students will earn the reward by putting their PAWS in the container monthly. When the container is full, we will have the reward. Some school-wide rewards include: Dance party, ice
Person: Tiara Harris

Mar 4, 2015: PAWS Cart: Students will be allowed to purchase items from the PAWS cart or showcase once per week using PAWS incentive money. **Person:** Tiara Harris

Mar 11, 2015: PAWS Cart: Students will be allowed to purchase items from the PAWS cart or showcase once per week using PAWS incentive money. **Person:** Tiara Harris

Mar 18, 2015: PAWS Cart: Students will be allowed to purchase items from the PAWS cart or showcase once per week using PAWS incentive money. **Person:** Tiara Harris

Mar 25, 2015: PAWS Cart: Students will be allowed to purchase items from the PAWS cart or showcase once per week using PAWS incentive money. **Person:** Tiara Harris

Apr 1, 2015: Aide/Non-Cert Staff Training Mrs. Harris will train new aides and supervisors about PBIS. It will also be included in monthly meetings with supervisors (Harris) and aides (Gutierrez). **Person:** Tiara Harris

Apr 1, 2015: Individual Coaching: Mrs. Harris will work one-on-one with teachers that need skill building in classroom management.
Person: Tiara Harris

Apr 1, 2015: Monthly PBIS Data Meetings: Mrs. Harris will update teachers and staff regarding our monthly PBIS data using SWIS.

Person: Tiara Harris

Apr 1, 2015: PAWS Cart: Students will be allowed to purchase items from the PAWS cart or showcase once per week using PAWS incentive money. **Person:** Tiara Harris

Apr 2, 2015: PBIS Data: Check data monthly to see the number of referrals and students in Tier 2 and Tier 3 behavior groups.

Person: Tiara Harris

Apr 2, 2015: School-wide PAWS Reward: We will have a monthly reward for ALL students. Students will earn the reward by putting their PAWS in the container monthly. When the container is full, we will have the reward. Some school-wide rewards include: Dance party, ice **Person:** Tiara Harris

Apr 8, 2015: PAWS Cart: Students will be allowed to purchase items from the PAWS cart or showcase once per week using PAWS incentive money. **Person:** Tiara Harris

Apr 15, 2015: PAWS Cart: Students will be allowed to purchase items from the PAWS cart or showcase once per week using PAWS incentive money. **Person:** Tiara Harris

Apr 22, 2015: PAWS Cart: Students will be allowed to purchase items from the PAWS cart or showcase once per week using PAWS incentive money. **Person:** Tiara Harris

Apr 29, 2015: PAWS Cart: Students will be allowed to purchase items from the PAWS cart or showcase once per week using PAWS incentive money. **Person:** Tiara Harris

May 1, 2015: Aide/Non-Cert Staff Training Mrs. Harris will train new aides and supervisors about PBIS. It will also be included in monthly meetings with supervisors (Harris) and aides (Gutierrez). **Person:** Tiara Harris

May 1, 2015: Individual Coaching: Mrs. Harris will work one-on-one with teachers that need skill building in classroom management. **Person:** Tiara Harris

May 1, 2015: Monthly PBIS Data Meetings: Mrs. Harris will update teachers and staff regarding our monthly PBIS data using SWIS. **Person:** Tiara Harris

May 2, 2015: PBIS Data: Check data monthly to see the number of referrals and students in Tier 2 and Tier 3 behavior groups. **Person:** Tiara Harris

May 2, 2015: School-wide PAWS Reward: We will have a monthly reward for ALL students. Students will earn the reward by putting their PAWS in the container monthly. When the container is full, we will have the reward. Some school-wide rewards include: Dance party, ice **Person:** Tiara Harris

May 6, 2015: PAWS Cart: Students will be allowed to purchase items from the PAWS cart or showcase once per week using PAWS incentive money. **Person:** Tiara Harris

May 13, 2015: PAWS Cart: Students will be allowed to purchase items from the PAWS cart or showcase once per week using PAWS incentive money. **Person:** Tiara Harris

May 20, 2015: PAWS Cart: Students will be allowed to purchase items from the PAWS cart or showcase once per week using PAWS incentive money. **Person:** Tiara Harris

May 27, 2015: PAWS Cart: Students will be allowed to purchase items from the PAWS cart or showcase once per week using PAWS incentive money. **Person:** Tiara Harris

Jun 1, 2015: Aide/Non-Cert Staff Training Mrs. Harris will train new aides and supervisors about PBIS. It will also be included in monthly meetings with supervisors (Harris) and aides (Gutierrez). **Person:** Tiara Harris

Jun 1, 2015: Individual Coaching: Mrs. Harris will work one-on-one with teachers that need skill building in classroom management. **Person:** Tiara Harris

Jun 30, 2015: Collect spring data: % of students that have a ROC record of consequence **Person:**

Jun 30, 2015: 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

May 15, 2014: Summer Homework Packets: Classroom teachers will get together grade level appropriate materials for summer homework. **Person:** Classroom Teachers

Jun 5, 2014: Summer Homework Packets: Copies made and packets distributed to students for summer homework. **Person:** Christina Gutierrez

Aug 18, 2014: Parent Brochure Table: Will be set up and kept stocked with ideas for parents to support student learning. **Person:** Christina Gutierrez

Sep 30, 2014: Newspaper: Title I page in monthly newsletter will give parents tips for child's educational success. **Person:** Christina Gutierrez

Oct 30, 2014: Newspaper: Title I page in monthly newsletter will give parents tips for child's educational success. **Person:** Christina Gutierrez

Nov 12, 2014: Fall Side-by-Side Visit: Parents will be invited to attend a lesson with their child during the school day. **Person:** Christina Gutierrez

Nov 13, 2014: Literacy Night: Parents will be invited to Literacy Night. The literacy activities will be completed by parents and students. **Person:** Christina Gutierrez

Nov 30, 2014: Collect fall data: % of teachers & Parents to volunteer during any one or more of the listed activities and receive feedback on event. **Person:**

Nov 30, 2014: Newspaper: Title I page in monthly newsletter will give parents tips for child's educational success. **Person:** Christina Gutierrez

Dec 12, 2014: PBL Showcase Night: Parents will be invited to view students projects K-5. **Person:** Christina Gutierrez

Dec 30, 2014: Newspaper: Title I page in monthly newsletter will give parents tips for child's educational success. **Person:** Christina Gutierrez

Jan 30, 2015: Newspaper: Title I page in monthly newsletter will give parents tips for child's educational success. **Person:** Christina Gutierrez

Mar 2, 2015: Newspaper: Title I page in monthly newsletter will give parents tips for child's educational success. **Person:** Christina Gutierrez

Apr 2, 2015: Newspaper: Title I page in monthly newsletter will give parents tips for child's educational success. **Person:** Christina Gutierrez

Apr 15, 2015: Spring Side-by-Side Visit: Parents will be invited to attend a lesson with their child during the school day. **Person:** Christina Gutierrez

May 2, 2015: Newspaper: Title I page in monthly newsletter will give parents tips for child's educational success. **Person:** Christina Gutierrez

Jun 30, 2015: 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

May 1, 2014: order puppy folders **Person:** C. Gutierrez

May 2, 2014: teachers create and turn in master folder for grade level **Person:** C. Gutierrez

May 5, 2014: Run off masters for folder **Person:** P. Salus

May 12, 2014: compile folders **Person:** c. Gutierrez

May 23, 2014: Pass out folders to teachers **Person:** C. Gutierrez

Aug 18, 2014: Teachers will explain puppy binders at Open House **Person:** Classroom teachers

Aug 20, 2014: Aides will check binders each week for parent communications and give notice to classroom teachers. **Person:** aides

Aug 20, 2014: Title I aides will file parent communication page from each Puppy Binder **Person:** aides

Aug 27, 2014: Aides will check binders each week for parent communications and give notice to classroom teachers. **Person:** aides

Aug 27, 2014: Title I aides will file parent communication page from each Puppy Binder **Person:** aides

Sep 3, 2014: Aides will check binders each week for parent communications and give notice to classroom teachers. **Person:** aides

Sep 3, 2014: Title I aides will file parent communication page from each Puppy Binder **Person:** aides

Sep 10, 2014: Aides will check binders each week for parent communications and give notice to classroom teachers. **Person:** aides

Sep 10, 2014: Title I aides will file parent communication page from each Puppy Binder **Person:** aides

Sep 17, 2014: Aides will check binders each week for parent communications and give notice to classroom teachers. **Person:** aides

Sep 17, 2014: Title I aides will file parent communication page from each Puppy Binder **Person:** aides

Sep 24, 2014: Aides will check binders each week for parent communications and give notice to classroom teachers. **Person:** aides

Sep 24, 2014: Title I aides will file parent communication page from each Puppy Binder **Person:** aides

Oct 1, 2014: Aides will check binders each week for parent communications and give notice to classroom teachers. **Person:** aides

Oct 1, 2014: Title I aides will file parent communication page from each Puppy Binder **Person:** aides

Oct 8, 2014: Aides will check binders each week for parent communications and give notice to classroom teachers. **Person:** aides

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Nov 19, 2014: Aides will check binders each week for parent communications and give notice to classroom teachers. **Person:** aides

Nov 19, 2014: Title I aides will file parent communication page from each Puppy Binder **Person:** aides

Nov 26, 2014: Aides will check binders each week for parent communications and give notice to classroom teachers. **Person:** aides

Nov 26, 2014: Title I aides will file parent communication page from each Puppy Binder **Person:** aides

Dec 3, 2014: Aides will check binders each week for parent communications and give notice to classroom teachers. **Person:** aides

Dec 3, 2014: Title I aides will file parent communication page from each Puppy Binder **Person:** aides

Jun 30, 2015: Collect spring data: Survey Questions #4 and 5 the % reporting a smooth transition into kindergarten **Person:**

Timely Additional Assistance

Aug 13, 2014: Making Words Training **Person:** C. Gutierrez

Nov 30, 2014: Collect fall data: number up reading levels going up **Person:**

Nov 30, 2014: Collect fall data: survey from students **Person:**

Jun 30, 2015: Collect spring data: number up reading levels going up **Person:**

Jun 30, 2015: Collect spring data: survey from students **Person:**

Professional Development Summary

REPORT IS NOT FINAL - NOT ALL STRATEGIES HAVE MET CRITERIA

Alignment with the School Improvement Plan: The Professional Development Summary 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 Summary 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.

Encourage Rigorous Curriculum

Aide Coaching/Feedback

Brief Description: Mrs. Gutierrez will give feedback and coaching, based on observation, to Title I aides that need to build/refine skills in Guided Reading.

Intended Participants: Other

Dates: Sep 15, 2014; Oct 15, 2014; Nov 15, 2014; Dec 15, 2014; Jan 15, 2015; Feb 15, 2015; Mar 15, 2015; Apr 15, 2015; May 15, 2015

Activity Purpose: Skill Building, Feedback/Support, Refinement

Activity Format: Peer Coaching

Funding: Title I

Does this activity occur during the school day? Yes

One-on-One Coaching

Brief Description: Mrs. Gutierrez will coach any teachers who need help with G.R., especially 1st and 2nd year teachers. A recommendation will be given by the principal based on evaluation/observation data for teacher need.

Intended Participants: Teachers

Dates: Sep 30, 2014; Oct 30, 2014; Nov 30, 2014; Dec 30, 2014; Jan 30, 2015; Mar 2, 2015; Apr 2, 2015; May 2, 2015

Activity Purpose: Skill Building, Feedback/Support, Refinement

Activity Format: Peer Coaching

Funding: Title I

Does this activity occur during the school day? Yes

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

Data Collection for Tier 2

Brief Description: RTI Coordinator will help teachers collect data from Tier 2 intervention.

Intended Participants: Teachers

Date: Sep 3, 2014

Activity Purpose: Information, Skill Building

Activity Format: Other

Funding: none

Does this activity occur during the school day? Yes

Focused Academic Area: Interactive Read Aloud/Independent Reading Conferences

No professional development is needed for this strategy.

Focused Student Group; Scaffolding of Basal Reading Program for Special Education Students

No professional development is needed for this strategy.

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

Aide/Non-Cert Staff Training Mrs. Harris will train new aides and supervisors about PBIS. It will al

Brief Description: Mrs. Harris will train new aides and supervisors about PBIS. PBIS tips will also be included in monthly meetings with supervisors (Harris) and aides (Gutierrez).

Intended Participants: Other

Dates: Sep 1, 2014; Oct 1, 2014; Nov 1, 2014; Dec 1, 2014; Jan 1, 2015; Feb 1, 2015; Mar 1, 2015; Apr 1, 2015; May 1, 2015; Jun 1, 2015

Activity Purpose: Skill Building, Feedback/Support

Activity Format: Peer Coaching, Other

Funding: none

Does this activity occur during the school day? Yes

Teacher training for PBIS

Brief Description: We will be going over our PBIS school-wide plan and discussing the teacher's plan for each classroom. Grade levels will discuss/create: Classroom rules, brain break ideas, body break ideas, classroom routines and procedures, and whole class rewards. Teachers will fill out a chart about their specific ideas for own classroom.

Intended Participants: Teachers

Date: Aug 13, 2014

Activity Purpose: Information, Skill Building

Activity Format: Presentation, Collaborative Problem Solving

Funding: Title I-Professional Development

Does this activity occur during the school day? No

Teacher training for PBIS

Brief Description: Mrs. Harris will be discussing the procedure for discipline problems. She will also discuss the card flip charts, classroom rewards, PAWS cart, Check in/Check out, Tier 3 students, and school-wide reward system.

Intended Participants: Teachers, Counselors, Administrators

Date: Aug 19, 2014

Activity Purpose:

Activity Format: Presentation

Funding: none

Does this activity occur during the school day? Yes

Parent Involvement: Parenting Skills for Educational Success

Status: Submitted

No professional development is needed for this strategy.

Parent Involvement: Communication

No professional development is needed for this strategy.

Student Transition: Fantastic Fours

No professional development is needed for this strategy.

Timely Additional Assistance

Making Words Training

Brief Description: Making Words Training

Intended Participants: Teachers

Date: Aug 13, 2014

Activity Purpose: Information, Skill Building

Activity Format: Presentation

Funding:

Does this activity occur during the school day? No

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.

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... 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... 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:

- Educator Training - Parent Involvement

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... 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... 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:

- Outreach to Preschool Parent Involvement Programs

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... 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:

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

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... 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... 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... 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... 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... 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... 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: Fantastic Fours

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:

- Encourage Rigorous Curriculum: S.H.I.N.E Staff Helping the Individual Needs of Everyone
- Focused Academic Area: Interactive Read Aloud/Independent Reading Conferences

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:

- Encourage Rigorous Curriculum
- Encourage Rigorous Curriculum: 8 Step

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... 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

We are concerned that... Encourage Rigorous Curriculum

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:

- Encourage Rigorous Curriculum
- Encourage Rigorous Curriculum: S.H.I.N.E Staff Helping the Individual Needs of Everyone
- Focused Academic Area: Interactive Read Aloud/Independent Reading Conferences

We are concerned that... Attendance

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:

- Attendance

We are concerned that... Focused Academic Area

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:

- Encourage Rigorous Curriculum
- Focused Academic Area: Interactive Read Aloud/Independent Reading Conferences

We are concerned that... Focused Student Group

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:

- Focused Student Group; Scaffolding of Basal Reading Program for Special Education Students

Force Field Excerpt

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

A. Where is the public copy of your school's curriculum located?	Principal's Office, teachers classrooms and Central Office
<p>B. What rules or statutes would you like to waive in order to promote student learning?</p> <ul style="list-style-type: none"> ● 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. 	none
C. Are your school's attendance rates supportive of learning? What activities will you implement next year to increase or maintain your attendance rate?	Quarterly awards for perfect attendance
D. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	NWEA-standards based assessment k-5 Acuity-ISTEP correlated predictive assessment Aims Web-weekly monitoring of interventions and bubble students with fluency and comprehension
E. List the needs assessments used in your school to help you identify areas that are interfering with learning.	ISTEP for grades 3-5, Running records data three times a year for grade levels k-5, NWEA data for k-5, data from counselors and SWIS for behavior data collection
F. List the programs that will be consolidated under the school-wide plan (if applicable). If not consolidating programs, please explain why not.	We do not need to consolidate any programs.

Continuous Improvement Timeline

DISCUSSION TOPIC	FACILITATOR TRAINING (Steering Teams)			FACULTY AND COMMUNITY COUNCIL DISCUSSIONS
	ORIGINAL PLAN	REVIEW & REVISE		
	1st Year Schools	2nd Year Schools	Alumni Schools	
Annual Update Meeting	n/a	n/a	Session AM - Sept	n/a
New Principal and Steering Team Member Training	n/a	n/a	Session PM - Sept	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	Aug Webinar	Sept
Vision	Session 2 – Sept	n/a	Sept Webinar	Oct*
Data Targets	Session 3 - Oct	Session 1 - Aug	Oct Webinar	Nov
Areas of Concern	Session 4 - Dec	n/a	Nov Webinar	Jan*
Conference on Learning	Jan	Jan	Jan	n/a
Strategy Selection	Session 5 - Jan	Session 2 - Jan	Jan Webinar	Feb
Strategy Title & Description	Session 5 - Jan	Session 2 - Jan	Feb Webinar	Mar
Strategy Implementation Plans	Mar Strategy Chair Training	Mar Strategy Chair Training	Mar Webinar	Apr

* Our school will complete these tasks every three years
We are next scheduled to complete these tasks during the 2014-2015 school year