Parkside Elementary School Improvement Plan for 2006-2009

Goshen Community Schools District Profile

Goshen is located in north central Indiana, about three hours east of Chicago, and three hours north of Indianapolis. This city of Goshen is home to 30,555 residents and is the county seat for Elkhart County. Goshen Community Schools encompasses all of Elkhart Township.

Goshen is an incorporated city, served by a mayor and city council. The city of Goshen encompasses 13.2 square miles. The 2001 annual budget was $14, 161,000.00. The city's primary source of revenue is approximately 85 percent property tax and 15 percent state tax. The tax rate per $100 assessed valuation in the city of Goshen, Elkhart Township, is $7.7582.

Goshen enjoys a diversified economy. The chief industries include recreational vehicle manufacturing, manufactured homes, a cancer treatment center, and a liberal arts college. In addition, Goshen hosts many agribusinesses: dairy, poultry breeding/processing, fruit, corn, and soy beans. The service industry is growing in this city. Recently, large chain and retail stores have entered the business market. These additions include WalMart, Target, Lowes, Menards, Kohls, and Sam's Club.

The varied economic opportunities have supported the population growth within this city. The type of employment available in Goshen attracts many young families with children. The median age of residents is 30.7 years with the largest percent of the population falling in the 25-44 age range. This young adult range composes 28.1 percent of the population. The second greatest concentration of residents is in the 45-64 range, which is 22.3 percent of the population. (STATS Indiana, 2004).

The Goshen Community School district comprises an area of 36 square miles and has a system-wide enrollment of 6150. The demographics of Goshen Community Schools are represented by 59 percent White, 33 percent Hispanic, 5 percent Multiracial, 2 percent Black, and 1 percent Asian. The socio-economic makeup for this school corporation is 54 percent paid lunch students, 36 percent free, and 10 percent reduced. In addition, there are 1919 language minority students with over 30 different languages spoken. The school corporation has six elementary schools, one middle school and one high school, and two alternative schools. Other educational opportunities provided within the Goshen Community School district includes: in-patient school at Oaklawn mental health facility, special needs pre-school, Head Start, and two parochial schools: Bethany Christian School and St. John's Catholic School.

The residents of this school corporation are provided with a plethora of community resources. LaCasa helps families with housing, translation, and emergency assistance. The Maple City Health Clinic and the Center for Healing and Hope provide health care and health education classes. Goshen Hospital provides several health, nutrition, and educational opportunities for this school community. In addition to healthcare and

housing, educational opportunities are enhanced through partnerships with Boys and Girls Club, Goshen College, and the Greencroft Retirement Community. Each of these agencies provides individuals and/or programs, which augment the varied educational programs residing within Goshen Community Schools. From volunteers in the classroom to providing mentors and tutors for students, these community resources are an integral part of our school community. These community resources provide a rich foundation for all students.

Introduction
Parkside Elementary School is a kindergarten through fifth grade public school located in Elkhart County, northern Indiana. Built in 1929, it has a current population of 352 students, 25 teachers and 15 staff members. Parkside is being renovated this year, and students and staff are being housed at another building. We will be moving back into the building in the fall of 2006 with 6 additional classrooms and will house approximately 400 students.

This small neighborhood school is one of seven elementary schools in the Goshen Community School Corporation. Our teachers and staff strive to recognize and address the needs of all students, encourage family and community involvement and create a positive learning environment. Professional growth and development is highly valued.

Numerous strategies and programs are in place to identify students' needs and provide a continuum of supportive services. Monthly family and community events called "Parkside Presents" range from a Poetry Coffee House to Choir and Orchestra performances to Roller-skating Parties. Common sense, brain research and shared years of experience support our belief that higher-order thinking and long-term academic retention can only take place in a safe environment fostering healthy relationships. Individual classroom discipline plans are supported by a common set of behavioral expectations, known throughout the building as the "Parkside Pledge".

All of our curricular frameworks are based on standards and best practice research. Related information can be found on the corporation's website, www.goshenschools.org. Literacy and math coaches provide teachers with modeling of effective instructional strategies as well as observations and coaching regarding course work in these areas.

Statement of mission
Parkside Elementary School

Our Mission: Parkside Elementary School...
- creates a positive atmosphere for learning.
- encourages family and community involvement.
- provides opportunity for professional growth and development.
- recognizes and addresses the needs of all students

Assessments Used

Hearing and Recording Sounds in Words (HRSIW) (Dictation)
Kindergarten, first, and second graders are given the Hearing and Recording Sounds in Words assessment in the fall and spring of each school year. This is a phonemic test of a child's knowledge of the relationship between letters and sounds in words.

Rigby Benchmark Assessment. - A K-5 test of a child's ability to word call and comprehend a grade level passage, with 90% accuracy or better in word calling, and 100% in comprehension.

*ISTEP*- A standardized test given to 3rd, 4th and 5th graders in the state of Indiana.

NWEA *MAP*- Criterion Referenced test given to 2nd, 3rd, 4th, and 5th graders In Goshen Community Schools.

Assessment Wall - A K-5 common assessment given, assessing the student's achievement in Reading. Tracking each individual student and their progress.

Summary of Data

In the fall of 2002, kindergarten and first grade students achieved average scores of 3.06 and 22.02 respectively out of a maximum of 37 on the Hearing Sounds in Words Assessment. The average scores for Kindergarten have been 2.30 (1998), 3.71 (1999), 2.98 (2000) 2.18 (2001), 4.37 (2003) 4.0 (2004), 7.9(2005). There has been some fluctuation in these scores; however the 2003-2005 scores indicates that kindergarten students are entering school demonstrating improvement in knowledge of phonemic awareness. The average scores for First Grade have been 17.72 (1998), 16.56 (1999), 17.91 (2000), 19.86 (2001), 18.2 (2003), 22.6 (2004) and 17.5(2005. The scores have gone up with the exception of 1999, and 2005 where we showed a slight decrease. It is expected that first graders will score twenty in the fall.

Second grade students are expected to score 49 on the fall HRSIW assessment. In the five years we have been testing, the mean scores have been, 54.62 (1998), 52.33 (1999), 52.02 (2000), 54.60 (2001), 56.21 (2002) 52.7 (2003), 51.25 (2004) and 55.23 (2005).

HRSIW

(legend: Kindergarten, 1st grade, 2nd grade; x-axis: Average score)
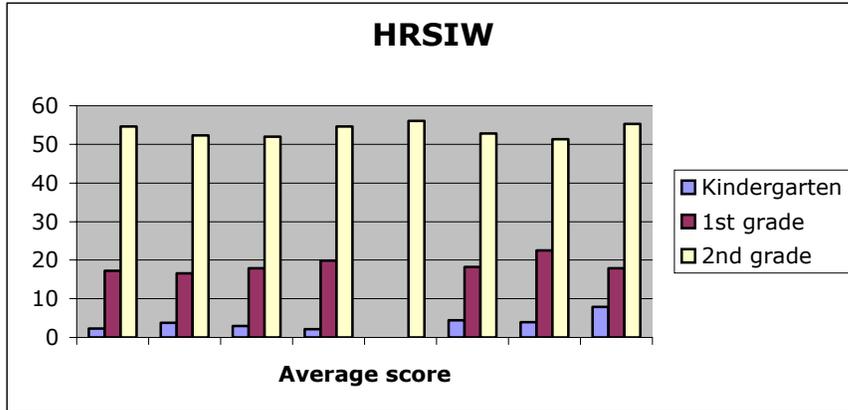
(K-2 Hearing and Recording Sounds in Words)

Rigby Testing Summary
We have been collecting this data since the fall 2002. Kindergartners are not tested in the fall, but there is spring data for 2003 that shows 37% of the kindergartners passed a Rigby Level B, which is the Parkside Spring Benchmark. At this point, we are looking at the data as baseline data to use for comparison in future years.

First grade fall 2002 data shows that 36% passed Rigby Level B, which is the Parkside Fall Benchmark for first grade. Spring 2003 data shows that 48% passed Rigby Level I, the Parkside Spring Benchmark for first grade.

Fall 2003 data shows that 41% of the first graders passed Rigby Level B. This is an increase from fall 2003 of 5%.

Second grade fall 2002 data shows that 74% passed a Rigby Level I which is the Parkside Fall Benchmark for second grade. Spring 2003 data shows that 77% passed Rigby Level M, the Parkside Spring Benchmark second grade.

Fall 2003 data shows that 57% of the second graders passed Rigby Level I. This is a decrease from 74%. A mixture of spring (2003) scores for returning students and fall scores (2003) for new students was used to obtain the figure of 57%.

Fall 2004 data shows that 31% of the first graders were at benchmark Level "C". Spring data shows student growth, jumping to 66% of the first grader at benchmark level "I". The data for second grade shows that 39% of the second graders passed the Rigby benchmark level "J". Spring data show that 68% of the second graders passed the Rigby benchmark level "M".

It appears that students who were at a Rigby level "M" have a 70% percent chance of passing the ISTEP. If students are at Rigby level L they have a 50% chance of passing and if they are at Rigby level K or below they will need additional interventions.
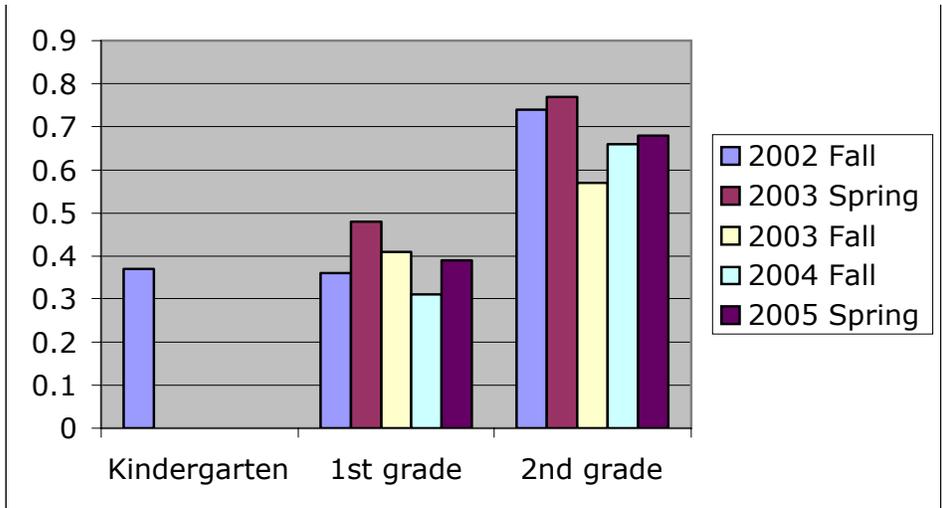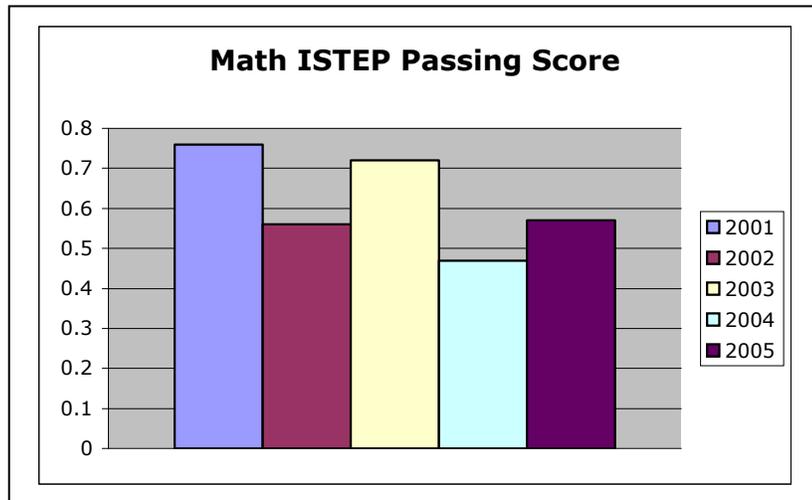
(Students on or above Rigby Reading Benchmarks.)

Parkside ISTEP Proficiency scores:

| 2001	2002	2003	2004	2005
55%	52%	52%	45%	49%passing in Both Math and LA. this year.

◆ Math
   2001 76%
   2002 56%
   2003 72%
   2004 47%
   2005 57%
Average over past
 5 years 67%.
State target 64.3%

Writing Applications and Convention ISTEP results.

Parkside Language Arts committee had focused in the area of Writing Applications and Conventions for the past 4 years. According to the results from the ISTEP over the passed four years, third grade students scored an average of seventy percent passing. The Language Arts committee recommended changing the staff development focus to reading comprehension and fluency, due to the success in writing over the past 4 years.
The area of comprehension is where are students are struggling in the ISTEP.
Spring NWEA testing affirmed that it is an area where we need to focus in all grade levels for the next three years. The Literacy Team at Parkside will focus on comprehension strategies , which will benefit students in all areas.

Writing Applications and Conventions

72   72

71

70

Passing %

many.

2002   2003   2004   2005
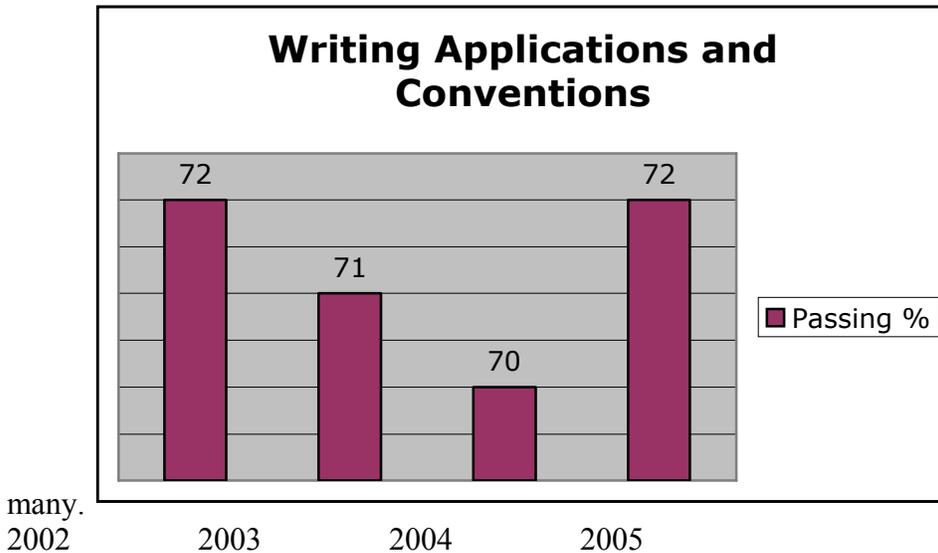
Cultural competency component of the racial ethnic, language-minority, cultural, exceptional learning, and social-economic groups that are included in the school's student population.

A large majority of our students walk to school. We are a city school with an enrollment of 359 students in grades K-5. We have a diverse population consisting of the following: 56.3% Caucasian, 31.2% Hispanic, 6.7% Multiracial, 3.6% Asian, 2.2% African American. 32% of our students receive free lunch while another 7% receive a reduced rate. Attendance rate for the year 2004-2005 is at 96 %.

As each year comes along, our mobility rate rises. Just looking at the 2003-2004 and 2004-2005 school years, 31 students migrated out while 29 migrated in. This year, 2005-2006, 56 students withdrew and 58 students migrated in. This statistic was based only on groups of 5 or more students leaving for the same school, or 5 or more coming to us from the same school. In other words we would have larger numbers if we took into account all students moving in or out to all schools.

ISTEP Results from Sub categories: 2005
2315 1843 Parkside Elementary School

		Language Arts	Math			
Overall	198	70.7 57.8	68.1 56.4			
Hispanic	42	52.4 48.6	47.9 47.1			
White	130	77.7 56.0	74.6 54.5			
Free Lunch	71	46.5*52.6	52.6 51.1	Y	Y	
Limited English	34	58.8 46.7	50.0 45.2			< 40
Special Ed	43	46.5*48.8	50.0 47.3	Y	Y	< 40 Enr

AYP History: 2002=Y,2003=Y,2004=N,2005=Y

The ISTEP sub-group data demonstrates the need to focus upon three different sub-groups of students who are scoring below benchmark on the ISTEP.

1. **Non-English and Hispanic speaking students**

* In Language Arts, last year 10 LEP students took the test. Out of the 10 LEP students, 4 students were level 3, and 1 student was a level 2. This was the first year lower LEP levels were included in the testing process.

* This year, in Language Arts, 9 LEP students took the test. The LEP levels are broken down thusly: 1 student is a level 3, 5 students were level4's, and 3 students were level 5's.

* This year, 7 out of 9 LEP students passed the Language Arts portion of the test. Teaching efforts using the LC framework are certainly assisting these students along with "double-dipping" students in SST (Student Success Team) language arts classes, which are largely influenced by the LC framework.

MATH

* In Math, last year 10 LEP students took the test. Only two of those students passed the test. Lower level LEP student testing seemed to be the problem.

* This year, in Math, 16 LEP students took the test. The LEP levels are broken down thusly: 2 students are level 1, 1 student is a level 2, 5 students are level 3's, 5 students are level 4's, and 3 students are level 5's.

* This year, 6 out of 16 LEP students passed the Math portion of the test. Using the new Trailblazer materials seems to be assisting these LEP students along with "double-dipping" these students in SST (Student Success Team) math classes.

• None of the levels 1, 2, nor 3's passed the math portion of this test.

This group scored below benchmark in 3-6 grades in language arts and math.   Students learning English are in need of some academic focus. The PL221 committee is addressing these needs through the SIOP training that has been provided by the

corporation for all staff. The SIOP training will provide teachers with strategies that are considered "best practice" for the LEP population. This professional development training will equip staff with a better understanding of the unique academic and social needs of students learning English. When a second language learner qualifies to receive services, he or she is entitled to extra reinforcement and remediation after failing scores have been reported on their current ISTEP test.   To meet this group of students' academic needs, we are implementing the Student Success Team.

2. **Special Education population.**

This group scored below benchmark in language arts and math on the ISTEP test in grades 3-6. Currently 19 of the students have a specific learning disability, five students have a communication disorder as well as a specific learning disability. One student has a specific learning disability and is also receiving occupational therapy. There are two students on the autism spectrum who also have a communication disorder. We have one student who is identified as mildly mentally disabled, has a communication disorder and receives occupational therapy.

All of the above mentioned third, fourth, and fifth grade students have an individualized education plan (IEP). Twenty students have goals and objectives in basic reading and/or reading comprehension. Twenty-one students have goals and objectives in written language. Fifteen students have goals and objectives in mathematics. Modifications are provided for students according to the individualized educations plans. Direct instruction is provided during the school day for students. Students are pulled out of the general education classroom to receive instruction in the area(s) indicated on the IEP. The special education teacher meets with the general education teacher on a weekly basis. During collaboration they discuss progress toward goals as well as concepts that have been covered in the classroom. The ultimate goal of this team of teachers is to take students where they are performing and move them closer to grade level performance. Direct instruction fills the discrepancy and helps close the educational gap as it addresses the needs of underachieving students. Typically, by the time students are in fifth grade they should be able to stay in the classroom for a longer period of time. Consultation will be provided on a weekly basis for those students who have met the criteria for exiting the program.

The Student Success Team (SST) addresses the needs of students who may not be performing at grade level. Each member of the team has a specialty area; word study, guided reading, guided writing, or math. Professional development is provided for the team members so they can continue to provide 'best practice' teaching strategies. The use of common language in reading, writing, and math eliminates some of the confusion for students. They use the Literacy Collaborative Framework; this reinforces what the classroom teacher is doing in the general education classroom. This team of teachers also uses the Math Trailblazers curriculum. Students who are in special education, or are English language learners, and those who have been referred by a team of teachers are divided up in small groups as they rotate from word study, guided reading, and guided writing and math classes. The following graph represents a class of students who

participated in SST. The graph indicates how many students from the same class of third graders passed the ISTEP test. We have had positive results with this approach.

ENL / SPECIAL EDUCATION SAME CLASS OF STUDENTS FROM 2003, 2004, 2005
ENGLISH / L.A. MATH SCIENCE
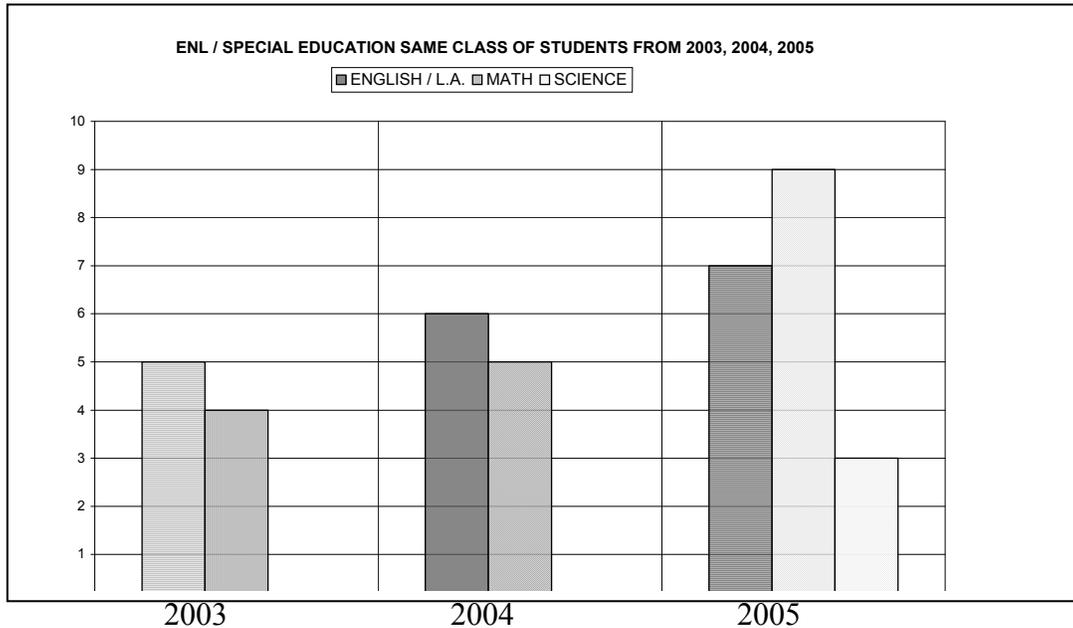
        3. **Poverty students**.
 This sub-group scored below benchmark in language arts and math on the ISTEP. We are addressing the needs of these students by using the Cognitive strategies training. This professional development provides important information to the staff concerning poverty students and the best strategies toward academic success. Cognitive strategies training will be used along with the Literacy Collaborative Framework and the Math Trailblazers curriculum trainings. The coaching technique ensures that professional development "best practice"-teaching strategies are implemented in the classroom.

Conclusions of the current educational programming.

We will continue to use the curricular frameworks that are based on standards and best practice research. Literacy collaborative is the adopted framework for teaching reading and language arts. We have implemented this totally in grades k-2 and the teachers in grades 3-5 have one year of training before it is fully implemented.

The corporation has established the Rigby level benchmark of the letter "M" by the end of second grade. It correlates with the ability to pass the ISTEP in third grade. Therefore, we have chosen to focus on reading and reading comprehension for the next two years.

Home-School-Community Building and Literacy Enrichment

Through the Performance Based Accreditation school reform process in the late 1990's, Parkside Elementary School developed a monthly evening event called *Parkside Presents!* Our goal: to provide enriching programs and activities, which enhance the home-school-community connections already in place. Each month, a different combination of educators and parents collaborate to support this endeavor, often with assistance from resources and agencies outside of Goshen Community Schools.

Every school year in March, Parkside's Language Arts Committee plans and facilitates a night of showcasing and reinforcing students' skills and interests in writing. This annual event has come to be known as our *"Coffee House - A Celebration of Writing!"* and is better attended than any other *Parkside Presents!* With twenty five students, spanning kindergarten through fifth grade all coming to the mic - in the spotlight – to read their poetry or short story and another twenty five coming to share their published work in our Celebration of Writing book. . . the attendance of school personnel, families, friends, classmates and interested community members ranges from around 175 to well over 300 individuals each year.

In 2004-2005 we began including art projects, which complimented the writers' works as another way to draw new people in. This March we are bringing in author-poet-performer Sara Holbrook to provide interactive lower and upper elementary assemblies during the school day and a culminating performance the same evening at our Coffee House. Next year we are looking at combining this event with a showcase of Arts.

Parent Involvement
The Parent Teacher Organization for Parkside Elementary School has served as a supportive organization for students and teachers for many years. The PTO has sponsored and assisted in two annual book sales with proceeds going to the school library. They sponsor the monthly Parkside Presents where parents, students and staff gather monthly for a school function. Using proceeds from its annual fund-raiser (Rose Sale) the PTO funds other request from teachers and staff throughout the year including field trips, educational events and materials.
        Results of our parent survey given in the Fall 2005-2006 school year, deemed positive.

Parent survey results
99% of the parents surveyed feel welcome at Parkside Elementary, believe there is adequate playground supervision and agree that teachers show respect for students. 97% of the parents surveyed agree that they are informed about their child's progress and teacher expectations, believe their child is safe at school and safe getting to and from school. Of the parents surveyed, 97% agree that the school meets the social and academic needs of their child and is an excellent learning environment. 99% of the parents surveyed agreed that overall the school performs well academically, is successful in preparing children for the future and has a good public image.
The parents surveyed were a mixed ethnic group, consisting of 72 % Caucasion, 2% Chinese, 22% Hispanic, 3% African-American background.

Technology

Technology is successfully being utilized in the classrooms. The staff training of the digital cameras, scanning, DVD, Compass Learning program and SMS program has reflected an increase in technology use as a learning tool. The Technology committee is responsible for assessing staff and student needs and provide training. See appendix A.

Safe and Healthy School Environment

　　　　In combination with school-wide behavioral expectations and common procedures, classroom social contracts and management plans, guidance-counseling services provide prevention and early intervention in order to maintain a healthy safe school environment. Goshen Community Schools' Elementary Counseling Curriculum is based on the goals listed below. This curriculum is presented and supported through classroom guidance lessons, small group and individual support.
　　Students demonstrate feelings of significance, uniqueness and capability.
　　Students identify and are skilled in making and accepting responsibility for choices.
　　Students can identify, understand, accept and cope with feelings.
　　Students interact with others in a positive manner.
　　Students develop conflict resolution strategies.
　　Career awareness is promoted.
　　Students understand and plan for personal safety.

Student achievement objectives/goals

Attendance Rate
2001-02   96.8%
2002-03   95.9%
2003-04   97%
2004-05   96.5%

Percentage of students meeting academic standards under the ISTEP+program

2001	2002	2003	2004	2005
55%	52%	52%	45%	49% passing in Both Math and LA. this year.
76%	56%	71%	47%	57% passing in Math
63%	72%	71%	62%	66% passing in LA.

Comparing the same students from third grade to fourth grade this year their Language Arts scores were 62% to 65%. Comparing the fourth graders last year to fifth grade this year, the same percent of them passed the test at 74%.
In Math, the comparison from third to the same fourth grade students this year went from 47% passing to 69% passing. We saw a similar increase in the students who were fourth graders and are now in fifth. 62% of passed last year and 70% passed this year.

ISTEP results in language arts increase dramatically when we eliminate the ENL and LRE scores; our third grade scores are at 75% passing.

NWEA Results Mean RIT Scores for Second grade
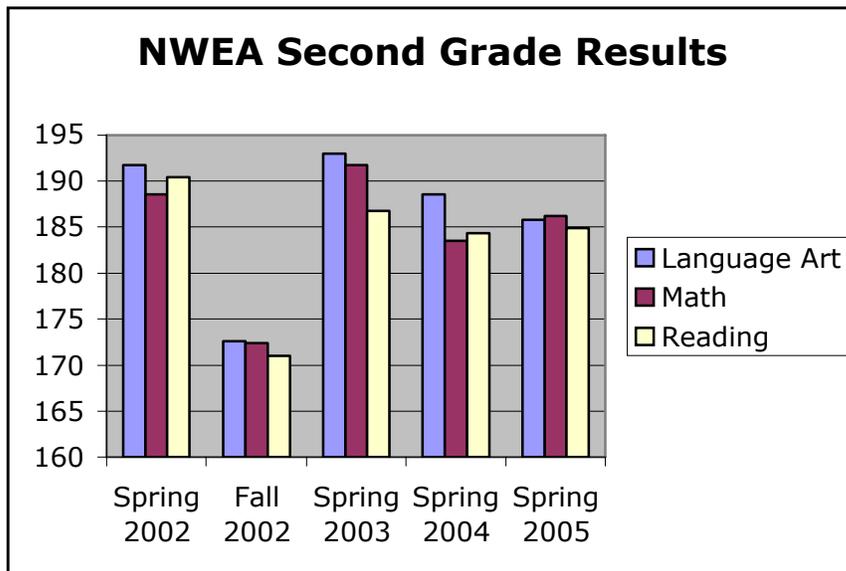
Specific areas where improvement is needed immediately.

Our main focus in language arts will be in reading comprehension and fluency. This will be addressed in professional development sessions throughout the year. The purpose of these professional development sessions is to support teachers as literacy best practice practitioners/teachers. The goal is for classroom instruction to benefit and be impacted by the professional development sessions. Student learning will increase by focusing on fluency instruction and reading comprehension in all subject areas.

Benchmarks for progress
Hearing and Recording Sounds in Words fall and spring
Rigby reading benchmarks fall and spring
ISTEP results
NWEA testing spring
Corporation quarterly tests

Parkside Elementary School's Continuum of Interventions

This continuum of interventions is extensive but not all-inclusive. Its purpose is to present numerous strategies, interventions and options to consider when individual teachers or collaborative groups are brainstorming ways to best meet a child's needs. These groups might include grade level teachers, child study teams, coaches, mentors or guidance, nursing and administrative staff.

An example of the continuum of interventions we provide and consider follows: For instance, classroom guidance lessons are provided for all students and this preventive strategy is listed on LEVEL 1. LEVEL 2 contains a step up in counseling services where parents, teachers and other staff consult with the counselor on individual students' needs. At LEVEL 3, students can be involved in small learning groups or short-term individual counseling. If needs persist in the social/emotional arena, the counselor will help connect families with appropriate helping resources in the community (A LEVEL 4 intervention). On LEVEL 5 serious issues not responding to prevention and early intervention might be referred to therapeutic day treatment or law enforcement agencies off-site.

Understandably, a single intervention could fall under more than one LEVEL on this continuum. We have attempted to place interventions on the level they are *most frequently* utilized at Parkside Elementary School but this is not to say a LEVEL 2 or 3 strategy can not be used prior to exhausting LEVEL 1. Also please note that some suggested strategies relate more to academic progress while others are options for improving behavioral and social/emotional conditions. These interventions are combined because many could have dual application.

LEVEL 1

Parent phone calls, individual teacher-student conferencing
Consultation and planning with grade-level collaborative team
Literacy Collaborative, Math Trailblazers, Cognitive strategies (Working with children in poverty) trainings and coaching (utilizing this for consultation)
Teacher goal setting and evaluation
Classroom social contract, expectations and procedures, management/discipline plan
Early intervention counseling or nursing - specific problem/solution focused
Classroom Developmental guidance (social skills) lessons
Principal, Nurse, ENL home-visitor or Counselor calls and home visits for information gathering and problem resolution
Positive club involvement (4-h, Club Riot, Boys and Girls club, Kids Care, Chess, Math, Spell-Bowl, Scouts)
ENL assessment and services
Peer tutoring, book buddies
Ongoing class meetings for community development and problem management
Teaching Test taking strategies

Preferential seating, proximity control, buddy work, lesson adaptations,
Character development and academic enrichment assemblies
Teacher aid assistance
Breakfast program
Regular reflection/collaboration on grade-level
Utilization of student data
Computer lessons supplementing curriculum and standard

LEVEL 2
Consultation with sp. ed. or ENL teacher, counselor, nurse, administrator, ECSEC
psychologist,
Homework club, Power Hour (BGC) or other after school tutoring assistance (needing
bilingual help)
Short-term individual counseling or learning group
Medical intervention - training with nurse (use of inhaler, BAT training, epi pen, etc.)
Informal attendance conference/notification of concern
Individualized behavior , academic goals or attendance plan
Child Study
Solution focused classroom meetings
Non-IEP SST involvement
Parent/teacher conferences
Time-out or community service in school but outside of reg. classroom
Mentors (GHS, community agencies, Goshen college, churches, anti-gang coalition)
Parent/child counseling and mediation
School wide behavioral expectations (Parkside Pledge)
PL221 committee goals and plans
Daily Medication administration or medical services through school nurse (ADHD,
Diabetes, etc.)
Weekly consultation with ENL and Sp. Ed. teachers.

LEVEL 3
Time-out, Detention or ISS at Parkside
Indirect (formal ongoing consultation) ENL, Sp. Ed or Speech services
Short-term crisis intervention counseling
Ongoing counseling support group or individual consultation
Attendance conference and plan through school
Study Hall with SST teachers
Informal school-based wraparound
Winners Club - after school homework help
Individual assistance from classroom aid
Behavior consultant services
GT testing and support within building
Psycho-educational testing and placement through ECSEC
Consultation with GT coordinator

Tucker signing group
Reading Recovery
Summer School
ENL/LRE paraprofessionals one on one tutoring
Functional Behavior Assessment/plan

LEVEL 4
After-School Tutoring
Out of school suspension, expulsion or alternative placement.
Therapeutic release from school
1/2 day treatment programs (CASS, etc.)
G.A.R.T. (community and school based collaboration and wraparound)
Detention, Saturday school or ISS at GMS or GHS
Medical Intervention Referral to outside agency
Attendance Hearing through administrative office
504 plan
Consultation with Elementary Resource Officer
IEP and special education services - SST
Gifted and Talented placement at Chandler
Direct ongoing Speech services
Connection with outside counseling/support agencies

LEVEL 5
Extended School Day
Showcaps Entry (tracking repeat offenses through counties legal system)
Day School or Day Treatment (Offsite Mental Health Clinic: Oaklawn, Bashor, etc.)
School-day schedule shortened or adjusted
Retention
Formal Wraparound Services (Oaklawn sponsored)
Referral to Child Protective Services (abuse, neglect, etc.)
Referral to Juvenile Probation Department (attendance, harassment, etc.)

Further assistance needed:
Full time nurse
Full time counselor
Full time ENL translator/parent liaison
Full time book keeper
Reading Recovery teacher (s)
Bridges training and implementation
smaller class sizes (prime time)
larger library of Level H-M chapter books
Planning time for special needs student (high and low)
Coordinator for parent and community mentors and volunteer program
Training for teachers aids
Bilingual help for homework club and other clubs within the building

More instructional materials in Spanish for parents
Parent library on helping children academically and social/emotional development and parenting.

Professional Development
a. Cognitive strategies training for all staff. 1-2 times monthly as a staff collaboration time after school.
b. Continued Literacy Collaborative training and coaching support for all teachers. Focus will be on reading comprehension and fluency.

c. Our main focus in Math is to use student achievement data, based on common assessments and to develop remediation plans.
      • Use monthly collaboration dates to score the common assessments and to evaluate it's effectiveness.
      • Administer common assessments aligned with our state standards and our math curriculum.
      • Attend monthly meetings by grade level to develop instructional strategies and to learn to use the multi rubric.
      • Develop math team leaders at each grade level, to focus on Math.

d. We will be implementing the Cognitive strategies for professional development. This will address our poverty students' academic needs. We will also be offering SIOP professional development to all staff. This will address best teaching strategies to assist LEP students in the classroom. Trainings will be held throughout the year for all staff.

INTERVENTION PYRAMID

Level 5

Extended Day

Level 4

After-School Tutoring

Level 3

SST

1 on 1 help from a classroom aide

Send Students to Study Hall with Padgett & Ponce

Use LRE/ENL education paraprofessional to remediate

Tucker Group

Speech services

Level 2

Child Study

Individual & parent counseling

ENL Paraprofessional

Reading Recovery

Communities in Schools

SST Services

Grade leveled instruction

Behavior Consultant

Test Prep

GHS & GC Mentors Para professional support

Early intervention counseling

Read Alouds-difficult text

Peer Tutoring

Bilingual Helper for Power Hour

Level 1

Writing Strategies

LC coach

Guided Reading

Breakfast

Aide

Conferring

Special Computer Lessons on Level

Smaller Class Size

Guidance Counselor

Nurse Services

Full-time Parent Liason

classroom Services

Assistant-one-on-one help

PrimeTime Paraprofessionals

Trailblazers Coach

More Level H-M chapter books

Reflection Time

Planning for special needs children low & high

More Time

More Trained Aides

Parent Volunteers

Differentiation

More instructional materials in Spanish for parents

Proximity to teacher-preferential seating

Work with Buddy

Adapt Lesson/Teaching

Small Group or 1 on 1 while others work independently

Data Forms

Winners Club

Instructional Strategies

PL221 Professional Development Schedule for 2006-2007

Focus on Reading, Comprehension and Fluency

August 14   7:30 a.m. Corporation Level

         10:30 a.m.   Building level Expectations/PL221 review

         1:00 p.m.   What, Why, How
                    Collaboration
                    Reflection
                    Coaching Model
                    Data Driven Decisions
                    Quarterly testing schedule
                    Technology Training: SMS grade book

August 15   Half Day: Essential Learnings Focus at grade level

                    Best Practice teaching strategies

September 29   Early Release: Fluency K-5

January 19   Early Release: Comprehension 7 strategies K-5

February 10   Early Release: Comprehension 7 strategies K-5

March 9   Full Day: Conferring with Readers K-5

April 20   Early Release: Informational text curriculum K-5

May 18   Early Release: ISTEP review
                  Rigby levels predictions/Assessment Wall
                    K-2 grades
                    3-5 grades
May 29   Full Day: a.m. Read Write and Talk K-5
                  p.m. Corporation
Tuesday 3-4:00 p.m. Math staff development will be presented at monthly corporation grade level meeting.

Cognitive strategies training will be presented during,
after school, scheduled staff meetings.