

Booth Free School School Success Plan 2014-2015



Booth Free School Success Plan
2014-2015

The School Success Plan is prepared to provide a comprehensive overview of major school priorities using the following essential question: “What improvement can we make that will ensure a quality educational setting for *all* members of our school community?”

The plan includes the school and district mission statements, school goals, and important priorities, aligned with the mission of both school and district. Goals and priorities are established with input from stakeholders – teachers, support staff, parents, and administrators. It emanates from a continuous cycle of assessments, planning, implementation and evaluation. The goals and priorities are intended to improve student achievement and to enhance the learning environment for all students.

Booth Free School Mission Statement

The Booth Free School community will provide a rigorous and differentiated learning experience to inspire all students to achieve excellence and become responsible and compassionate community members.

Core Beliefs

We believe all community members should know and understand the following core beliefs:

- Every student can and will learn.
- Our community of parents, teachers, and students work to support each other in the learning environment.
- We are life-long learners.
- We work toward continuous improvement and quality achievement.
- We value school experiences that promote a hands-on, active, and personalized approach.
- We accept the individual differences of all members of the learning environment.
- We work toward being good citizens through the “Character Traits” of honesty, respect, responsibility, courage, caring, and citizenship.

Regional School District No. 12

Our Vision and Mission

The Region 12 community educates, challenges, and inspires all learners to become compassionate, creative, and courageous individuals who are empowered by the knowledge, character, and perseverance to achieve their greatest potential within the global society.

Through reflective practice, the mission of Region 12 is to optimize student achievement, build a collaborative learning environment and develop engaged citizens.

Optimize Student Achievement

- Engage in relevant and rigorous curricula and assessments.
- Demonstrate the acquisition of essential skills and knowledge.
- Promote higher level thinking and problem solving skills.
- Foster creativity, imagination, and innovation.
- Provide effective professional development and teacher support.

Build a Collaborative Learning Environment

- Nurture cooperative relationships between students, staff, families, and community.
- Promote respect and acceptance of diverse ideas.
- Foster active participation in a safe learning environment.
- Develop and demonstrate effective verbal and written communication skills.
- Encourage adaptability and flexibility in thinking.

Develop Engaged Citizens

- Recognize one's potential and individual responsibility in a global society.
- Cultivate integrity and empathy.
- Demonstrate self-discipline and responsible risk taking.
- Embrace lifelong learning.

Our District Strategic Plan 2012-2017

Goal One

A. Goal statement: Design and Implement a curriculum embedding 21st century skills and align with Common Core Standards.

B. Indicators of Success:

1. The district will have identified, defined and articulated a unified set of focused 21st century skills.
2. A common format and template for curriculum construction is used across all content areas, courses and grade levels.
3. Each area will have a reasonable and achievable number of identifiable learning outcomes with associated measures of success.
4. Includes resources for varied and diverse student centered instructional methods.
5. Curriculum resources are continually assessed, revised and improved.
6. Professionals have the knowledge and skills needed to implement the curriculum and ensure student success.

Goal Two

A. Goal Statement: Implement a digital learning environment.

B. Identify Indicators of Success:

1. Digital resources are the primary text and media support materials.
2. Every student has a digital device with internet capability and the infrastructure to support it.
3. Board policies and practices have been aligned with the goals and focus of a digital learning environment.
4. Culture and communications are digital – there is adequate support and skills through the entire learning community to make the system work.

Goal Three

A. Goal Statement: Solve the problems of rising costs, declining enrollment and inefficient facilities

B. Indicators of Success:

1. A configuration is in place that reduces annualized per pupil expenditure while enhancing educational quality.
2. Maintain well-balanced classroom populations and instructional arrangements to ensure student success.
3. Efficient, appropriate and cost effective facilities and space usage that support the educational goals of the district.
4. There is reliable and demonstrable data to support any strategy.

School Goals

SLO Focus Statement for Language Arts Goal:

Students will improve their ability to respond to complex literary and informational text both individually and collaboratively.

Rationale for Goal:

This SLO is designed to hold K-5 students accountable for persevering in responding to multiple texts on the same topic and engaging in discourse with diverse partners to enhance understanding and responses to text. Assessment data from spring 2014 for K-5 and the beginning of this academic year were used to help determine that these were the areas in which our students had the highest level of need. The goal is for every student to achieve one year's worth of growth.

Baseline – Trend Data:

2014 end of school year data indicates that 86% of Kindergarteners, 90% of first graders, 100% of second graders, 100% of third graders, 100% of fourth graders, and 100% of fifth graders met the district benchmark for reading. Although our students have performed well in reading comprehension as indicated by the BAS scores above, the shift to SBAC performance tasks and requiring students to respond to multiple sources has increased the demand for written responses. Therefore this year we have added a written component to our BAS tests.

Student Population:

There are 79 students currently enrolled at Booth Free School. They are fairly typical of students in our region. Twelve students (15%) have IEPs and of those students identified, seven students (8.6%) specifically receive support in reading and five students (6.3%) receive support in writing.

Standards and Learning Content:

Range of Reading and Level of Text Complexity: Literature

- [CCSS.ELA-Literacy.RL.K.10](#) Actively engage in group reading activities with purpose and understanding.
- [CCSS.ELA-Literacy.RL.1.10](#) With prompting and support, read prose and poetry of appropriate complexity for grade 1.

- [CCSS.ELA-Literacy.RL.2.10](#) By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- [CCSS.ELA-Literacy.RL.3.10](#) By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
- [CCSS.ELA-Literacy.RL.4.10](#) By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- [CCSS.ELA-Literacy.RL.5.10](#) By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

Range of Reading and Level of Text Complexity: Informational Text

- [CCSS.ELA-Literacy.RI.K.10](#) Actively engage in group reading activities with purpose and understanding.
- [CCSS.ELA-Literacy.RI.1.10](#) With prompting and support, read informational texts appropriately complex for grade 1.
- [CCSS.ELA-Literacy.RI.2.10](#) By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- [CCSS.ELA-Literacy.RI.3.10](#) By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
- [CCSS.ELA-Literacy.RI.4.10](#) By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- [CCSS.ELA-Literacy.RI.5.10](#) By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

Speaking and Listening: Comprehension and Collaboration

- [CCSS.ELA-Literacy.SL.K.1](#) Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
- [CCSS.ELA-Literacy.SL.1.1](#) Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
- [CCSS.ELA-Literacy.SL.2.1](#) Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
- [CCSS.ELA-Literacy.SL.3.1](#) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

- [CCSS.ELA-Literacy.SL.4.1](#) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
- [CCSS.ELA-Literacy.SL.5.1](#) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

Writing

- [CCSS.ELA-Literacy.W.K.8](#) With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- [CCSS.ELA-Literacy.W.1.8](#) With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- [CCSS.ELA-Literacy.W.2.8](#) Recall information from experiences or gather information from provided sources to answer a question.
- [CCSS.ELA-Literacy.W.3.4](#) With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- [CCSS.ELA-Literacy.W.3.8](#) Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- [CCSS.ELA-Literacy.W.4.9](#) Draw evidence from literary or informational texts to support analysis, reflection, and research.
- [CCSS.ELA-Literacy.W.4.9.A](#) Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
- [CCSS.ELA-Literacy.W.4.9.B](#) Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
- [CCSS.ELA-Literacy.W.5.9](#) Draw evidence from literary or informational texts to support analysis, reflection, and research.

Interval of Instruction:

This SLO will begin September 30, 2014 and will continue to May 30, 2015.

Assessments:

1. Pre-assessment: Benchmark Assessment System (including Writing about Reading)
2. Post-assessment: Benchmark Assessment System (including Writing about Reading)

BAS: Scoring the Writing About Reading Assessment
(BAS1 page 39 and BAS2 page 35)

Score 0	Reflects no understanding of the text	The writing is not connected with the text or is in a very peripheral way (for example, about the same topic.) The student's writing does not reflect any of the information in the text (thinking within the text) or beyond or about the text.
Score 1	Reflects very limited understanding of the text	The writing is connected with the text but reveals either very little understanding or confusion. The student's writing does not reflect thinking beyond or about the text.
Score 2	Reflects partial understanding of the text	The writing provides evidence that the student understands the literal meaning of the text (within), including key understandings, and in addition, is thinking beyond the text. It is not necessary for the writing to "retell" the text, but examples from it may be used as evidence.
Score 3	Reflects excellent understanding of the text.	The writing provides evidence that the student not only understands the literal meaning of the text (within) but grasps the author's message and is thinking beyond and about the text. It is not necessary for the writing to "retell" the text, but summaries, quotes, or example may be offered in support of points.

Indicators of Academic Growth and Development (IAGDs)/Growth Targets:

BAS (Benchmark Assessment System)

Grade	September 2014 Levels	January 2015 Levels	May 2015 Levels
Kindergarten End of Year Expectations: BAS Instructional D, Writing about Reading Score of 3	BAS: <u>Instructional Level</u> : N/A Below Goal: 100% (11) At Goal: 0% (0) Above Goal: 0% (0) BAS <u>Writing about Reading</u> : Score N/A Below Goal: 100% (11) At Goal: 0% (0)	BAS: <u>Instructional Level</u> : B Below Goal: 36% (4) At Goal: 45% (5) Above Goal: 18% (2) BAS <u>Writing about Reading</u> Score: 2 Below Goal: 64% (7) At Goal: 36% (4)	BAS: <u>Instructional Level</u> : D Below Goal: 9% (1) At Goal: 64% (7) Above Goal: 27% (3) BAS <u>Writing about Reading</u> Score: 3 Below Goal: 18% (2) At Goal: 82% (9)
First Grade End of Year Expectation: BAS Instructional J, Writing about Reading Score of 3	BAS: <u>Instructional Level</u> : D Below Goal: 44% (4) At Goal: 33% (3) Above Goal: 22% (2) BAS: <u>Writing about Reading</u> : Score 3 Below Goal: 77% (7) At Goal: 22% (2)	BAS: <u>Instructional Level</u> : G Below Goal: 22% (2) At Goal: 55% (5) Above Goal: 22% (2) BAS: <u>Writing about Reading</u> Score: 3 Below Goal: 22% (2) At Goal: 77% (7)	BAS: <u>Instructional Level</u> : J Below Goal: 11% (1) At Goal: 44% (4) Above Goal: 44% (4) BAS: <u>Writing about Reading</u> Score: 3 Below Goal: 11% (1) At Goal: 88% (8)
Second Grade End of Year Expectation Instructional M and Writing about Reading Score of 3	BAS: Level J/K: Below Goal: 20% (2) At Goal: 40% (4) Above Goal: 40% (4) BAS Writing about Reading: Score 3: Below Goal: 80% (8) At Goal: 20% (2)	BAS: Level K/L: Below Goal: 20% (2) At Goal: 30% (3) Above Goal: 50% (5) BAS Writing about Reading 3: Below Goal: 40% (4) At Goal: 60% (6)	BAS: Level M: Below Goal: 20% (2) At Goal: 20% (2) Above Goal: 60% (6) BAS Writing about Reading 3: Below Goal: 10% (1) At Goal: 90% (9)
Third Grade End of Year Expectation Instructional P and Writing about Reading Score of 3	BAS: Level M/N: Below Goal: 35% (7/20 students) At Goal: 40% (8/20 students) Above Goal: 25% (5/20 students) BAS: Writing About Reading: Below Goal: 100% (20/20 students)	BAS: Level O: Below Goal: 25% (5/20 students) At Goal: 50% (10/20 students) Above Goal: 25% (5/20 students) BAS: Writing About Reading: Below Goal: 50% (10/20 students)	BAS: Level P: Below Goal: 15% (3/20 students) At Goal: 60% (12/20 students) Above Goal: 25% (5/20 students) BAS: Writing About Reading: Below Goal: 20% (4/20 students)

	At Goal: 0% (0/20 students)	At Goal: 50% (10/20 students)	At Goal: 80% (16/20 students)
Fourth Grade End of Year Expectation Instructional T and Writing about Reading Score of 3	BAS: P/Q Below Goal: 25% (3) At Goal: 33% (4) Above Goal: 42% (5) BAS: Writing About Reading: Below Goal: 92% (11) At Goal: 8% (1) 12 Students	BAS: R Below Goal: 23% (3) At Goal: 38% (5) Above Goal: 39% (5) BAS: Writing About Reading: Below Goal: 46% (6) At Goal: 54% (7) 13 Students	BAS: S/T Below Goal: 23% (3) At Goal: 38% (5) Above Goal: 39% (5) BAS: Writing About Reading: Below Goal: 30% (4) At Goal: 70% (9) 13 Students
Fifth Grade End of Year Expectation Instructional V and Writing about Reading Score of 3	BAS: Goal: Instructional S/T Below Goal: 0% At Goal: 33% (5/15 students) Above Goal: 66% (10/15 students) Writing About Reading: Below Goal: (0-2) 100% (15/15 students) At Goal: (3) 0%	BAS: Goal: Instructional U Below Goal: 0% At Goal: 33% Above Goal: 66% Writing About Reading Below Goal (0-2): 53% (8/15 students) At Goal (3): 47% (7/15 students)	BAS: Goal: Instructional V Below Goal: 0% At Goal: 33% Above Goal: 66% Writing About Reading Below Goal (0-2): 0% At Goal (3): 100% (15/15 students)

Instructional Strategies/Supports:

K-5 teachers use the Reader’s and Writer’s Workshop model including mentor texts, mini-lessons, independent writing, conferencing, publishing and the writing process to produce a variety of text genres. Students will be engaged in vocabulary development lessons and activities not only in writer’s workshop but also in all content areas to increase the rigor of the curriculum.

Supports:

- Trained interventionist and/or special education teacher will provide intensive supplementary (30 minutes) reading instruction daily through Fountas and Pinnell Leveled Literacy Intervention (LLI) program to the at risk students in grades K-5 as determined by results from the Fountas and Pinnell Benchmark Assessment System (BAS).
- Tutoring services will be designed and implemented with targeted readers for isolated skills.
- QuickReads will be implemented for targeted readers.
- The teaching of reading through a Reader’s and Writer’s Workshop model.

Strategies:

- K-5 implementation of: guided reading and writing, writing conferences, Ready Readers, decodable texts, flashcards, literacy stations, parent reading, Early Intervention support, tutoring, small group instruction, one-to-one instruction, cloze activities, poetry, choral reading, paired reading and writing, shared reading and writing, read aloud, books on tape, collaborative group opportunities, jigsawing, reader's theatre, literature circles, book talks, building vocabulary, and close reading.
- Accountable Talk
- Support staff will work with classroom teachers to provide extra reading instruction to targeted students including use of the Student Support Plan Sheet.
- Special Education teachers and classroom teachers will collaborate to differentiate instruction for targeted students.
- Discrete instruction and practice of reading comprehension skills, writing conventions, close reading, and elaboration.
- Reading Interventionist will support targeted students for reading and responding to text.

Websites:

- www.raz-kids.com
- www.abcYa.com
- www.ixl.com
- www.eastconn.org
- <https://www.diigo.com>
- <https://readingandwritingproject.com/>
- www.readingA-Z.com
- www.starfall.com
- www.enchantedlearning.com
- www.crec.org
- www.lexia.com
- www.newsela.com
- www.Quizlet.com
- www.LearnZillion.com

The professional learning experiences that will meet the needs of students relative to this goal:

- PLC meetings such as cross-grade level, early intervention (K-2, 3-5 or K-5), faculty, and grade level meetings to share strategies.
- Ongoing analysis of data collection

- Utilize reading computer program Lexia and IXL
- Units of Study for Teaching Reading, Grades 3-5
- Professional development for support staff in reading instruction
- Individual research, site visits, and out of district training in reading instruction

Selected teachers will be attending the following workshops:

- 24th Annual Literacy For All Northeast PreK-8 Literacy Conference & Reading Recovery Institute
- New England Reading Association Conference
- Common Core/Curriculum Development
- SBAC Workshops
- Webinars and videos

Websites:

- www.writingfix.com
- <http://readingandwritingproject.com/>
- www.readinga-z.com
- www.scholastic.com
- www.readworks.org
- www.readingrockets.com
- www.LearnZillion.org
- www.Achievethecore.org

Use of professional library:

- *Falling in Love with Close Reading: Lessons for Analyzing Texts--and Life* by Christopher Lehman and Kate Roberts
- *Teaching Students to Read Like Detectives* By Douglas Fisher, Nancy Frey, and Diane Lapp
- *Notice & Note: Strategies for Close Reading* By Kyleene Beers & Robert E. Probst
- *Text Complexity: Raising Rigor in Reading* by Douglas Fisher, Nancy Frey, and Diane Lapp
- *Essential Questions: Opening Doors to Student Understanding* by Jay McTighe and Grant Wiggins
- *Quality Questioning: Research-Based Practice to Engage Every Learner* by Jackie Acree Walsh and Beth Dankert Sattes
- International Reading Association Journal - *The Reading Teacher*
- National Council of Teachers of English Journal – *Language Arts*
- International Reading Association – *Reading Research Quarterly*
- New England Reading Association Journal - *NERA*
- *Differentiated Instructional Strategies for Reading in the Content Areas* by

Carolyn Chapman and Rita King

- *Revisiting The Reading Workshop* by Barbara Orehovic and Marybeth Alley
- *Classroom Instruction that Works* by Robert J Marzano, Debra J. Pickering, and Jane E. Pollock
- *A Handbook for Classroom Instruction that Works* by Robert J Marzano, Jennifer S. Norford, Diane E. Paynter, Debra J. Pickering, and Barbara B. Gaddy
- *What Really Matters for Struggling Readers Designing Research-Based Programs* by Richard L. Allington
- *When Readers Struggle* by Gay Su Pinnell and Irene C. Fountas
- *The Continuum of Literacy Learning* by Gay Su Pinnell and Irene C. Fountas
- *Teaching for Comprehending and Fluency* by Gay Su Pinnell and Irene C. Fountas
- *The Fountas & Pinnell Leveled Book List K-8+* by Gay Su Pinnell and Irene C. Fountas
- *Building Academic Vocabulary* by Robert Marzano
- *Bringing Words to Life* by Isabel Beck, etc.
- *Word Matters* by Gay Su Pinnell and Irene C. Fountas

Math

SLO Statement: Students will make sense of problems, persevere in solving them, construct viable arguments, and critique the reasoning of others.

Rationale for Goal:

This SLO is designed to work with students K-5 on math problem solving skills with the intent of increased rigor. Assessment data from the end of last school year and from the beginning of this school year as well as NWEA results were used to help determine student need. The goal is for every student to grow as determined by the expectations outlined by the Bridges math program on the Comprehensive Growth Assessment (CGA). The CCSS Math Practices are key to the success of this goal.

Baseline – Trend Data:

2014 end of school year data indicates that 86% of Kindergarteners, 90% of first graders, 100% of second graders, 45% of third graders, 87% of fourth graders, and 64% of fifth graders met the district benchmark for overall math performance on NWEA.

Student Population:

There are 79 students currently enrolled at Booth Free School. They are fairly typical of students

in our region. Twelve students (15%) have IEPs and of the those students identified, three students (3.8%) specifically receive support in mathematics.

Standards and Learning Content:

- CCSS.MATH.PRACTICE.MP1 Make sense of problems and persevere in solving them.
- CCSS.MATH.PRACTICE.MP3 Construct viable arguments and critique the reasoning of others.

Interval of Instruction:

This SLO will begin September 30, 2014 and will continue to May 30, 2015.

Assessments:

- Pre-assessment: Bridges Comprehensive Growth Assessment
- Post-assessment: Bridges Comprehensive Growth Assessment

Indicators of Academic Growth and Development (IAGDs)/Growth Targets:

Bridges Comprehensive Growth Assessment

Grade	September Levels	January Levels	May Levels
Kindergarten	<u>R12 K Math</u> Universal Screening: 75% (21/28 points) Beginning: 0% (0) Approaching: 9% (1) Meeting: 73% (8) Advanced: 18% (2)	<u>R12 K Math BA 1:</u> 75% (39/52 points) Beginning: 0% Approaching: 27% (3) Meeting: 55% (6) Advanced: 18% (2)	<u>Bridges K CGA:</u> 75% (75/100 points) Intensive: 0% (0) Strategic: 0% (0) Approaching: 18% (2) Meeting: 82% (9)
First Grade	<u>Bridges 1 CGA:</u> 75% (110/146 points) Intensive: 88% (8) Strategic: 11% (1) Approaching: 0% (0) Meeting: 0% (0)	<u>Bridges 1 CGA:</u> 75% (110/146 points) Intensive: 22% (2) Strategic: 22% (2) Approaching: 44% (4) Meeting: 11% (1)	<u>Bridges 1 CGA:</u> 75% (110/146 points) Intensive: 0% (0) Strategic: 0% (0) Approaching: 22% (2) Meeting: 77% (7)

Second Grade	38-74 points: Bridges 2 CGA, (25%-39%) Meeting: 0% Approaching: 10% (1) Strategic: 30% (3) Intensive: 60% (6)	75-112 points: Bridges 2 CGA, (50%-74%) Meeting: 40% (4) Approaching: 20% (2) Strategic: 20% (2) Intensive: 20% (2)	113-150 points: Bridges 2 CGA, (75%-100%) Meeting: 60% (6) Approaching: 20% (2) Strategic: 10% (1) Intensive: 10% (1)
Third Grade Bridges 3 CGA (75% - 100% correct)	Meeting: 0% Approaching: 0% Strategic: 15% Intensive: 85%	Meeting: 40% Approaching: 20% Strategic: 20% Intensive: 20%	Meeting: 80% Approaching: 10% Strategic: 5% Intensive: 5%
Fourth Grade 111/148 points (75- 100% correct): Bridges 4 CGA	Bridges 4 CGA: Meeting: 0% Approaching: 0% Strategic: 25% Intensive: 75%	Bridges 4 CGA: Meeting: 8% Approaching: 23% Strategic: 54% Intensive: 15%	Bridges 4 CGA: Meeting: 62% Approaching: 23% Strategic: 15% Intensive: 0%
Fifth Grade Bridges 5 CGA (129/172 points 75%-100% Correct)	Meeting: 0% Approaching: 6% (1/15 students) Strategic: 13% (2/15 students) Intensive: 80% (12/1/5 students)	Meeting: 6% (1/15 students) Approaching: 20% (3/15 students) Strategic: 73% (11/15 students) Intensive: 0%	Meeting: 53% (8/15 students) Approaching: 36% (7/15 students) Strategic: 0% Intensive: 0%

Instructional Strategies/Supports:

Supports:

- K: Region #12 Benchmark Assessments and Formative Assessments, Bridges Assessments and Intervention Program
- 1st Grade: Region #12 Benchmark Assessments and Formative Assessments, Do The Math, Bridges Assessments and Intervention Program
- 2nd Grade: Bridges Assessments and Intervention Program, Region #12 Benchmark Assessments and Formative Assessments, Do The Math

- 3rd Grade: Bridges Assessments and Intervention Program, Region #12 Benchmark Assessments and Formative Assessments, Do The Math, Perfection Learning Common Core Resources
- 4th Grade: Bridges Assessments and Intervention Program, Region #12 Benchmark Assessments and Formative Assessments, Do The Math, Queue Common Core resources, Groundworks, Perfection Learning Common Core resources
- 5th Grade: Bridges Assessments and Intervention Program, Region #12 Benchmark Assessments and Formative Assessments, Do The Math, and Queue Common Core resources, Perfection Learning Common Core resources, Coach Crosswalk for Common Core

- The teachers will also use the following:
 - Teacher observations
 - *Groundworks* Enrichment (Student Performance Results)
 - Ideas for Supporting Learners from Bridges
 - *Math Solutions Resources (Marilyn Burns)*

Strategies:

- Support staff will work with classroom teachers to provide extra math instruction to targeted students including use of the Student Support Plan Sheet.
- Special Education teacher and classroom teachers will collaborate to differentiate instruction for targeted students.
- Math Interventionist will support targeted students.
- Discrete instruction and practice of problem solving skills.
- Explicit instruction of estimating solutions to problems.
- Explicit instruction in math vocabulary.
- 1-5 Early Intervention support, tutoring, small group instruction, one-to-one instruction, collaborative group opportunities, and building vocabulary.
- Accountable Talk

Parent Goal

SLO Statement: All certified staff will ensure the success of all students by collaborating and communicating with families and other stakeholders about curriculum based activities and academic expectations through the school year through media and technology sources in addition to the traditional modes of communication.

Rationale: This SLO is designed to work with families in informing them of the implementation and revisions to the district's K-5 curriculum. The Common Core, a real-world approach to learning and teaching, provides consistent expectations for all students. In addition, students will be preparing to take new standardized tests, based on the Common Core.

The Common Core State Standards provide clear understanding of what students are expected to learn, so teachers and parents may support them in achieving shared goals. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young students need for success as they progress each year.

Through strong and various media, parents will gain an understanding of the grade level expectations and partner with staff to support teaching and learning.

Baseline-Trend Data:

- The district has given teachers and parents access to new forms of communication making it possible to increase the use of media in the past year.
- 100% of the teachers generally respond through some form of weekly/ monthly newsletters.
- It is a trend that more and more information about the Common Core is available for teachers, parents, and students.
- After piloting the state's Common Core Assessments, some knowledge has been gained as to performance expectations.
- Due to the high number of working parents, such activities as PTO meetings and Parent Visitation Day have seen a drop in attendance. Therefore the use of multiple media has provided opportunities to stay connected with school events.

Student Population:

Almost all of our families have access to the media (internet, TV) and receive weekly communication from the school and PTO through websites. 80%-90% of grade 4 and 5 students participate in "Bring Your Own Device To School" for classroom use.

Interval:

This SLO will begin in September 2014 and continue through May/June of 2015.

Indicators of Success:

- Spring Survey
- YouTube shows produced
- Weekly newsletters
- Monthly newsletters
- Updated Websites

- Parent informational sessions

Instructional Strategies:

- Support from District's Technology Champions
- Develop and distribution of surveys
- Ongoing distribution of newsletters and other informational flyers and packets
- Ongoing update to websites
- Use of Edmodo
- Classroom invitations to observe and participate in activities and lessons
- Informational sessions for families held throughout the school year
- Linking classroom activity videos to teacher websites
- Encourage parents to be contributors to classroom blogs
- Skype/Google Chat with parents
- Incorporate TV Studio and video production programs that highlight teaching and learning as well as celebrations

School Success Priorities

In addition to our academic goals, the following activities will be instituted this school year:

Monitoring Student Performance

- Teachers will continue their work on developing formative assessments and employ them when examining student growth and understanding of key concepts. Teachers will use the results to drive their instruction.
- Teachers will meet in PLCs every week to discuss teaching and learning and address student achievement.
- Teachers will meet in district grade level teams on a regularly scheduled basis to discuss teaching and learning and address student achievement.
- Teachers consistently will use district and school based assessment data, samples of student work, and observational notes to determine instructional needs of students who have not met district standards.
- The principal and certified staff will continue training in Scientific Research-Based Interventions (SRBI) as part of a school team and employ these practices to support struggling students.
- If students are identified, the teachers will provide support for English Language Learners and monitor and track their growth so that the academic needs of these students are met.

- Teachers will continue track support by collecting data on the number of times students receive small group or one-to-one support.

Home School Partnership

- Principal, Head Teachers, and teacher representative will attend monthly PTO meetings.
- Principal will meet with PTO officers and members on a monthly basis to discuss school issues and concerns.
- Principal, Head Teachers, and teaching staff will lend support and information as parents plan school-wide cultural and educational events for students.
- Booth Free staff will continue to recruit community volunteers to work with students in need of extra academic support.
- Ongoing home-school communication will include:
 - Monthly Principal's Newsletter
 - Grade Specific Teacher Newsletter either monthly or weekly
 - Student take-home Folders
 - Website postings such as the "Refrigerator Door" and teacher web pages/blogs
 - Emails
 - Phone calls
 - Parent Conferences –scheduled for October, and upon request in February and April
 - School visitations

Student Wellness

- Empower students to embrace wellness of mind, body, and spirit through classroom initiatives and school wide initiatives sponsored by the Booth Free Student Council.
- The school nurse will work with the school community in promoting student wellness and healthy lifestyles.
- The school nurse and the physical education teacher will implement an interactive program to promote healthy choices among K-5 students. This program called Healthy Highway, will encourage the students to think about their wellness and to be involved in promoting good choices school-wide. A bulletin board will be made available to display student choices.
- In collaboration with the PTO, additional opportunities for exercise and sports will be provided.
- Information will be disseminated on a weekly and monthly basis for students through the Nutrition Nugget Newsletter and healthy tip announcements every Friday and recorded in the monthly Principal's Newsletter.
- In collaboration with the PTO, students will have opportunities to participate in programs that increase their knowledge of nutrition and healthy eating and the importance of

physical activity.

- Students and parents will be encouraged to choose and bring healthful snacks and lunches to school.
- The staff will disseminate a letter encouraging healthy celebration treats and explaining that any food brought to the class will stay in the class.

Supporting the Professional Learning Environment

- PLCs will meet weekly.
- Plan and coordinate professional development based on teacher needs and student data.
- Information obtained in all staff meetings and other planning sessions will be shared in a succinct manner to ensure that all staff members acquire essential school information. These meetings will promote active participation and time for continuous student reflection and decision making.
- Continue to develop a collaborative relationship between regular and special education teachers so that consistent expectations and practices occur for students.

Improving Performance in Science

- Increase availability of non-fiction books about science topics.
- Review and implement the newly revised Curriculum Embedded Performance Tasks for grades 3-5
- Utilize some of the PLC weekly sessions to share and discuss strategies related to the identified topics in science.

Booth Free School deeply recognizes that having a safe school is an important part of the learning process. This is outlined in detail in our Safe School Climate Plan.