

**EDEN PARK
ELEMENTARY SCHOOL
SCHOOL
IMPROVEMENT PLAN
2011~2012**



Eden Park Elementary School School Improvement Team

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MEMBERS

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5/28/2011

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Eden Park Elementary School School Improvement Plan

MISSION STATEMENT

The mission of Eden Park Elementary School is to provide an educational environment which promises a love for learning, an appreciation for diversity, a willingness to embrace change and a yearning to achieve one's personal best.

VISION STATEMENT

Eden Park's vision statement presents a picture of an ambitious, desirable future that improves the current condition. It describes where the school will be during the next five years.

Eden Park is a thinking school where the love and joy of learning is apparent. We recognize the individual talents and abilities unique to each child and adult and provide an enriched educational experience. The staff and curriculum challenges and prepares students to be creative thinkers, problem solvers, and effective communicators. We are a place where home, school, and community come together to accomplish our mission and goals.

Eden Park is located at 180 Oakland Avenue, Cranston, Rhode Island. It serves approximately 300 students in grade K through 6. Kindergarten students receive instruction in a half-day program. In addition to Kindergarten, Eden Park has 15 classrooms, two per grade.

Student Population

- 44 % of our students qualify for free-reduced lunch
- 75% White, non-Hispanic in origin
- 7% Hispanic
- 10% Asian
- 7% African American
- 2% American Indian
- 1% have 504 Plans
- 20% receive supplemental math services
- 20% receive supplemental reading services
- 14% have Individualized Education Plans
- 3% receive ELL services

School Faculty

- 16 Full-time certified staff members
- 16 Part-time certified staff members and 6 part-time non-certified staff members
- 1 Full time secretary
- 1 Full-time custodian and 1 part-time custodian

Degrees Attained

- 100% of the certified staff members have a Bachelor's degree
- 38% of the certified staff members have earned Master's degree in their area of certification

Professional Development

- 100% of the full-time certified staff members have participated in School Wide Planning during the current school year
- 100% of the full-time certified staff members are current members on the School Improvement Team

#1 Comprehensive Needs Assessment

As a faculty we met to analyze NECAP data from 2010-2011 to determine areas that need to be strengthened based on student performance. The sub-committee gathered data from Fall 2010 NECAP reports.

The following data sources were reviewed:

Student Performance Data

- Rhode Island State Assessments in English, Language Arts, Mathematics, and Writing.
- Fastt Math student and classroom data
- STAR data
- PALS data
- Investigations assessments
- Reading Street Benchmark tests
- Teacher and Student Pre and Post assessment surveys
- Extended day activities
- Technology embedded lesson design

Based on the review of data and discussion about the effectiveness of current and past teaching and learning initiatives, the following recommendations were made and were incorporated into our Action Plan.

Action Plan Recommendations for Eden Park School:

1. Continue the Title 1 Family Center and Parents and Teachers as Partners (PTP) programs and teacher/parent communication to better prepare our children and their families for a positive and successful learning experience.
2. Continue to provide professional development opportunities to strengthen standards-based instructional and assessment practices.
3. Provide students with a variety of daily writing opportunities across content areas using the writing process, ACES writing strategy and six traits model. Additionally, teachers will provide students with time to explore a variety of writing styles (Fall 2010 NECAP Math and Reading short answer response analysis, ACES written responses to informational text.)
4. Increase opportunities for children to participate in activities that will: foster using rubrics, conferencing with the teacher, self-monitoring, and engaging in peer reading and writing activities.
5. Continue explicit reading comprehension instruction with a focus on analyzing and interpreting informational text. In addition, children will have multiple opportunities to support their observations by referencing the text. (Fall 2010 NECAP Reading Results Grades 3, 4, 5, 6, PALS responses for K,1,2)

6. Increase opportunities, in all grade levels, for students to engage in authentic instruction based on real life experiences, including problem solving and decision making.
7. Continue to strengthen performance in all mathematical GLE strands with a focus on vocabulary, measurement, and geometry through the use of the Investigations math program, Glencoe series, and Fastt math technology. (see Fall 2010 NECAP Mathematics Results Grades 3, 4, 5, 6, FASTT MATH student and classroom reports)
8. Increase opportunities for children in all grade levels to strengthen problem-solving skills through the use of grade level Exemplars Problem Solving activities.
9. Implement consistent school-wide rubrics for extended tasks for all academic areas.
10. Develop consistent grade appropriate rubrics for all extended mathematical tasks.

TARGET: Increase the percent of students proficient in reading and mathematics by 5% as reflected in Eden Park's NECAP results.

#2 School Reform Strategies

Instructional strategies:

Teachers of Students in grades K-6 are utilizing the Investigations and Glencoe mathematics and the Reading Street programs, Read About and System 44 based upon student need. All programs are research based programs aligned with the grade level expectations.

Utilizing the Reading Street, Read About and System 44 programs teachers are able to differentiate instruction based upon the reading needs of the child. All children have access to appropriate reading material. Scaffolding strategies are used to engage in rigorous reading and writing instruction. **(Needs Assessment Recommendations # 3, 4, 5)**

Utilizing the Investigations mathematics program teachers provide students with instruction aligned with the Grade Level expectations. Teachers facilitate tasks that embed concepts/skills in rigorous problem solving situations. *Investigations in Number, Data, and Space* is a K-5 mathematics curriculum designed to engage students in making sense of mathematical ideas. Six major goals guide the development of this curriculum. Momentum Math and FASTT Math are utilized regularly to differentiate based upon student learning needs. **(Needs Assessment Recommendations # 6 & 7)**

Initiatives:

Effective implementation of the 6 Traits of Writing, The Writing Process and the ACES strategy for short answer responses to a variety of genres - models of constructed responses will be used as a teaching tool to develop criteria of “what makes a good response”. Writing strategies are embedded throughout math and reading action plans.

Strengthening parent involvement- knowing the importance of parental involvement, the Eden Park community has developed an action plan outlining strategies to engage parents in a meaningful manner.

Common understanding of mathematical GLE's- Throughout the academic school year, during common planning time, teachers meet to examine student work that address Grade Level Expectations. Discussion focuses on: what can be done with future tasks to address gaps students may encounter as well as when implementing the same task in the future how do we facilitate the task with greater success-what additional tools/experiences can we provide? What questions can we add to our question bank that would help to improve the implementation of the task?

#3 Instruction by Highly Qualified Teachers

- In September parents are notified in writing by the District Title 1 Parent Involvement Coordinator that teachers and paraprofessionals meet the highly qualified status. By law, teachers deemed “highly qualified” hold a bachelors’ degree, full state certification, and demonstrate subject matter competency in the core academic subjects that the teacher teaches. (ride.ri.gov)
- The staff currently teaching at Eden Park have all been deemed “highly-qualified” according to the process stated by NCLB. (see Appendix---work assignment/roster)

#4 High-quality and Ongoing Professional Development

Professional Development activities should directly link to our school improvement plan. Our action plans in our school improvement plan should link directly to student achievement. Therefore, our professional development plan should link directly to student achievement that has observable evidence in classrooms, progress monitoring of student achievement, and evaluations of professional development to ensure it is positively impacting student achievement.

Teachers brainstormed the ways in which professional development would assist their ability to meet the needs of all students achieve at high levels . To determine the areas of greatest need the staff looked at NECAP student responses to short answers and constructed responses and determined that students have difficulty expressing themselves in writing when responding to content specific questions as well as reading comprehension questions. Grade level planning time occurs weekly focusing on identified needs and monitoring progress in a timely manner. The results of the inquiry led to the development of many professional development opportunities

such as :

Looking at student work: examining written responses in content areas

Criteria Charts: to provide clear expectations

Walk Throughs: looking for evidence of implementation of best practice

Math Portfolios: looking for progress over time

Looking at NECAP/STAR/PTS3 assessment data

Extended day activities embedded with writing activities as well as strengthening reading and mathematics

Engaging Parents as Partners

Target: Student NECAP scores in grades 3-6 will increase by at least 5% in reading, writing & mathematics.

#5 Strategies to Attract Highly Qualified Staff

Incentives for highly qualified teachers to teach at Eden Park Elementary-

Title 1 funds are used for materials and professional development. Teachers have the benefit to engage in more professional development opportunities. Teachers are also able to make decisions about purchasing specific materials and technology to meet the needs of all students, especially students experiencing difficulty mastering the State's standards.

All teachers and paraprofessionals are expected to engage in professional development opportunities offered at Eden Park which are directly aligned with our school improvement plan, based upon our students' needs. In 2009-2010, we examined statewide assessment data, looking for evidence of strengths and weaknesses, learned strategies for communicating effectively in writing in all content areas and strategies for vocabulary development in all content areas. All of out-of-building professional development must meet the needs of our students as determined in the school improvement plan.

District requirements: The district requires that all teachers have a valid R.I. teaching certificate which would ensure that each teacher is highly qualified in the area in which they are teaching.

#6 Strategies to Increase Parental Involvement

Eden Park's Family Involvement Policy is included in our Parent Involvement document and our Eden Park Action Plan. Title I Family Center in collaboration with the Eden Park PTP conducts a survey and compiles evidence from a family involvement questionnaire at the beginning of each school year. The data collected is used in designing parent engagement activities that are of interest to the parents.

The Eden Park team studied, family involvement policy, beginning of the year questionnaire, and the Eden Park Action Plan and made recommendations for improvements. Recommended changes are reflected in the current parent involvement action plan.

**Target: To increase family involvement in school
to support student learning**

#7 Preschool Transition Strategies

Eden Park Elementary employs a variety of strategies to ensure a smooth transition from pre-school to kindergarten for incoming students. Eden Park works collaboratively with many agencies in order to facilitate the transition as outlined below. A smooth transition assists parents and students as they enter the public school setting .

“The research on the benefits of involving families in their children’s education indicates that families are a critical partner in providing continuity as children move between systems of care and education.” (Bohan-Baker & Little 2004) The transition process also helps the teacher to gain understanding of the incoming students and their needs.

- Collaboration between
 - Child Out Reach screening results (prior or scheduled)
 - Early Childhood Center (IEP)
 - Head Start (send parents in with informational packet)
 - Title 1 Family Center

Strategies for helping students' transition into the elementary setting

- Eden Park Kindergarten Teacher and Principal do the following:
 - Meet and Greet for parents and students prior to the start of the school year
 - Hot dog roast for all families. Families are invited to meet and greet the new teacher and or other families within the community.
 - Students and parents visit classroom and teacher gives a "Welcome to Kindergarten" speech. Students then have a snack after which the teacher reads a story to the class and student respond to the literature.
 - Teacher prepares an informational packet that is given to families when they register in March
 - Principal and K teacher visit Head Start around registration time.
- The Family Center does the following:
 - Welcomes parents at kindergarten registration and provide each family with a story book, "Getting Ready for Kindergarten " Activity Calendar, and school readiness information with explanations about the handouts
 - Outreaches to each family who has a student entering kindergarten at one of the Title I schools by phone and through the mail inviting them to a summer Kindergarten Night presented jointly by the Family Center and Cranston Public Library
 - Provides each incoming kindergarten with a "Welcome to Kindergarten" bag of school supplies, a book and school information for their parents.
 - With school help, organizes the Kindergarten Transition Night with Head Start.

#8 Teacher Participation in Making Assessment Decisions

Students participate in many assessments that are formative and evaluative. The former guides instruction and the latter monitors student progress. At the district and school level teachers, administrators, and parents participate in the selection, use, and interpretation of school-based assessments. School-wide assessments, such as math assessments and Reading Street assessments are decided upon by teachers and administrators and are designed to meet Grade Level Expectations. Teachers make informed decisions when to administer CBM (curriculum based measurements) based on class readiness. All students are assessed for academic progress 3 times per year using PALS and Children's Progress (K-2), STAR Reading and PTS3 Math (3-6). Accommodations are made to ensure that students have access to rigorous instruction and are making progress along their individual learning continuum. Teachers review NECAP scores in all areas and make decisions about modifications and improvements in instruction and further assessment choices. Parents are invited to attend monthly grade level breakfasts with the principal to discuss grade level expectations as well as any areas of interest to the parents of a particular grade. An annual meeting is scheduled to discuss the reporting of the NECAP results as well as answer any questions parents may have.

#9 Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

The following are procedures and activities used to ensure that any student experiencing difficulty attaining proficiency, receive effective and timely additional assistance. Assistance school wide is tailored to meet the various needs and learning styles of the targeted student. Assistance is available to all those who may need it.

STAR Reading Assessment

Given to grades 3-6 in September to make instructional decisions for upcoming school year. The data acquired from the STAR is used to determine students who may require additional assistance. If a student scores lower than a 39 in the NPR (National Percentile Rank) then they are considered for intervention.

Personal Literacy Plan (PLP)

Students in Grades 3-6 who score a 39 or below on their STAR reading test is given a PLP. Student in K-2 are administered the PALS and if the benchmark is not met then they will receive a PLP. The area of most need is identified and the plan is written accordingly

Response to Intervention (R.T.I.)

At the start of the school year all students will be screened in Mathematics and Reading. Students not meeting the benchmark will be monitored in the Rtl process. Teachers will complete a referral form for those students who are struggling to meet state standards either academically or behaviorally. Classroom assessments, state and district test scores, benchmark tests, and classroom work samples are used to support and monitor progress.

Once a referral is received, the "Problem Solving Team" (PST) team meets with the classroom teacher to review student work and test scores to discuss areas of weakness. The team, comprised of a regular education teacher, a special educator, the reading consultant, principal, and classroom teacher, and other specialists as needed, then develops strategies. The research based strategies developed are implemented within the classroom setting to increase performance in the targeted areas. Modifications and accommodations are made to further support the child's learning style. Data is collected and reviewed while the strategies are being implemented. Within a timely manner, a review is scheduled to note if any progress is made.

Evaluation Team

If a student continues to make no progress, either new strategies are implemented or the student may be recommended for further evaluation/testing by the "Evaluation Team".

PLP Selection Process:

- K-2 PALS Fall Assessment- benchmark scores are evaluated
- Grades 3-6: STAR Reading

The Title I Reading Selection Process Protocol is as follows:

Testing:

- K-2 PALS Fall Assessment- benchmark scores are evaluated
- Grades 3-6: STAR Vocabulary and Comprehension percentile rank- points are assigned according to Selection Point Sheet.
- Previous Title services taken into consideration
- Classroom Performance Checklists: Grades K-6

The Title I Math Selection Process Protocol is as follows:

Testing:

- Grades K-2 Children's Progress is administered to all students.
- Grades 3- 6 PTS3-Mathematics is administered to all students
- Previous Year Investigation Unit Tests: Grades 1 – 6
- NECAP Mathematics Results
- Previous year's Math Investigation Unit Assessment are checked for students not mastering the State's Math standards and points are assigned according to Selection Point Sheet.
- Classroom Performance Check Lists: Grades 1 – 6 completed on students who have received the highest number of points from testing results.

The most at risk population, those who have difficulty mastering the State's Math or Reading standards, is identified based on highest total points. These targeted students receive a minimum of 60 -90 minutes per week of additional assistance in mastering the State's Standards. In math, the instruction scaffolds the Investigation Units being taught in the classroom. In reading additional researched based accommodations are made to meet the various learning styles of the students.

#10 Coordination and Integration of Federal, State, and Local Programs and Resources

- **Federal Programs:**
 - Title I (family center program and coordinator),
 - Title II (additional professional development opportunities)
 - Title IV (Outreach workers salaries)
 - IDEA (resources for students w/learning disabilities)
- **State Programs:**
 - COZ money is used for after school programming and to support parent involvement activities
- **Local Programs:**
 - Montequilla grants were awarded to teachers to purchase classroom literature for the students to support different reading levels with common themes/concepts.
 - Fund 1
 - Cranston Public Libraries
 - Johnson & Wales University

Needs Assessment Statement : Based on NECAP data, on average, **77%** of Eden Park students scored proficient. Therefore there is a need to strengthen performance of all reading/language arts GLE strands. Explicit reading comprehension instruction embedded in a variety of genres focusing on sounds and language, making predictions, drawing conclusions, and making inferences will help us to achieve our goal.

<p>Target: Increase the percent of students proficient in reading by 5% as reflected in Eden Park’s NECAP results.</p>			<p>Result Statement: All students will be able to comprehend and provide a written response to a variety of non-fiction reading materials.</p>		
<p>Changes in student learning behavior: Students will:</p>	<p>Changing Instruction: Teachers will:</p>	<p>Monitoring progress with timelines and adjustments:</p>	<p>Collaboration and Support:</p>	<p>Resources, school and district:</p>	<p>Evaluation of success, reporting to families and community:</p>
<p>Read a wide variety of genres for information and/or pleasure Apply comprehension strategies to text in all content areas Answer higher-level comprehension questions both orally and in written form create stories and improve sentence fluency and visually demonstrate how to analyze actual text from literature by highlighting and taking notes electronically while engaging with literature Learn when and how to use graphic organizers Participate in S.S.R. daily Practice reading and writing in a variety of genres Read nightly and complete reading logs Regularly respond to literary and informational text to show understanding of ideas and concepts</p> <p>5/28/2011</p>	<p>Integrate and apply comprehension strategies across all academic areas using paper pencil and technology resources <u>Available apps provide children with tactile and auditory experiences using technology</u> Model and use a variety of strategies to interpret text Differentiate instruction Model when and how to use graphic organizers Read aloud to students Provide time for shared reading Provide daily writing/reading instruction in a variety of genres Provide <u>written</u> models of short answer responses and develop criteria with students of “proficient “ responses Provide opportunities to learn & apply vocab across the curriculum Continue “ReadAbout” Program (3-6) Continue Raz-Kids.com program (1-2)</p>	<p>Use data from standardized tests to assess and measure student progress and inform instruction (PALS , CPAA,K-2, STAR Reading, NECAP) Reading Street Unit Assessments & Selection Tests Teacher created tests and anecdotal notes Formal and informal classroom observations Personal Literacy Plans Leveled Readers Fountas & Pinell Assessment (1-6) SRI (3-6) Report Cards <u>Mid-quarter progress reports</u> Walk Throughs STAR Reading , Children’s Progress, PTS3 Math as screening tools</p>	<p>Utilize grade level meetings with reading consultant RTI Participate in quarterly curriculum meetings Attend SIT Meetings Team teaching with reading consultant Collaborate with service Providers Seek and utilize parent community support and <u>trained</u> volunteers Small group intensive support with trained literacy assistants under the guidance of the classroom teacher/reading consultant</p> <p>Evaluation Team</p>	<p>Schedule grade level meetings <u>ARRA technology i.e. iPad and Macbooks with primary and intermediate grades</u> Title 1 Funding Schedule time for support staff to plan and collaborate Increase site-based professional development Continue offerings of district professional development opportunities VICS Collaborate with Title 1 Family Center</p>	<p>Report Cards Quarterly progress reports to parents of PLP students Maintain Personal Literacy Plans for identified students Assessment data from NECAP, F&P, PALS. Reporting of Reading Street End of Unit assessments and Selection Tests maintained in a portfolio Monthly newsletter RS Family Times Web-Site Quarterly & Annual IEP Results SIT planning and evaluating implementation of SWP.</p>

Needs Assessment Statement : Based on NECAP data, on average, **62.5%** of Eden Park students scored at or above proficiency. Therefore there is a need to strengthen performance of all mathematical GLE strands. Developing a school wide understanding of vocabulary, multi-step problems, multiple representations and written responses will help us to achieve our goal.

Target: Increase the percent of students proficient in mathematics by 5% as reflected in Eden Park’s NECAP results.

Result Statement: All students will become competent, proficient elementary mathematicians who know how to use a variety of tools, strategies, and resources to solve problems.

Changes in student learning behavior: Students will:	Changing Instruction: Teachers will:	Monitoring progress with timelines and adjustments:	Collaboration and Support:	Resources, school and district:	Evaluation of success, reporting to families and community:
<p>Frequently and consistently use mathematical language, written and orally</p> <p>Participate in daily routines that involve mathematics</p> <p>Use manipulatives and other resources when appropriate</p> <p>Explain problems both orally and in writing while also modeling responses for writing constructed responses</p> <p>Work with partners and/or small groups</p> <p>Share solutions with peers</p> <p>Explore, connect and extend their problem solving knowledge, skills and concepts</p> <p>Practice a variety of problem solving methods and strategies</p> <p>Regularly respond to informational text</p> <p>5/28/2011</p>	<p>Model and use math vocabulary throughout the day</p> <p>Make resources and manipulatives readily available including word walls and <u>NECAP examples</u></p> <p>Model how to use appropriate tools and resources</p> <p>Use literature to explain mathematical concepts</p> <p>Integrate math with other academic areas</p> <p>Model and use a variety of strategies to solve problems</p> <p>Model the process for writing constructed responses</p> <p>Differentiate instruction Use FASTT Math (2-6) and Title 1 Math (3-5) and Momentum Math</p> <p>Use Exemplar Math Problem Solving Program but not limited to</p> <p><u>Common assessments use of NECAP /Investigations unit of study binder weekly for problem solving</u></p>	<p>Use varied assessments to measure and track student learning and growth (NECAP, PTS3 Math teacher-created tests, teacher created criteria, benchmark assessment)</p> <p>Formal and informal classroom observations</p> <p>Utilize FASTT Math (2-6)</p> <p>Momentum Math; intervention program for Tier II and III</p> <p>Key Math as a diagnostic tool</p>	<p>Common planning time</p> <p>Lead/Mentor Teachers</p> <p>Communicate and collaborate during quarterly curriculum meetings</p> <p>Attend SIT Meetings</p> <p>Implement grade level planning meetings</p> <p>Increase communication with support staff</p> <p>Looking at student work of benchmark assessments</p>	<p>Provide common planning time</p> <p>Increase communication with support staff</p> <p>Implement site-based professional development</p> <p>Attend professional development opportunities</p> <p>First Steps</p> <p>Utilize FASTT Math</p> <p>Title 1 Funding</p> <p>Key Math</p> <p>Momentum Math (3-5 sm. groups)</p> <p>Envision (Grade 5)</p>	<p>NECAP and STAR Reading/PTS3 Math assessment data</p> <p>Investigations end of unit assessments</p> <p>Investigations Unit newsletter</p> <p>Parent Workshops</p> <p>NECAP Report Out</p> <p><u>Quarterly monitoring of FASTT Math implementation</u></p> <p>Breakfast with the Principal</p>

Needs Assessment Statement: Parental engagement activities fall in three categories at Eden Park: Social events, fundraising/volunteering activities and link to learning activities. According to research, the activities that improve student achievement are activities that link to learning. This type of parental involvement instills confidence in parents and fosters a true partnership in student learning. 2010-2011 we have had a total of 43 parental involvement events at Eden Park, 5 were social events and 38 were link to learning activities. We would like to increase our link to learning activities by 5%.

Target: To increase family involvement in school to support student learning			Result Statement: Eden Park School welcomes parents and seeks their help and support at school and at home in promoting school success for their children.		
Changes in Participation	Changing Parental Involvement:	Monitoring Parent Involvement:	Collaboration and Support:	Resources, school and district:	Evaluating Results/ Reporting to families and community:
<p>Use a variety of meaningful, two way communication between home and school</p> <p>Increase parent understanding of how they can support learning at home</p> <p>Increase the number of parent volunteer opportunities at school</p> <p>Increase parent advocacy through shared decision making n development of PIC (Parental Involvement Committee)</p> <p>Teachers available for conferencing at mutually agreed upon times</p> <p>Open House</p> <p>Principal's newsletters</p> <p>School Compact</p> <p>SIT Meetings</p> <p>PTP Meetings</p>	<p>Use student planners and folders as vehicles for communication between home and school</p> <p>Maintain school website</p> <p>Continue to use informational and invitational flyers and personal contacts</p> <p>Offer parent-child joint learning activities including school-wide Math and Literacy Family Nights</p> <p>Use Title 1 Family Center program to enhance learning opportunities for families</p> <p>Encourage parents to participate in the PTP, volunteer in the classroom, chaperone field trips and help at school events</p>	<p>Ask teachers/parents to report effectiveness of the planner as a communication tool</p> <p>Monitor invitation response and attendance at school events. Use sign-in sheets to assess attendance based on grade levels</p> <p>Ask all volunteers to sign in the Volunteer Log Book and record the number of hours spent at school</p> <p>Maintain a record of all school Events</p> <p>Invite parents and families and to participate on the Title 1 Family Center's Institute for Parent Leaders</p> <p>Maintain a log of parent-teacher conferences</p>	<p>The PTP supports the school by purchasing planners, maintaining email list serve, tracking participation and creating new opportunities for involvement</p> <p>The Title 1 Family Center provides extensive outreach to all families by phone, email and through the distribution of flyers</p> <p>Teachers use planners, notes and phone calls to communicate with Families in regards to academic progress</p> <p>The school will design a series of family events with the help of faculty and parents on how to support learning, such as Dr. Seuss Night, Math Night, and School Report Night</p>	<p>Title 1 Family Center will include Eden Park families in all programming</p> <p>Eden Park will seek the expertise of the district math coaches in designing family math programs</p> <p>Teachers will participate in the development of family events</p> <p>Webmaster updates school website on an ongoing basis to ensure information is current and accurate.</p>	<p>Use program evaluation to assess the effectiveness of events at targeting specific audiences</p> <p>Count the number of volunteer hours given to the school monthly to determine whether involvement is increasing</p> <p>Review sign-in sheets from Family Nights, Title 1 Family Center programs and PTP sponsored events to determine effectiveness of outreach to families</p> <p>Use Title 1 Family Center Survey data to assess parent attitudes toward school/ <u>involvement</u></p>

<u>Target:</u> To increase family involvement in school to support student learning			<u>Result Statement:</u> Eden Park School welcomes parents and seeks their help and support at school and at home in promoting school success for their children.		
Changes in Participation	Changing Parental Involvement:	Monitoring Parent Involvement:	Collaboration and Support:	Resources, school and district:	Evaluating Results/ Reporting to families and community:
Kindergarten transition activities K Orientation Teachers will offer Investigations/Reading Street/online supports for reading, writing and math Increase participation in Parental Involvement Committee Bicycle safety (rodeo) in conjunction with community organization Parent/teachers conferences at end of 1 st quarter, more frequent as needed <u>After school programs</u> <u>Back to School Hot Dog Roast</u> <u>Monthly reading logs</u> <u>Parent Representative for each classroom</u> 5/28/2011	Invite parents to attend school report nights, Title 1 meetings and to participate on SIT committees, Breakfast with the Principal Parent /teacher report card conference Math manipulative help Nutrition Workshop (Nurse/P.E. teacher) Homework Help (shoe box of supplies) Local Library (library cards/ free book) <u>Monitor and sign reading logs</u> <u>Parent will reach out to other parents for support/information to build capacity.</u>	Ask teachers/parents to report effectiveness of the planner as a communication tool Monitor invitation response and attendance at school events. Use sign-in sheets to assess attendance based on grade levels Ask all volunteers to sign in the Volunteer Log Book and record the number of hours spent at school Maintain a record of all events, invite parents and families and to participate in the Title 1 Family Center's Institute for Parent Leaders <u>Maintain a log of parent-Teacher conferences</u> <u>Collection of reading logs</u> <u>Complete list of Room Representatives will be kept on file; parent will keep logbook of interactions</u>	The principal, with PIC in collaboration, will develop a roster of volunteer opportunities available at Eden Park School and will post them on the school website and bulletin board Send home manipulatives (if available) to assist in reinforce skills Math family letters/Reading Street Family Times sent home to inform parents of skills being taught. <u>1 parent will oversee the organization for room representatives to build capacity</u>	Explore adding the Alta Vista Babel Fish program to website making it translatable into eight languages other than English Cooperation from community to provide educational and informational community based learning experiences in multiple languages such as: *public library services *demo by art school *YMCA swim safety *Internet safety *Fire safety Title 1 Family Resource Center for information and referral about health & human services for families & students . Adult education courses	Use program evaluation to assess the effectiveness of events at targeting specific audiences Count the number of volunteer hours given to the school monthly to determine whether involvement is increasing Review sign-in sheets from Family Nights, Title 1 Family Center programs and PTP sponsored events to determine effectiveness of outreach to families Use Title 1 Family Center Survey data to assess parent attitudes toward School <u>Reading logs will be tallied each month schoolwide.</u> <u>Log books will be reviewed quarterly to track communication</u>

Needs Assessment Statement: NECAP data in mathematics and in reading indicate that our students need to improve their ability to provide written responses to short answer questions as well as constructed responses . Professional development will provide teachers opportunities to examine practice and to improve upon their ability to infuse explicit writing instruction in all content areas. Four point CR (constructed response) for Reading (the mean will be 2.3). Two point SA (short answers) for math (mean will be 1.5).

Target: Student NECAP scores in grades 3-6 will increase by at least 5% in reading, writing & mathematics.			Result Statement: By engaging in high-quality, on-going professional development, teachers will build a strong professional learning community in order to ensure academic success for all children.		
Professional Development	Changing Instruction:	Monitoring progress with timelines and adjustments:	Collaboration and Support:	Resources, school and district:	Evaluating Results/ Reporting to families and community:
Looking at student work Criteria Charts- what & how to use Written responses in content area Learning Walks Word Walls Differentiated cooperative groups Book club Looking at NECAP assessment data Engaging parents as partners 5/28/2011	Teachers will use models of student work to develop criteria charts with students in mathematics, reading comprehension, writing and science tasks. Collaboratively look at student work to come to common understanding of vocabulary and GLE language. *Looking for evidence of thinking and writing in the classroom *Rubrics posted in classroom *Develop/provide content area word walls allowing for different perspectives on content presentation (different strategies) *Learners doing the learning Examine beliefs in regards to building a community of learners- history of their world Provide more hands-on experiences as a result of studying NECAPs Exemplar Task implementation Provide supplemental materials (math program) Increase more link to learning activities	Unit tests-reading/math Weekly selection tests Learning walks Teacher created assessments CBM (curriculum based measurements)	Common planning time SIT meetings Extra hour curriculum meetings Consultation with support staff , service providers and grade partners Trained parent volunteers Retired teacher volunteers Professional volunteers Consultants	Title 1 Professional development Fastt Math Title 1 Family Center (COZ)	NECAP Report Night Principal monthly newsletter Family letter: Reading Street/ Investigations Quarterly PLP reports