



Lakeland Joint School District #272

Title I School Improvement Plan

School: **John Brown Elementary**

School year: **2016-2017**

The following plan is in place to document schoolwide work in our Title I Schoolwide elementary school. Formerly, the WISE Tool, along with supplemental Title I documentation, have been used to identify areas of need and explain systems for high levels of learning for all children.

This work includes an evaluation team who meets annually to determine if our program is as strong as it can be, to look at patterns in student achievement, and to make adjustments, as needed.

Our school Parent Involvement Plan is also included, along with a calendar of schoolwide events that are organized to engage families and students in fun and educational activities.

Decisions by this team, and by other collaborative teams, are driven by data and evidence indicating students' response to core instruction (Tier 1), strategic (Tier 2), and intensive (Tier 3) interventions.

## Evaluation team

<b>Team Member</b>	<b>Role</b>
<b>John Asher</b>	<b>Principal</b>
<b>Ana Schnepf</b>	<b>Instructional Coach</b>
<b>Renee Vanek</b>	<b>Title I Teacher</b>
<b>Mandy Kiefer</b>	<b>General Educator</b>
<b>Kelsie Badger</b>	<b>Special Educator</b>
<b>Sara Bartram</b>	<b>Extended Reading Teacher</b>
<b>Trish Claussen</b>	<b>Counselor</b>
<b>Samantha Tuskan</b>	<b>Parent</b>
<b>Shay Crandall</b>	<b>Parent</b>

## English Language Arts

<b>Grade</b>	<b>School</b>	<b>District</b>	<b>State</b>
<b>Third</b>	<b>59%</b>	<b>55%</b>	<b>47%</b>
<b>Fourth</b>	<b>47%</b>	<b>53%</b>	<b>48%</b>
<b>Fifth</b>	<b>51%</b>	<b>59%</b>	<b>54%</b>
<b>Sixth</b>	<b>56%</b>	<b>59%</b>	<b>51%</b>

## Math

<b>Third</b>	<b>39%</b>	<b>57%</b>	<b>50%</b>
<b>Fourth</b>	<b>42%</b>	<b>55%</b>	<b>47%</b>
<b>Fifth</b>	<b>33%</b>	<b>48%</b>	<b>41%</b>
<b>Sixth</b>	<b>46%</b>	<b>49%</b>	<b>40%</b>

<b>Grade</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
<b>Kindergarten</b>	<b>46%</b>	<b>85%</b>	<b>88%</b>
<b>First</b>	<b>64%</b>	<b>57%</b>	<b>68%</b>
<b>Second</b>	<b>32%</b>	<b>56%</b>	<b>60%</b>
<b>Third</b>	<b>56%</b>	<b>61%</b>	<b>72%</b>

**Other Results**

**Tier 1: Core Instruction All Students- Support in Classroom**

Our goal is to always ensure at least 85% of our students achieve proficiency

<b>Grade Level/Results</b>	<b>Data used To determine proficiency</b>	<b>Core Inst Daily Minutes</b>	<b>Schedule</b>	<b>Resources</b>	<b>Other</b>
<b>K - <u>88%</u></b>	<b>IRI</b>	*35 min/ day *175 min/week  *30 min/day *150 min/week	Monday-Friday (35 min.) Core  Monday-Friday (30 min.) Flex	VoWac Journeys	
<b>1 - <u>68%</u></b>	<b>IRI</b>	90 minutes daily	8:30 – 10:15	Journeys VoWac Explode the Code	1:1 Fluency Coaching
<b>2 - <u>60%</u></b>	<b>IRI</b>	60 minutes daily	8:30 – 9:30	Journeys VoWac Evan Moore	1:1 Fluency Coaching
<b>3 - <u>72%</u></b>	<b>IRI</b>	155 minutes daily	8:40-9:30 T- F 9:30-10:15 1:00-1:30 1:30-2:00	Journeys Language 4 Today DLR Scott Foresman	1:1 Fluency Coaching
<b>4 - <u>47%</u></b>	<b>ISAT</b>	60 minutes daily	8:30 – 9:30	Journeys Novels Learn Zillions	Novel Studies
<b>5 – <u>51%</u></b>	<b>ISAT</b>	60 minutes daily	8:45 – 9:45	Journeys Novels	
<b>6 – <u>56%</u></b>	<b>ISAT</b>	60 minutes daily	8:45- 9:45	Collections Daily Paragraph Editing Close Readers	Novel Studies

## English/Language Arts

### Tier 2: Strategic Level 10-15% of students near proficiency

Support with classroom interventions and accommodations

Grade Level/Results	Data used To determine proficiency	Schedule	Instructional Model	Resources	Other
<b>K</b> <u>92%</u>	<b>IRI</b>	10:20 – 10:50 2:00 – 2:30	Differentiated Flex	VoWac Journeys Scott Foresman ERI Word Family Passages	
<b>1</b> <u>56%</u>	<b>IRI</b>	10:50 – 11:30	Centers Differentiated Flex Pull-Out ERP	VoWac Scott Foresman Sidewalks	1:1 Fluency Coaching 3x /wk
<b>2</b> <u>80%</u>	<b>IRI</b>	9:30 – 10:10	Differentiated Flex Pull-Out ERP	Strategic Level Journeys Journeys Write-Reader VoWac	1:1 Fluency Coaching 3x /wk
<b>3</b> <u>70%</u>	<b>IRI</b>	8:40 – 9:30 T-F	Differentiated Flex Pull-Out ERP	Phonics for Reading Journeys' Write-In Reader	1:1 Fluency Coaching 3x /wk
<b>4</b> <u>29%</u>	<b>ISAT</b>	9:30 – 10:10	Differentiated Flex	Journeys Journeys' Write-In Reader Novels	
<b>5</b> <u>44%</u>	<b>ISAT</b>	12:55 – 1:25	Differentiated Flex	Journeys Journeys' Write-In Reader Novels	
<b>6</b> <u>55%</u>	<b>ISAT</b>	<b>8:45 – 9:45</b>	Whole group in CORE	Collections Daily Paragraph Editing	Novels

				Close Readers	
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## English/Language Arts

### Tier 3: Intensive Level 1-5% of students far below proficiency Specialized instruction

Grade Level/Results	Data used To determine proficiency	Schedule	Instructional Model	Resources
<b>K <u>63%</u></b>	<b>IRI</b>	2 additional hours of ELA instruction per day Am session 9:30 – 11:30 Pm session 12:15 – 2:15	Extended Day Direct instruction Centers	Scott Foresman’s Early Reading Intervention
<b>1 <u>0%</u></b>	<b>IRI</b>	10:30 -11:30	Pull-Out Sp.Ed Pull-Out ERP	VoWac Scott Foresman-Sidewalks
<b>2 <u>5%</u></b>	<b>IRI</b>	9:15 – 10:15	Pull-Out Sp.Ed Pull-Out ERP	Strategic Level Journeys Scott Foresman Sidewalks Reading Mastery
<b>3 <u>0%</u></b>	<b>IRI</b>	8:40 – 9:40	Pull-Out Sp.Ed Pull-Out ERP	Phonics for Reading Reading Mastery
<b>4 <u>0%</u></b>	<b>ISAT</b>	9:30 -10:15	Differentiated Flex Pull-Out Sp.ed.	Journeys Write-In Reader Reading Mastery
<b>5 <u>16%</u></b>	<b>ISAT</b>	12:35 – 1:20	Differentiated Flex Pull-Out Sp.ed.	Journeys Write-In Reader Reading Mastery
<b>6 <u>10%</u></b>	<b>ISAT</b>	8:45 – 9:30	Pull-Out Sp.ed.	Collections Close Reader Rewards

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## Math

### Tier 1: Core Instruction All Students- Support in Classroom

Our goal is to always ensure at least 85% of our students achieve proficiency

Grade Level	Data used To determine proficiency	Schedule	Core Inst Daily Minutes	Resources	Other
K _____		a.m.8:50 – 9:30 p.m. 1:00 – 1:30	30 to 40 minutes	Go Math	
1 _____		9:30 – 10:15	45 minutes	Go Math	
2 _____		10:45 – 11:45	60 minutes	Go Math	Splash Math Math 4 Today Saxon Math Meeting
3 <u>39%</u>	ISAT	10:30 – 11:30	60 minutes	Go Math	Splash Math Think Through Math
4 <u>42%</u>	ISAT	11:00 – 12:00	60 minutes	Go Math	Splash Math Think Through Math Learn Zillions
5 <u>33%</u>	ISAT	10:15 – 1:15	60 minutes	Go Math	
6 <u>46%</u>	ISAT	9:00 – 10:00	60 minutes	Big Ideas	Think Through Math



## Math

**Tier 2: Strategic Level 10-15% of students near proficiency**  
**Support with classroom interventions and accommodations**

Grade Level	Data used To determine proficiency	Schedule	Instructional Model	Resources	Other
<b>K</b>	<b>NA</b>	a.m. 8:50 – 9:30 p.m. 1:00 – 1:30	Differentiated within Core	Go Math	Dad's Worksheets.com ABC Teach
<b>1</b>	<b>NA</b>	9:30 – 10:15	Differentiated within Core & Centers	Go Math	Hands-on manipulatives dice, digi blocks etc.
<b>2</b>	<b>NA</b>	10:30 - 10:45	Differentiated within Core &	Go Math	Hands-on manipulatives dice, ten frames, base ten blocks
<b>3 NA</b>	<b>ISAT</b>	10:30 - 11:30	Differentiated within Core	Go Math	Think Through Math base ten blocks
<b>4 <u>36%</u></b>	<b>ISAT</b>	1:30 – 2:00	Differentiated Flex Core	Go Math Learn Zillions Splash Math	
<b>5 <u>5%</u></b>	<b>ISAT</b>	9:00 – 9:30	Differentiated Flex Core	Go Math	
<b>6 <u>45%</u></b>	<b>ISAT</b>	10:45 – 11:15	Differentiated Flex	Big Ideas	

			Core		
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## Math

### Tier 3: Intensive Level 1-5% of students far below proficiency Specialized instruction

Grade Level	Data used To determine proficiency	Schedule	Instructional Model	Resources
<b>K</b>		8:50 – 9:15	Pull-out Sp.Ed. Pull-out Rtl	Go Math Common Core Number Sense Instructional Strategies Lakeland Pacing Guide
<b>1</b>		9:15 – 10:15	Push in to Gen. Ed. Class	Tier 3 Go Math Common Core Number sense strategies from Vanderwall
<b>2</b>		10:15 – 10:30 11:15 – 11:30	Pull-out Sp.Ed. Pull-out Rtl	Tier 3 Go Math Common Core Number sense strategies from Vanderwall Touch Math Connecting Math Concepts
<b>3 NA</b>	<b>ISAT</b>	10:30 -11:30	Pull-out Sp.Ed. Pull-out Rtl	Tier 3 Go Math Touch Math Connecting Math Concepts
<b>4 <u>0%</u></b>	<b>ISAT</b>	1:20 -2:00	Differentiated Flex Pull-Out Sp.ed	Go Math Tier 3 Go Math V-Math
<b>5 <u>0%</u></b>	<b>ISAT</b>	8:45 – 9:30	Differentiated Flex Pull-Out Sp.ed	Go Math Tier 3 Go Math V-Math
	<b>ISAT</b>	10:30 -11:30	Differentiated	Everyday Math

<b>6 0%</b>			Flex Pull-Out Sp.ed	V-Math Big Ideas Supplemental Workbooks
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**After school level teams review summative data, answer the following questions:**

1. Briefly describe the academic performance on the State assessment.

On the spring 2017 Idaho Reading Indicator students in grades K-3 performed below grade level district averages.

JBE students in grades 3-6 performed comparably to state results on the ELA ISAT.

On the Math ISAT JBE students in grades 3-6 performed below the state results.

2. Address the different content areas/grade levels. What other performance assessments does the school implement? Address classroom assessments and grades in general.

Grade	ELA	MATH
K	<ul style="list-style-type: none"> <li>● Lakeland Assessment of Writing</li> <li>● End of Quarter Lakeland Benchmark Assessments</li> <li>● Weekly Formative Assessments</li> <li>● Title I Bi-Weekly Progress Monitoring</li> <li>● MTSS Weekly Progress Monitoring</li> </ul>	<ul style="list-style-type: none"> <li>● End of Quarter Lakeland Benchmark Assessments</li> <li>● Weekly Formative Assessments</li> <li>● MTSS Weekly Progress Monitoring</li> </ul>
1	<ul style="list-style-type: none"> <li>● Lakeland Assessment of Writing</li> <li>● End of Quarter Lakeland Benchmark Assessments</li> <li>● Weekly Formative Assessments</li> <li>● Title I Bi-Weekly Progress Monitoring</li> <li>● MTSS Weekly Progress Monitoring</li> </ul>	<ul style="list-style-type: none"> <li>● End of Quarter Lakeland Benchmark Assessments</li> <li>● Weekly Formative Assessments</li> <li>● MTSS Weekly Progress Monitoring</li> </ul>

2	<ul style="list-style-type: none"> <li>● Lakeland Assessment of Writing</li> <li>● End of Quarter Lakeland Benchmark Assessments</li> <li>● Weekly Formative Assessments</li> <li>● Title I Bi-Weekly Progress Monitoring</li> <li>● MTSS Weekly Progress Monitoring</li> <li>● STAR Reading Comprehension Screener</li> </ul>	<ul style="list-style-type: none"> <li>● End of Quarter Lakeland Benchmark Assessments</li> <li>● Weekly Formative Assessments</li> <li>● MTSS Weekly Progress Monitoring</li> <li>● Universal Computation Screeners</li> </ul>
3	<ul style="list-style-type: none"> <li>● Lakeland Assessment of Writing</li> <li>● End of Quarter Lakeland Benchmark Assessments</li> <li>● Weekly Formative Assessments</li> <li>● Title I Bi-Weekly Progress Monitoring</li> <li>● MTSS Weekly Progress Monitoring</li> <li>● ISAT Interim Assessments</li> <li>● STAR Reading Comprehension Screener</li> </ul>	<ul style="list-style-type: none"> <li>● End of Quarter Lakeland Benchmark Assessments</li> <li>● Weekly Formative Assessments</li> <li>● MTSS Weekly Progress Monitoring</li> <li>● Universal Computation and Concept Screeners</li> <li>● ISAT Interim Assessments</li> </ul>
4	<ul style="list-style-type: none"> <li>● Lakeland Assessment of Writing</li> <li>● End of Quarter Lakeland Benchmark Assessments</li> <li>● Weekly Formative Assessments</li> <li>● MTSS Weekly Progress Monitoring</li> <li>● ISAT Interim Assessments</li> <li>● STAR Reading Comprehension Screener</li> </ul>	<ul style="list-style-type: none"> <li>● End of Quarter Lakeland Benchmark Assessments</li> <li>● Weekly Formative Assessments</li> <li>● MTSS Weekly Progress Monitoring</li> <li>● Universal Computation and Concept Screeners</li> <li>● ISAT Interim Assessments</li> </ul>
5	<ul style="list-style-type: none"> <li>● Lakeland Assessment of Writing</li> <li>● End of Quarter Lakeland Benchmark Assessments</li> <li>● Weekly Formative Assessments</li> <li>● MTSS Weekly Progress Monitoring</li> <li>● ISAT Interim Assessments</li> <li>● STAR Reading Comprehension Screener</li> </ul>	<ul style="list-style-type: none"> <li>● End of Quarter Lakeland Benchmark Assessments</li> <li>● Weekly Formative Assessments</li> <li>● MTSS Weekly Progress Monitoring</li> <li>● Universal Computation and Concept Screeners</li> <li>● ISAT Interim Assessments</li> </ul>

6	<ul style="list-style-type: none"> <li>● Lakeland Assessment of Writing</li> <li>● End of Quarter Lakeland Benchmark Assessments</li> <li>● Weekly Formative Assessments</li> <li>● MTSS Weekly Progress Monitoring</li> <li>● ISAT Interim Assessments</li> <li>● STAR Reading Comprehension Screener</li> </ul>	<ul style="list-style-type: none"> <li>● End of Quarter Lakeland Benchmark Assessments</li> <li>● Weekly Formative Assessments</li> <li>● MTSS Weekly Progress Monitoring</li> <li>● Universal Computation and Concept Screeners</li> <li>● ISAT Interim Assessments</li> </ul>
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3. Where are the gaps in scores? Girls/Boys? Special education? English Language learners? Migrant Students? Economically Disadvantaged? Other major/significant groups?

**Third Grade**

ELA - 47% of girls and 65% of boys were proficient. 0% of students with disabilities were proficient. 80% of our students from economic disadvantage were proficient or advanced.  
 Math - 35% of girls and 41% of boys were proficient. 0% of students with disabilities were proficient. 43% of our students from economic disadvantage were proficient or advanced.

**Fourth Grade**

ELA - 50% of girls and 43% of boys were proficient. 0% of students with disabilities were proficient. No data was available for students from economic disadvantage.

Math - 40% of girls and 43% of boys were proficient. 0% of students with disabilities were proficient. 30% of students from economic disadvantage were proficient or advanced.

**Fifth Grade**

ELA - 64% of girls and 39% of boys were proficient. 0% of students with disabilities were proficient. 25% of students from economic disadvantage were proficient or advanced.

Math - 32% of girls and 35% of boys were proficient. 0% of students with disabilities were proficient. 19% of students from economic disadvantage were proficient or advanced.

**Sixth Grade**

ELA - 67% of girls and 48% of boys were proficient. 0% of students with disabilities were proficient. 43% of students from economic disadvantage were proficient or advanced.

Math - 50% of girls and 43% of boys were proficient. 0% of students with disabilities were proficient. 23% of students from economic disadvantage were proficient or advanced.

4. What multi-year trends is the school experiencing? What longitudinal academic performance data support these trends?

- Kindergarten IRI scores have held steady over the past four years, performing in the 88% proficiency range.
- First grade IRI scores have fallen in the past two years, possibly due to the implementation of a new reading program in the fall of 2015.
- Second grade spring IRI scores have fallen in the past two years, possibly due to the implementation of a new reading program in the fall of 2015.
- Third grade spring IRI scores improved 5% from the three previous years of declining scores.
- ELA Longitudinal data for this fifth grade group did not indicate concern about the boys' achievement as their performance as fourth graders was not significantly discrepant from the girls'. This year's data reveals a 25 point discrepancy between the girls and boys achievement on the ELA ISAT. Given this significant gap, we will closely monitor sixth grade ELA instruction and progress monitor future data by gender throughout the 2017-18 school year.
- Overall ELA ISAT scores show we are closing the gap between building and district averages grades 3-6.
- Sixth grade Math ISAT scores show we are closing the gap from a 13% point discrepancy to a 3% point discrepancy from the district average.
- Fifth grade Science ISAT scores show we are closing the gap from 14% below to 6% below the district average.
- Fourth grade Math ISAT scores show we are closing the gap between the building and district average.

## Supplemental Questions

**1. Describe the strategies the school will use to attract high-quality and highly qualified teachers with ongoing professional development.**

District and school hiring practices identify proper certification/endorsement and highly qualified status a priority with minimum qualifications for all instructional assignments (both

certificated and non-certificated). The building principal reviews, affirms, and attests to the Highly Qualified status of all personnel assignment to his/her building each year.

The LEA has a professional development plan which is aligned with findings from a thorough needs assessment. It involves teachers and takes into account activities that provide instructional personnel the means, including subject matter knowledge and teaching skills. It provides principals the instructional leadership skills needed to help teachers support students in an effort to ensure that all students meet their academic targets.

Principals determine within their buildings the needs for professional development among certificated and classified staff. Professional development monies allotted for each school are given to principals to meet those needs each school year.

## **2. Is this school an elementary school? YES**

### **a. If YES, then describe how the school will assist preschool children in the transition from early childhood programs such as Head Start, Even Start, and early Reading First, or any State-run preschool program to local elementary school programs.**

To the extent feasible and appropriate, the principal of John Brown Elementary, Mr. Asher, and special education teacher(s) will work with the Lakeland preschool program, local preschools, and Head Start to conduct activities and encourage and support parents in more fully participating in the education of their children. Parents within Lakeland's preschool program will be invited to a transition team meeting where the upcoming parent involvement activities will be explained.

Each year, district staff, including the Title I director, will meet with parents at Head Start to explain the transition into kindergarten, expectations during the kindergarten year, and to answer any questions about this important time in their children's lives.

Kindergarten Registration procedures in each of our schools includes offering parents of students entering kindergarten an opportunity to register in May rather in August. During this registration, parents are provided information regarding early literacy and entry expectations for students. Students are screened by Title I staff/kindergarten teachers to help us identify needs as early as possible and begin sharing information with parents about ways to increase readiness for kindergarten. Other information provided includes all necessary legal documentation required by the state of Idaho.

A kindergarten handbook is available for all parents of students entering the Lakeland Kindergarten program and is shared with local preschools and the Head Start program.

Lakeland's district level kindergarten team meets throughout the year during regularly scheduled district level collaboration times with a principal/leader to discuss kindergarten issues including the involvement of parents and the outreach to preschool families.

John Brown Elementary participates in sending information out to parents to engage them in our partnership with United Way of North Idaho to participate in Ready! For Kindergarten. This program is free to parents who want to help prepare their preschool aged children for a successful school experience with a focus on language and literacy. Through the leadership and trained educators arranged by United Way, parents meet three times throughout the school year and gain instruction and free, engaging materials to take home to help educate their children. Free childcare is provided as well as dinner at each scheduled event.

Our local Headstart is a regular participant in our Community Fair which takes place during our October Family Night. They set up an information table at the fair, for families to inquire about Headstart services. They also participate in our PTU sponsored carnival, A Seussational Celebration. At this carnival Headstart usually provides a hands-on literacy activity for children and their families.

**3. Describe how the school will coordinate and integrate Federal, State, and local services and programs. Specifically, include how the school will create coherent services among (a) other ESEA Title programs such as LEP, Migrant, and Homeless education services, (b) IDEA programs, and (c) as applicable, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.**

John Brown Elementary School has established its school-wide program based on addressing needs of all students in the school, particularly low-achieving and at-risk students. Through a scheduled system of collaboration, students are discussed regularly with data to drive the discussion about the effectiveness of the program(s).

While protecting the privacy of the students who are homeless, their attendance and academic progress is reviewed at quarterly grade level collaboration meetings where a comprehensive look at summative measures to that point in the year are reviewed. The special educator(s) are involved in these collaborative meetings to ensure all students with disabilities are included in these discussions and programs designed to meet the goals of their IEPs are kept under consideration.

The school administration meets with special educators through the IEP team process to help with the transition of students from our district preschool into kindergarten.



Students identified as LEP are taught and reviewed by school staff with a district liaison providing support for resources and required state testing.

Our food service program director is involved with our school providing key communication about nutrition and services provided through the program. The director applied for and received a federal grant for a Fruit and Vegetable snack program offering healthy snack to our students three days a week. In addition, the Lakeland Food Service program provides free breakfast and lunch for children.

The local Lions Club provide “weekend backpack” food for those students identified by our school counselor as having food insecurity. Approximately 60 students and their families were served by this program during the 2016-17 school year.

John Brown Elementary provides clothing, shoes, coats and other essential necessities in our “Cougar Closet.” Staff and our Parent Teacher Organization donate and fundraise to maintain a well stocked closet for students’ and families’ needs.

The coherent services and programs we design for all of our students include school improvement practices that include systems based on scientifically based research that strengthen the core academic and behavioral programs. Our systems are aligned to our District Strategic Plan and are reviewed and strengthened through monthly district leadership team meetings, school level instructional improvement meetings and all collaborative meetings held throughout the school and district.

John Brown Elementary has a full time counselor who assists with the implementation of regulations associated with 504 law. Through leadership given by our district 504 liaison, students access their rights and accommodations with a mandatory review of the 504 plan annually with parents, but also at any time parent/child needs to meet to improve implementation and help the student find success. Our school counselor also helps coordinate services for families at our school including offering resources to help with housing programs, support and resources to our parents who may be experiencing domestic violence issues, access to our “Backpack” weekend food program through partnership with the Lion’s Club, and other community resources that are needed.

**4. Budgetary Considerations: List all state, local and other federal program funding streams that will be consolidated in the school wide program. Also, please be sure to note any federal program funds that will not consolidated.**

No funds are consolidated in our Schoolwide Title I program.

**5. Describe how the school will provide individual student academic assessment results in a language that parents can understand, including interpretations of those results, to the parents of children who participate in state accountability assessments.**

John Brown Elementary provides to individual parents information on the level of achievement of the parents' child in each of the state's required academic assessments (IRI and ISAT) along with information to explain the assessment and interpretation of the data. Pursuant to federal law and Lakeland Jt. School District Policy, parents with limited English proficiency or disabilities will be provided the necessary resources (including but not limited to: appropriate language information, interpreters, or other accommodations) to provide full opportunities for participation/understanding.

Dates for dissemination are:

**Fall IRI** This state assessment is given to K-3 students in September. Results are sent home with an explanation of the assessment and the proficiency levels expected for that grade. As applicable, an explanation of a student's right to participate in the Extended Reading Program is also supplied at this time. This program, by law, requires all students who receive a "1" on the IRI to be offered 60 hours of focused intervention throughout the year. Students who receive a "2" will receive 30 hours of focused intervention throughout the year. Parents will be invited to have input in the Literacy Plan created for the child and progress will be explained throughout the year. Parents will also be given materials to help support learning at home and access to our Title I teacher will be explained as the program supports those learners.

**Winter IRI** Although this assessment is not required by the State, Lakeland schools administer a "like" assessment and report to parents.

**Spring IRI** Given in late April or early May to students in grades K-3. Results are sent home.

**ISAT** This state assessment is given to students in grade 3-6. It covers ELA, Math, and for fifth graders, science. Results are disseminated along with a brochure of explanation of results provided by the State.

**6. To be eligible for a School-wide program, not less than 40 % of the student enrolled or in the school's attendance area must be from low-income families. Provide the percentage of students from low-income families for the school:**

John Brown Elementary March 2017 Free and Reduced Rate: 62 %

**7. Based on state assessment data, what are the specific academic needs of students and which groups of students, if any, are not yet achieving the state's academic standards for proficiency?**

**(Review of data above with statements about reflections on needs) Goals for the school can be included.**

On the spring 2017 ELA ISATs a median of 51% of students in grades 3-6 were proficient. On the spring 2018 ELA ISATs 60% or more of students in grades 3-6 will be proficient.

On the spring 2017 Math ISATs a median of 39% of students in grades 3-6 were proficient. On the spring 2018 Math ISATs 55% or more of students in grades 3-6 will be proficient.

To reach or surpass these goals we will expand math interventions through our Title 1 program to grades kindergarten - third grades for 2017-18 school year.

For grades four-six we will intentionally focus our collaborations to improve our math instruction by utilizing the expertise of both our district's new K-8 Math Instructional Coach and the Region 1 State Math Coach .

**8. Based on state assessment data, describe what subject areas and instructional delivery skills need to be addressed by the school in order to improve teaching and learning. (Professional Development) Goals for the school can be included.**

To increase our students' math achievement we will work closely with our district and Region 1 state math coaches to improve our teachers' math instructional strategies.

**9. Describe how the school will annually evaluate the implementation of, and results achieved by, the school-wide program, determining whether the school wide program has been effective in increasing the achievement of students in meeting the state's academic standard and revise the plan, as necessary, to ensure continuous improvement of student in the school-wide program.**

The certified staff at John Brown Elementary will meet in late May or early June through a team meeting approach to review student achievement results on state assessments with each grade level team, Title I teacher, special education teacher, school counselor, and the principal and

assistant. Although this collaborative group meets regularly throughout the year to review all student progress, this meeting will serve the purpose to fully evaluate the comprehensive implementation of our school-wide program including at a minimum the components below:

- 1.) State assessment achievement results
- 2.) Behavioral data to determine impact on achievement
- 3.) Parent involvement strategies
- 4.) Professional Development needs

Information gained from these year-end meetings will be shared with parents through the Parent Advisory meetings.

**10. The law requires that the School wide Program plan shall be developed over a one-year period, unless the district, after considering the recommendation of state approved technical assistance providers determines that less time is need to develop and implement the school wide program Please describe how the school has met the intent of this section of the law.**

John Brown Elementary was recognized by the State as a School-wide Title I school during a construction and submission process completed years ago. The “WISE Tool” was used during that time, but is no longer used by Lakeland Title I schools as our School Improvement Plan.

**11. The law requires that the School-wide Program shall be developed with the involvement of (a) parents and other members of the community to be served and (b) individuals who will carry out the plan (i.e. teachers, principals, administrators of other federal programs and any other individual whose work will be impacts by the school-wide plan).**

School wide plans are reviewed annually through our Parent Advisory meetings and all components are reviewed with staff each school year through regularly scheduled collaborations.

**12. Do all of your teachers and instructional paraprofessionals meet the state’s definition of Highly Qualified?**

Yes, all teachers and instructional paraprofessionals at John Brown Elementary meet the definition of Highly Qualified.

**13. Describe your parent involvement program and how parents are engaged in various aspects of school activities, governance, and school improvement planning.**

At John Brown Elementary the Title 1 teacher, principal and assistant meet monthly with the Parent and Teachers United (PTU) group. The first two to three items on the agenda are to gain feedback from parents on involving parents in our school. Together the PTU and staff members plan involvement activities, review student achievement data, and provide feedback about school policies etc.

## **School Level Parent Involvement Plan**

**To facilitate meaningful parent involvement in our school we will:**

### **1. Hold annual Parent Advisory Meetings:**

At John Brown Elementary the Title 1 teacher, principal and assistant meet monthly with the Parent and Teachers United (PTU) group. The first two to three items on the agenda are to gain feedback from parents on involving parents in our school. Together the PTU and staff members plan involvement activities, review student achievement data, and provide feedback about school policies etc.

### **2. Annually review our District Parent Involvement Policy and our School Parent Involvement Plan:**

John Brown Elementary will review the district policy for Title I Parent Involvement. We will discuss the information, provide explanation, and review the school's implementation of the requirements. We will also review the school level Parent Involvement Plan. The plan will outline how the school will work with our parents throughout the school year. It will clearly establish when and how parents can be involved in the school and the Title I program.

### **3. Annually review the Schoolwide Title I School Compact:**

John Brown Elementary will review and discuss the components of the compact. The compact will list the responsibilities of the student, parent/caregiver, classroom teacher, and school administrator. All parents will be annually provided copies of the parent/school compacts at the start of each school year in the school Student Handbook. The Spring Parent Advisory meeting will allow time for parents to review and possibly revise the current Parent/School Compact.

### **4. Annually review and discuss School Parent Involvement Money:**

Review budget for the year and discuss last year's use of parent involvement money. Discuss and agree on best use of this year's parent involvement funds. Review the use of the current

year and evaluate effectiveness and future needs. Funds will be used to increase parent involvement in the school, increase knowledge of our parents about their child's education and opportunities for growth within the school, and support parents to increase their skills in working with their children.

**5. Annually review the use of Title I funds and evaluate the use of these funds:**

Each year, explanation of the use of Title I funds will be given to parents at the district and school level Parent Advisory meetings. Discussion will occur and parents will be given opportunity to discuss the effectiveness of the use of these funds within the Title I program, staff development conducted throughout the year, and all parent involvement activities provided during the school year.

**6. Facilitate regular, meaningful two-way communication with our families:**

The staff at John Brown Elementary will hold an annual meeting for parents to explain Title I and what it means to them as a parent and to their student. The right for parents to be involved in the school and in their child's education will be reviewed. This will be done at our Back to School Night in the fall and continuously through school and classroom level communication throughout the year. The school will also offer this information at meetings held at various times throughout the year. Opportunities for explanation of their child's curriculum, student progress measures, and proficiency levels students are expected to meet within the classroom and on state assessments will be provided. Parents will be provided information about their child's progress during teacher-student conferences and during other informal conferences throughout the school year. Staff will demonstrate a willingness to work with parents to partner in their child's education. The school will ensure that information related to school and parent programs, meetings, and other activities is sent to parents in a timely manner and in a format and, to the extent possible, in a language the parents can understand, and provide reasonable alternate formats as requested.

**7. Build the capacity of parents to support their children's learning:**

John Brown Elementary will provide materials and training to help parents to work with their children to improve their children's achievement and growth during the school year. Classroom teachers will explain ways in which parents can support learning in the home through classroom newsletters and through conferencing. Parent resources will be included in monthly school newsletters to provide development of parent/child work at home. It will be clearly explained to parents about how to access online grades where appropriate. Use of technology at home to enhance learning and help with homework expectations will be explained and support offered to all parents in the fall and throughout the school year.

## **8. Coordinate and integrate the school's parent involvement programs with early childhood programs in the community and in the school:**

To the extent feasible and appropriate, the principal, Mr. Asher and special education teacher(s) will work with the Lakeland preschool program, local preschools, and Head Start to conduct activities and encourage and support parents in more fully participating in the education of their children. Parents within Lakeland's preschool program will be invited to a transition team meeting where the upcoming parent involvement activities will be explained. Each year, district staff, including the Title I director, will meet with parents at Head Start to explain the transition into kindergarten, expectations during the kindergarten year, and to answer any questions about this important time in their children's lives. A kindergarten handbook is available for all parents of students entering the Lakeland Kindergarten program and is shared with local preschools and the Head Start program. Lakeland's district level kindergarten team meets throughout the year during regularly scheduled district level collaboration times with a principal/leader to discuss kindergarten issues including the involvement of parents and the outreach to preschool families. John Brown Elementary participates in sending information out to parents to engage them in our partnership with United Way of North Idaho to participate in Ready! For Kindergarten. This program is free to parents who want to help prepare their preschool aged children for a successful school experience with a focus on language and literacy. Through the leadership and trained educators arranged by United Way, parents meet three times throughout the school year and gain instruction and free, engaging materials to take home to help educate their children. Free childcare is provided as well as dinner at each scheduled event.

## **9. Build the capacity of school staff to work with parents:**

John Brown Elementary keeps at the forefront, the responsibility we have to partner with our families to help ensure the most success for each of our students. All staff in our Schoolwide Title I school are Title I staff expected to engage parents and make them feel welcome in our school community. All ideas for involving our parents are encouraged and explored. Many teachers at JBE include daily communication strategies for parents who ask or for students with needs for this kind of involvement. Our kindergarten teacher is a strong, first partner to our families. Beyond making herself available at all times, she takes her students out to meet parents who pick up their children and is available for conversation daily. Our special educator sends daily notes home to parents and most staff offer communication through a Homework Folder or Agenda. Our PTU purchases these folders and agendas for us annually through their funds because the feedback about the usefulness is so strong.

## **10. Dissemination of student academic assessment results:**

John Brown Elementary provides to individual parents information on the level of achievement of the parents' child in each of the state's required academic assessments (IRI and ISAT) along with information to explain the assessment and interpretation of the data. Dates for dissemination are:

- Fall IRI** This state assessment is given to K-3 students in September. Results are sent home with an explanation of the assessment and the proficiency levels expected for that grade. As applicable, an explanation of a student's right to participate in the Extended Reading Program is also supplied at this time. This program, by law, requires all students who receive a "1" on the IRI to be offered 60 hours of focused intervention throughout the year. Students who receive a "2" will receive 30 hours of focused intervention throughout the year. Parents will be invited to have input in the Literacy Plan created for the child and progress will be explained throughout the year. Parents will also be given materials to help support learning at home and access to our Title I teacher will be explained as the program supports those learners.
- Winter IRI** Although this assessment is not required by the State, Lakeland schools administer a "like" assessment and report to parents.
- Spring IRI** Given in late April or early May to students in grades K-3. Results are sent home.
- ISAT** This state assessment is given to students in grade 3-6. It covers ELA, Math, and for fifth graders, science. Results are disseminated along with a brochure of explanation of results provided by the State.



## Calendar of Student Activities

### *John Brown Elementary*

## ***Student Activity Calendar!***

**2017 – 2018**

### **September**

- Thursday, Aug. 31st – JBE Back to School Night -5:30 to 7:30
  - Parent and students attend 25 minute presentations in their child’s class
    - Child care for preschool and younger children
    - Refreshments in the classroom
- Tuesday, Sept. 5th - Kindergarten - Meet Your Teacher Day!
- Welcome Back to School-wide Assembly
- All school photo
- Recess Rodeo – Grades K-6
- Gardening Day – all students invited
- USDA funded Fruit and Veggie snack program (Sept. – May)
- Office Discipline Referral (ODR) Free Activity – end of each month
- JBE Handbook goes home with all students
- First Grade Reader Rabbit program sponsored by Rathdrum Trading Post
- 4<sup>th</sup> Grade “Tuesday Letter”, a weekly progress note for all students

### **October**

- Thursday, Oct. 5<sup>th</sup> - JBE’s “Grandparents Day” – ALL GRADES
- Ambassador Selection
- After school Ambassador meetings twice monthly
- Cross Country – practices
- Lakeland Cross Country Meet
- Fire Prevention Assemblies grades K, 2, and 5
- Wednesday, Oct.11<sup>th</sup> - JBE Family Night & Community Fair (sponsored by Title 1)
  - School-wide
  - Free Pizza Dinner
  - Variety of mini-workshops and activities for students and parents

- October through March – Pizza Hut Book-It , Reading Incentive Program
- Red Ribbon Week – Drug Awareness Spirit Dress-up Days
- Special Choir Begins
- After school Sign Language Class Begins
- Afterschool STEM Begins
- Kindergarten Mother Goose Nursery Rhyme Character Party
- First Grade Pumpkin Harvest Party
- Second Grade Harvest party
- Third Grade Pigmania
- Fourth Grade – End of Quarter Party
- Fifth Grade End of Quarter Party
- Sixth grade End of Quarter Party
- Office Discipline Referral (ODR) Free Activity – end of each month

### **November**

- Scholastic Book Fair
- Veteran’s Day Assembly
- Student Picture Day
- STEM
- Sign Language Classes
- Special Choir
- Office Discipline Referral (ODR) Free Activity – end of each month
- Paws for reading and math incentive program

### **December**

- Kindergarten, First, and Second –Winter Concert
- Choir performance at Rathdrum December D’Lights Celebration
- JBE Golden Ticket shopping night at Rathdrum Hardware
- Ambassador sponsored “Penguin Patch Store”
- Invention Convention
- STEM
- Sign Language Classes
- Special Choir
- All grades Christmas parties
- Office Discipline Referral (ODR) Free Activity – end of each month
- Paws for reading and math incentive program

### **January**

- January through March - Silverwood’s “Reading is the Ticket” Reading Incentive program
- Great Kindness Challenge

- Sign Language Classes
- Office Discipline Referral (ODR) Free Activity – end of each month

### **February**

- January through March - Silverwood's "Reading is the Ticket" Reading Incentive program
- Kindness Assembly
- Dental Sealant Clinic
- 6<sup>th</sup> Grade Band Concert
- Little Smiles Dental Health presentations Grades K-2
- Week of Feb. 27<sup>th</sup> – Be Our Guest – lunch invitation to parents
- Sign Language Classes
- All grades Valentine's Day parties
- Office Discipline Referral (ODR) Free Activity – end of each month

### **March**

- January through March - Silverwood's "Reading is the Ticket" Reading Incentive program
- Seussational Celebration Spirit Week
- Read Across America Families Read Together – March 3<sup>rd</sup>
  - Family Reading Time last hour of school day
  - Books for every student
- Seussational Celebration (carnival)
- 5<sup>th</sup> Grade Symphony Field Trip – North Idaho College
- Recorder Concert – Grades 4 & 5
- Sign Language Classes
- Office Discipline Referral (ODR) Free Activity – end of each month
- Paws for reading and math incentive program

### **April**

- Science Fair
- Fourth Grade after school Garden Workers Club
- Class picture day
- Sign Language Classes
- Office Discipline Referral (ODR) Free Activity – end of each month

### **May**

- Community Clean-up Day – all grades
- Talent Show auditions
- 5<sup>th</sup> Grade Farm to Table field trip
- Third grade play – "Rathdrum Days"
- Ambassador field trip

- 4<sup>th</sup> Grade Idaho History field trip to Cataldo Mission & Mines
- Sixth grade visitation to Lakeland Junior High School
- 2<sup>nd</sup> grade field trip to CYT Performance at the Kroc Center
- Lakeland Track Buddies Meet
- Sign Language Classes
- Memorial Day Assembly
- Sixth Grade Band Concert
- Office Discipline Referral (ODR) Free Activity – end of each month
- Scholastic Book Fair
  - AR Store (Sponsored by our PTU) – Cougar Bucks
- Kindergarten Pre-Registration
  - Free Book - partnership with public library - “Jumpstart”
  - Kindergarten Handbook and Readiness Guide
  - Kindergarten Coloring and Activities Guide

## June

- 3<sup>rd</sup> grade – “Walk Around Rathdrum”
- 4<sup>th</sup> grade - “Rendezvous”
- 6<sup>th</sup> Grade field trip to Silverwood Theme Park
- Field Day – grades 1,2,3,5 and 6
- Talent Show
- Office Discipline Referral (ODR) Free Activity – end of each month
- End-of-Year ODR Free Celebration
- End of Year Awards Assembly
- Family BBQ – Last Day of School

## Calendar of Parent Involvement / Educational Opportunities

### **Mission Statement:**

*To empower parent involvement by providing parents access to resources and tools to assist with their child's learning and to foster an attitude of "joyfulness" in families towards learning.*

### **August**

- Wed. Aug. 23<sup>rd</sup> & Thursday, Aug. 24<sup>th</sup> Registration - Save-the Date flyer for Back-to-School Night
- Thursday, August 31<sup>st</sup> - JBE Back to School Night - 5:30 to 7:30
  - Parents attend 25 minute presentations in their child's class
    - Child care for preschool and younger children
    - Refreshments in the classroom
    - Title 1 table in the foyer

**Parent Involvement**

**John Brown**

**2017 -**

### **September**

- Tuesday, Sept. 5<sup>th</sup> - Kindergarten - Meet Your Teacher Day!
- Wednesday, Sept. 6<sup>th</sup> - Kindergarten Coffee – free book for families who attend
- Friday, Sept. 8<sup>th</sup> - Volunteer Orientation -8:30 to 9:30
- Tuesday, Sept. 12<sup>th</sup> – Volunteer Orientation – 5:00 to 6:00 p.m
- PTU Meeting/Title 1 Parent Advisory – 2<sup>nd</sup> Monday of the month – child care provided
- JBE Handbook goes home with all students
- Fall IRI report to parents
- Thursday, Sept. 21<sup>st</sup>-Extended Reading Program parent meeting
- All year long:
  - Grade level and class weekly newsletters
  - JBE school-wide newsletter and calendar
  - "Reading Connection" newsletter monthly

- First Grade Reader Rabbit program sponsored by Rathdrum Trading Post
  - Take-Home Reading Incentive program, “Paws for Reading”
- 4<sup>th</sup> Grade “Tuesday Letter”, a weekly progress note for all students

## **October**

- Wednesday, Oct. 4<sup>th</sup>– United Way Ready for K! p.m.
- Thursday, Oct. 5<sup>th</sup> - JBE’s “Grandparents Day” – ALL GRADES
- Scholastic Book Fair – October 10<sup>th</sup> – 14<sup>th</sup>
- Wednesday, Oct. 11<sup>th</sup> - JBE Family Night & Community Fair (sponsored by Title 1)
  - 5:30 – 7:30 p.m.
  - School-wide
  - Free pizza dinner
  - Variety of activities for families to do together
  - Area organizations such as United Way, Univ. of Idaho, Headstart & Public Library participate in the Community Fair
- PTU Meeting/Title 1 Parent Advisory – 2<sup>nd</sup> Monday of the month – child care provided
- October through March – Pizza Hut Book-It, Reading Incentive Program
- Tuesday, Oct. 24<sup>th</sup> District Title 1 Parent Advisory meeting – Twin Lakes Elementary, 6:00 p.m.

## **November**

- Parent Teacher Conferences
- 1<sup>st</sup> Quarter Report Cards given at parent/teacher conference
- PTU Meeting/Title 1 Parent Advisory – 2<sup>nd</sup> Monday of the month – child care provided
- Veteran’s Day Reception & Assembly
- Paws for reading and math incentive program

## **December**

- K-2 Winter Concert
- Paws for reading and math incentive program

## **January**

- January through March - Silverwood’s “Reading is the Ticket” Reading Incentive program
- Wednesday, Jan. 25<sup>th</sup> – United Way Ready for K! p.m.

- PTU Meeting /Title 1 Parent Advisory – 2<sup>nd</sup> Monday of the month – child care provided
- Winter-mock IRI report to parents

## **February**

- Selected Parent Teacher Conferences
- 2nd Quarter Report Cards go home
- Week of Feb. 27<sup>th</sup> “Be Our Guest” for lunch & in the classroom
- PTU Meeting/Title 1 Parent Advisory – 2<sup>nd</sup> Monday of the month – child care provided

## **March**

- PTU Meeting/Title 1 Parent Advisory – 2<sup>nd</sup> Monday of the month – child care provided
- Families Read Together – March 2nd
  - Family Reading Time last hour of school day
  - Free books for every student
- Paws for reading and math incentive program
- Seussational Celebration

## **April**

- Wednesday, April 12<sup>th</sup> – United Way Ready for K!
- 3rd Quarter Report Cards go home
- PTU Meeting/Title 1 Parent Advisory – 2<sup>nd</sup> Monday of the month – child care provided

## **May**

- PTU Meeting/Title 1 Parent Advisory – 2<sup>nd</sup> Monday of the month – child care provided
  - Scholastic Book Fair
- Kindergarten Pre-Registration
  - Free Book - partnership with public library - “Jumpstart”
  - Kindergarten Handbook and Readiness Guide
  - Kindergarten Coloring and Activities Guide
- District Title 1 Parent Advisory Board meeting
- Memorial Day Assembly
- Spring IRI report to parents

## June

- End of Year Awards Assembly
- Family BBQ – Last Day of School
- 4<sup>th</sup> Quarter Report Cards go home
- ISAT report to parents included in the report card



