

Island City Elementary Implementation Action Plans for Years 2016-2017

Measurable Mathematics Goal:

1. Increase the number of all students meeting benchmark by **10%** as measured by the Star 360 assessment in the area of mathematics.
2. Students with disabilities will increase their percentile rating score by **5%** in the area of mathematics based on the Star 360 assessment.

Measurable Reading Goal:

3. Increase the number of 1st-3rd grade students meeting local reading benchmark by **10%** as measured by Rigby PM benchmark assessment.
4. Increase the number of 4th-5th grade students meeting local reading benchmark by **10%** as measured by Burns & Roe benchmark assessment.
5. Students with disabilities will increase their percentile rating score by **5%** in the area of reading based on the Star 360 assessment.

Measurable Common Formative Assessments Goals:

6. Increase post assessment data on common formative assessment based upon pre-assessment scores so that **80%** of students meet **80%** accuracy.

Other Content(s) Goal:

7. **94%** of students will be 0 to 1 referral free as measured by SWIS in May 2016.
8. **95%** Student Attendance

School Profile data, which relate to these goals:

Our graphs indicated a gap in the achievement of all students and students with disabilities in the area of reading and math.

Our graphs indicate that our reading scores are lower than our math scores.

SWIS data indicates that there is an increase of office referrals in the primary grades.

Description of how student progress toward this goal will be measured:

- Student progress will be measured by benchmark testing: state assessments, Rigby PM, Burns & Roe, Star360 Math and Reading
- Student progress will be measured by local assessments: Common formative assessments, curriculum based resources, Star360 Math and Reading
- Student progress will be measured using SWIS data.

Description of procedures for reporting student progress toward this goal to parents:

- Parents will be kept informed through Parent teacher meetings.; this information can then be related to parents through our school newsletter and state report cards.
 - Parents will also be kept informed through our Parent Teacher Organization. We will report where we are and what our next steps are three times a year.
 - School Website and Facebook
 - Parents will receive and have access to information and communication about the Family and Community Involvement Plan at the following parent contact and communication events: Open House, Flyers in Student Tuesday Folders, and Access to document at front of school.
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Family and Community Involvement Plan 2015-2016

Part I. Statutory Requirements

Island City Elementary agrees to implement the following statutory requirements:

- The School will conduct programs, activities and procedures for the involvement of parents and guardians. These programs, activities and procedures will be planned and operated with economically disadvantaged, disabled, have limited English proficiency, have limited literacy, are migratory, or are of any racial, cultural or ethnic minority background.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition: *Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—*
 - *That parents play an integral role in assisting their child's learning;*
 - *That parents are encouraged to be actively involved in their child's education at school;*
 - *That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
 - *The carrying out of other activities (such as those described in section 1118 of the ESEA).*
- The school ensures that the required parental involvement policies meet the requirements of the Parental Involvement section of No Child Left Behind Act (NCLB), and that each Title I, Part A school has developed a school-parent compact consistent with the NCLB requirements.
- The school will incorporate this parental involvement policy into the district's Continuous Improvement Plan that is submitted to the Oregon Department of Education.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practical, the school will provide full opportunities for the meaningful participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children.
- To the extent practical, the school will provide information and school reports that are required by NCLB in an understandable and uniform format and, including

alternative formats upon request, and in a language parents can understand.

- If the district's Continuous Improvement Plan is not satisfactory to the parents of participating children, the school will submit any parent comments regarding the plan to the Oregon Department of Education.
- Title 1, Part A schools will involve the parents of children served in Title 1, Part A schools in decisions about how the 1 percent of children served in Title 1, Part A funds reserved for parental involvement is spent, and will ensure that 95 percent of the one percent goes directly to the schools.

Part II- Implementation of Parental Involvement Plan Components

- Island City Elementary School will take the following actions to involve parents in the joint development of its parental involvement plan:
 - Include parent representation from the onset of the development
 - Hold a series of accessible meetings with parents and guardians to develop and review the parental involvement policy. Particular attention will be given to encourage attendance by parents who are economically disadvantaged, are disabled, or ethnic minority background.
- Island City Elementary School will take the following actions to involve parents in the process of school review and improvement:
 - Parent will be involved in reviewing and updating Title I service delivery models through annual survey.
 - Parents will be involved in the development of School Improvement Plans.
 - Actively recruit parents (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, are migratory, or are of any racial, cultural or ethnic minority background) to participate in school improvement groups through personal contacts.
 - Provide assistance and training to parents to prepare them for meaningful participation through Title I family nights.
- Island City Elementary School will provide the following necessary coordination, technical assistance, and other support to assist in planning and implementing effective parental involvement strategies and program.
- Island City Elementary School will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of the school's educational program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, are migratory, or are of any racial or ethnic minority background). The school will use the findings for the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
 - In addition to the LGSD comprehensive survey used for district goal setting every other year, ICE will ask parents to complete a survey specific to our parent involvement plan. These results as well as additional input will be considered at a parent meeting in June to revise our parent involvement plan for the following year. ICE's Title IA teacher will facilitate the survey and parent meetings. Parents will be asked to evaluate the parent involvement plan for content and effectiveness and then encouraged to contribute ideas for revision.

Part III How the School will Build Capacity for Parental Involvement

Island City Elementary School will build the school's and parent's capacity for strong parental involvement. This will ensure effective involvement of parents and support a partnership among the school, parents, and the community to improve student academic achievement, through the following activities described below:

- The school will provide assistance to parents in understanding topics such as:
 - Oregon's common core state standards
 - Oregon's student academic achievement standards
 - Oregon and local academic assessments including alternate assessments
 - The requirement of applicable federal Title programs
 - How to monitor their child's progress, and
 - How to work with educators

The activities to assist parents are described below:

- Title IA parent meetings to be held each year will include information about Oregon common core state standards, achievement standards, local report cards, teacher conferences. Parents at those meetings will also evaluate our school's Parent Involvement Plan and school compact to suggest revisions.
- Continue to offer regular Parent-Teacher conferences to discuss student progress toward Oregon common core state standards.
- Family night events.
- The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
 - Title I monthly newsletter that is specific to activities that foster and support reading and mathematics.
 - Create newsletter articles for ICE newsletter. Include Spanish translation if able.
 - Parenting materials/literature available in Parent Information Center in ICE foyer.
- The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and school, by:
 - Continue education of staff about effective parent involvement practices through available workshops, including the OACE.
 - Provide opportunity for parents to make connections with other parents during parent meetings.
- The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, the Early Learning Hub, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
 - Provide written materials in the parent information center that provide contacts for support services.

- The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practical, in a language the parents can understand:
 - Translated printed materials and newsletters provided to families.
 - Written materials, with Spanish language copies when possible, available at ICE Parent Information Center
 - Availability of translators for families as needed or requested at conferences and parent information meetings.
 - To maximize parental involvement and participation in the children’s education, school meetings and conferences will be scheduled at a variety of times.

Adoption of the Parental Involvement Policy

This Parental Involvement Policy has been developed jointly with, and agreed on by, parents of children of Island City Elementary School including parents of children participating in Title IA &/or Title IC &/or Title III, as evidenced by review and approval of Island City Parent Teacher Organization and Site Council.

This policy was adopted by Island City Elementary on June 5, 2014 and will be in effect for the period of twelve months before review. The school will distribute this policy to all parents by publishing it in the school handbook each spring for the following school year.

(Signature of Authorized Official)

Curriculum and Instruction Common Math and Reading Strategies

Curriculum and Instructional Strategies What will you do?	Who Provides Leadership? Who will provide the leadership to assure that this strategy is accomplished?	Timeline When will this strategy or action begin and end?	Resources What existing resources (or resources you will have as you implement this plan) will you use to accomplish this strategy?	Evidence What indicators will demonstrate progress of this strategy?	Evaluation Methods and Who is Responsible How will you gather the evidence needed to demonstrate progress and achievement of this strategy	Goal Alignment and Description: How does this component align with its designated measurable goal?
Bridges Math Intervention (1st-5th)	Resource Room Teacher and paraprofessionals	September 2016- June 2017	Bridges Intervention Curriculum Math Manipulatives Math Games	IEP students will show improvement on pre/post district CFAs in math. Student Achievement will be measured using STAR360 to show growth.	Student CFA scores will be evaluated after each math unit in PLC. Student STAR360 scores will be evaluated 3 times per year.	Goal 2,6: Bridges Intervention units provide curriculum in mathematics for students with disabilities at their academic level.
Bridges Math Intervention (1st-5th)	Classroom Teachers and Title I Teacher	September 2016-June 2017	Bridges Intervention Curriculum Math Manipulatives Math Games	Students will show improvement on pre/post district CFAs in math. Student Achievement will be measured using STAR360 to show growth.	Student CFA scores will be evaluated after each math unit in PLC. Student STAR360 scores will be evaluated 3 times per year.	Goal 1,6: Bridges Intervention units provide curriculum in math for students that fall below 40% proficiency in math as identified through the RTI process. It is used as an intervention tool.
i-Ready math online	Classroom Teachers	September 2016-June	i-Ready online	Students will show	Student CFA scores	Goal 1,6: i-Ready

individualized instruction program (3rd-5th)	and Title I Teacher	2017	program Chromebooks/ipads	improvement on pre/post district CFAs in math. Student Achievement will be measured using STAR360 to show growth.	will be evaluated after each math unit in PLC. Student STAR360 scores will be evaluated 3 times per year. Passing SBAC in the spring.	online provides individualized instruction in math for all students. This program can be accessed at school, after school and at home for extra instruction and practice.
i-Ready math online individualized instruction program (3rd-5th)	Resource Room Teacher and Paraprofessional	September 2016- June 2017	i-Ready online program Chromebooks/ipads	IEP students will show improvement on pre/post district CFAs in math. Student Achievement will be measured using STAR360 to show growth.	Student CFA scores will be evaluated after each math unit in PLC. Student STAR360 scores will be evaluated 3 times per year. Passing SBAC in the spring.	Goal 2,6: i-Ready online provides individualized instruction in math for all students. This program can be accessed at school, after school and at home for extra instruction and practice.
Daily 5 Reading: in Classrooms	Classroom Teachers Resource Teacher	September 2016- June 2017	Supplement Classroom libraries Guided Reading Leveled book sets	IEP students will receive reading instruction from the classroom teacher and/or the resource teacher and will participate in Daily 5 strategies. Student Achievement on STAR assessments	Benchmark Testing Classroom Observations Progress Monitoring Classroom teachers and Title I teacher will be responsible for gathering data. IEP's, Schedules	Goal 3,4,5: Daily 5 provides instructional strategies and individualized conferencing in reading to improve individual reading in the regular classroom for all academic leveled students and students with disabilities.
Daily 5 Reading: in	Classroom Teachers	September 2016- June	Supplement Classroom	All students receive 90	Benchmark Testing	Goal 3,4,5: Daily 5

Classrooms		2017	libraries Guided Reading leveled book sets	minutes of reading instruction 4-5 days a week. Student Achievement on STAR assessments	Classroom Observations Progress Monitoring Classroom teacher and Title I teacher will be responsible for gathering data. IEP's, schedules	provides instructional strategies and individualized conferencing in reading to improve individual reading performance in the regular classroom for all students.
Math Classroom and Intervention Resources for CCSS / Professional Development in Technology	Title I Teacher Classroom Teachers	September 2016- May 2017	Math Resources and Manipulatives / Technology training and integration of chromebooks	Improvement of state SBAC assessments, and Star360 scores	Formative and Summative assessments for each math unit reviewed in PLC, STAR360 scores 3 times per year, SBAC in the spring	Goal 1,2,6: Students are provided with access to mathematics intervention materials to improve scores on Formative and Summative assessments.
Math/Reading Interventions	Classroom Teacher Title I	September 2016- May 2017	Access to iPads and chromebooks for classroom use. Razz Kids program	To improve CFAs in math and to show reading growth using Rigby PM assessment	Rigby PM and Star360 data will be reviewed 3 times per year in PLC	Goal 1,2,3,4,5,6: Students utilize technology during reading and math core and for specific intervention times

School Context and Organization Plans

<p>Actions What will you do?</p>	<p>Who Provides Leadership? Who will provide the leadership to assure that this strategy is accomplished?</p>	<p>Timeline When will this strategy or action begin and end?</p>	<p>Resources What existing resources (or resources you will have as you implement this plan) will you use to accomplish this strategy?</p>	<p>Evidence What indicators will demonstrate progress of this strategy?</p>	<p>Evaluation Methods and Who is Responsible How will you gather the evidence needed to demonstrate progress and achievement of this strategy</p>	<p>Goal Alignment and Description: How does this component align with its designated measurable goal?</p>
<p>Implement Positive Behavior Support (PBIS)</p>	<p>Classroom Teachers Principal School PBIS leadership team</p>	<p>2016-2017 school year</p>	<p>SWIS subscription PBIS training for staff</p>	<p>Fewer office referrals based on an increase of PBIS strategies with behaviorally challenged students.</p>	<p>SWIS reports will be shared 3 times per year with staff at a PLC</p>	<p>Goal 7: Title I provides behavior supports to improve academic achievement through purchased incentives that focus student behavior on academics.</p>
<p>Implement Positive Behavior Support (PBIS)</p>	<p>Title I Teacher Classroom Teacher School PBIS Leadership Team Principal</p>	<p>2016-2017 School Year</p>	<p>Behavior Incentive Supplements and Materials</p>	<p>Fewer office referrals based on an increase of PBIS strategies with behaviorally challenged students.</p>	<p>SWIS reports will be shared 3 times per year with staff at a PLC</p>	<p>Goal 7: Title I provides behavior supports to improve academic achievement through purchased incentives that focus student behavior on academics.</p>

Professional Development Plans

Strategies and Actions What will you do?	Who Provides Leadership? Who will provide the leadership to assure that this strategy is accomplished?	Timeline When will this strategy or action begin and end?	Resources What existing resources (or resources you will have as you implement this plan) will you use to accomplish this strategy?	Evidence What indicators will demonstrate progress of this strategy?	Evaluation Methods and Who is Responsible How will you gather the evidence needed to demonstrate progress and achievement of this strategy	Goal Alignment/Community Involvement Policy Alignment and Description: How does this component align with its designated measurable goal?
Daily 5 Workshop, Daily 5 CAFÉ video training	Gail Boushey & Joan Moser	2016-2017 school year	Subscription purchased to Daily 5 Cafe and Parent Pipeline for PLC Team leaders. Daily 5 workshop (for teachers who have not already attended)	Students will be assessed using Rigby PM reading assessment.	Administrator Observation of teaching strategies Individual student reading growth using Rigby PM Assessment	Goal: 3,4,5,6 Daily 5 provides instructional strategies and individualized conferencing in reading to improve individual reading in the regular classroom for all academic leveled students and students with disabilities. The videos allow teachers to improve on their implementation of Daily 5 and Café Strategies through access to strategy development videos, documents, lessons and

						tools. These strategies help to improve upon student academic success in reading.
Daily 5 Cafe Online Access	Principal Title I Teacher	September 2016- September 2017	Online Program Access to Printable materials, videos and professional development resources for classroom instruction and assessment use.	Formative Assessment Classroom teachers keep and use documents and resources from site.	Principal Classroom Teachers	Goal 3,4,5,6: Daily 5 provides instructional strategies and individualized conferencing in reading to improve individual reading in the regular classroom for all academic leveled students and students with disabilities. The Access Online allows teachers to improve upon their implementation of Daily 5 and Café Strategies through access to strategy development videos, documents, lessons and tools. In order to improve upon student academic success in reading.
PBIS Stations (No Cost to Title)	John Tolan, 5th grade Teachers and Students	September 2016, January 2017 and March 2017	Continue use of SWIS database Prep time for PBIS team, After School Meeting Time or PLC meeting time	SWIS Database Observation of school, classroom and playground behavior	Behavior referrals Observation Oral Reflections	Goal 7: PBIS team will meet to develop PBIS stations that all students will rotate through at the beginning of the school year and after each break from school.

PBIS Workshop	John Tolan Title Teacher	Sept 2016- May 2017	Teacher training in PBIS methods (most of our current staff has not received this training)	Fewer Behavior referrals Positive School Environment	SWIS data	Goal 7: Training more teachers in PBIS strategies to create a positive school climate where students want to come and learn.
“Teach Like a Champion” student engagement strategies	John Tolan	Sept 2016-May 2017	Copies of the book “Teach Like a Champion” PLC time to discuss implementation strategies	Fewer Behavior referrals Positive School Environment	SWIS data	Goal 7: Training teachers in “Teach Like a Champion” strategies to create a positive school climate where students want to come and learn.

Family and Community Involvement Plans

Strategies and Actions What will you do?	Who Provides Leadership? Who will provide the leadership to assure that this strategy is accomplished?	Timeline When will this strategy or action begin and end?	Resources What existing resources (or resources you will have as you implement this plan) will you use to accomplish this strategy?	Evidence What indicators will demonstrate progress of this strategy?	Evaluation Methods and Who is Responsible How will you gather the evidence needed to demonstrate progress and achievement of this strategy	Goal Alignment/Community Involvement Policy Alignment and Description: How does this component align with its designated measureable goal?
Literacy Connections- provides literacy engagement and reading strategy	PTO, Title I Teacher	Sept. 2016-May 2017	Use of Research Based Reading Strategies and Daily CAFÉ reading strategy tips.	Open House Conferences Newsletter Family Carnival Night	Sign in Sheets Parent Surveys Books to distribute	Goal: 3,4,5,6 Literacy connections provide the opportunity to supply families with

<p>opportunities where community and family members can interact and receive information about literacy.</p>			<p>Link to school website providing information as to what Daily 5/ Daily CAFE is. Open House Family Carnival Night School Newsletters Conferences</p>			<p>information that can help increase student achievement in the area of reading by informing parents of the importance of being active in literature outside of school. Provides information about decreasing the achievement gap and supporting students in their reading to improve academically. Measured according to STAR data.</p>
<p>Family Nights</p>	<p>Title I Teacher, Classroom Teachers, Principal</p>	<p>Sept 2016-May 2017</p>	<p>Funds for activities and refreshments Funds for free materials Open House Conferences School Newsletters</p>	<p>Open House Conferences Newsletter Flyers and Invitations.</p>	<p>Teachers turn in sign-in sheets to Title I Teacher Sign-in sheets collected by Title Teacher from family nights</p>	<p>Policy Part II: J. Policy Part III: N. Family nights Provide assistance and training to parents to prepare them for meaningful participation in title I by offering educational opportunities to strengthen students academic growth through engaging hands on events and literacy learning opportunities.</p>

School-wide Parent Involvement and Communication: Newsletter, Island City Elementary WebSite, Facebook.	Principal, Title I Teacher Information Coordinator		Updating school website Open House School Newsletters	Newsletter Conferences Open House PTO Meetings PTO Facebook	Electronic Media and Online Documents.	Policy Part II: I, J, K, L Policy Part IV: N Communication and involvement of parents through a newsletter that is specific to activities that foster and support academic areas. PTO parent site council meetings are held to discuss school progress, events, calendar Items, academics and growth.
School Wide Information Coordinator	Principal Title I Teacher	Sept 2016 - May 2017	Updating School Website Updating PTO Facebook Communicating events Providing School Information Classroom Information	Updated Website Teacher Websites	Current and Up to date webpages	Part III: L, M, N, O, P The school webpages provide access to current events, important school information and access to information relating to parent nights, and parent educational events.
Summer Packets	Principal Title I Teacher	May 2017	Student Reading Levels Books Writing Notebooks	Packets to be handed out at end of school year to specific	To slow or stop summer reading slide. Evaluate by using	Goal: 1,2,3,4,5,6 Policy Part II: I, J, K, L.

			Math materials	students based upon intervention data and specified title personnel services.	Rigby PM data from Spring to the next Fall	Students and parents are provided with information and access to academic materials that will help to improve student growth and academic skills in multiple curricular areas over the summer when school instruction is not provided. Academic growth will be taken into consideration based upon STAR360 data and Classroom Common Formative Assessments.

Schoolwide Program Budget Summary for 2016-2017 School Year

Proposed Title Allocations for 2016-167 \$104,396

Budget Areas	Title IA Funds	Other Federal Programs (Title IC, IIA, IID, III, etc.)	Carl Perkins School-to-Work	Grants (Identify)	General Funds (Identify)	Local Funds (Building Allocation, District)	Private and Business Funds
Licensed Salaries	\$37,804						
Classified Salaries	\$27,607						
Purchased or Contract Services	\$3,000 (sub salaries)						
Supplies and Materials	\$9,145 <ul style="list-style-type: none"> • Leveled Book sets • Headphones • Math Manipulatives • Reading A-Z/Razz Kids • Misc. Supplies 						
Equipment and Capital Outlay	0						
Assessment and Evaluation (School Level)	0						
Technology	\$3,000 <ul style="list-style-type: none"> • Chromebooks 						
Professional Development	\$13,400 <ul style="list-style-type: none"> • ORA Winter Institute • Early Literacy Summit 						

	<ul style="list-style-type: none"> • Daily 5 • PBIS • Conscious Discipline • Professional Books 						
Parent Involvement	\$10,440 <ul style="list-style-type: none"> • Summer Packets • Free Books for students • Parent Training • Family Nights • Paper, Toner • Classified Extra Duty Pay • Certified Extra Duty Pay • Daily 5 Parent Pipeline 						
Travel	0						
Food Services	0						
Other (Identify)	0						
TOTALS	\$104,396						