LONGFELLOW SCHOOL IMPROVEMENT PLAN

PROGRESS UPDATE

01 READING

02 MATH

03 ATTENDANCE

04 STUDENT SOCIAL-EMOTIONAL WELL-BEING

Goal 1: Reading

(a) All students: This year, during the 20-21 school year, 80% of students will reach mastery (receive a meets or exceeds) using common assessments

(b) African American students This year, during the 20-21 school year, at least 80% of African American students will reach mastery (receive a meets or exceeds) benchmark using common assessments

What are we doing?

Kaeden Running Records

Teacher gather information about students as readers

Digital Resources

Lexia, RAZ Kids, Epic, MobyMax

Word Study Programs

Words Their Way
Phonics Units of Study (K-2)

Reading Intervention

30-minute block supported by Language Arts Specialist and MTSS Interventionist
PoP Tutoring

What can we do at home?

Read for 20 minutes each night.

Practice reading skills online.

Lexia
RAZ Kids
Epic
MobyMax

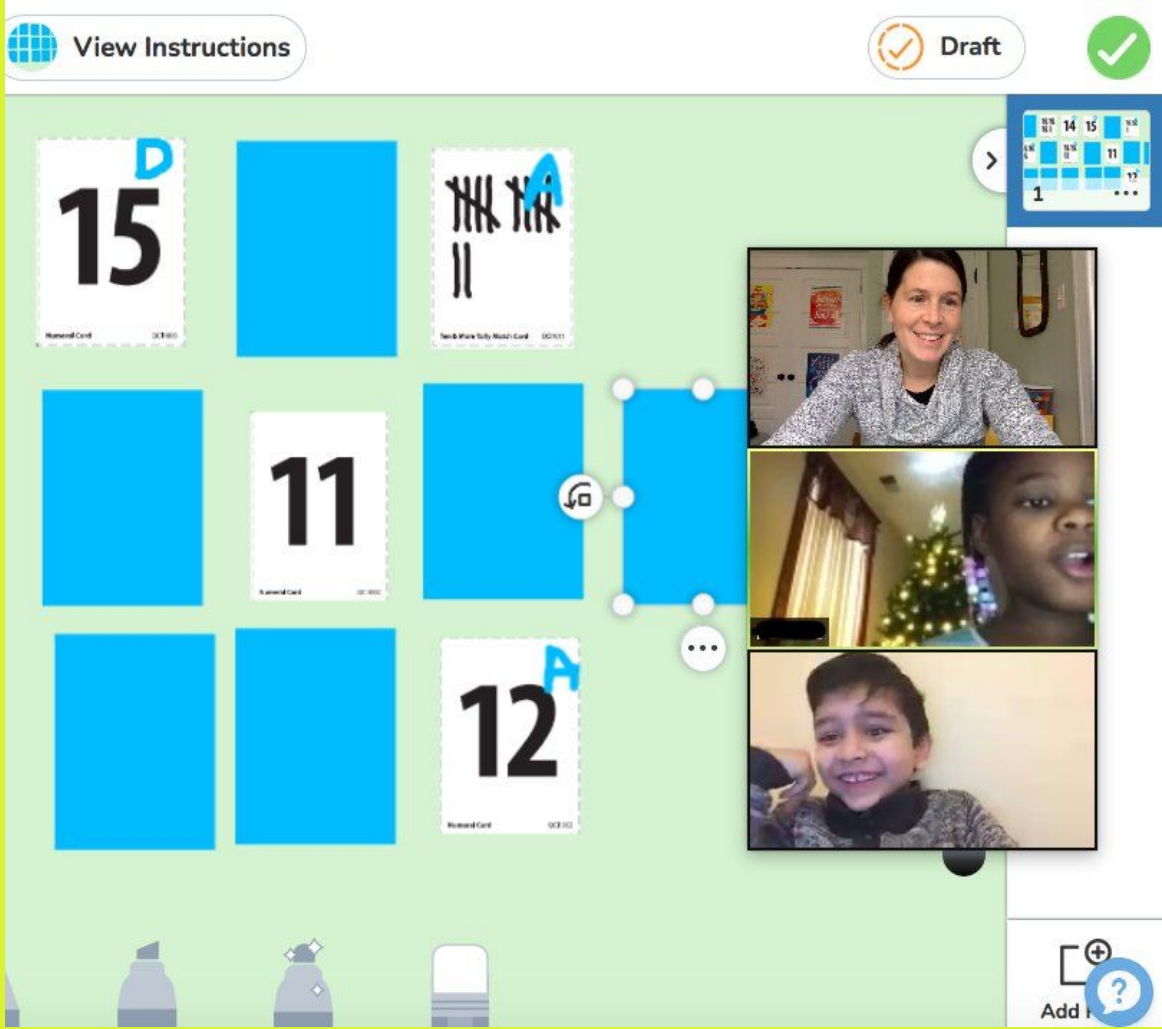
Encourage your child to read a variety of genres and types of text.

More Resources!...

Goal 2: Math

(a) All students: This year, during the 20-21 school year, 80 % of students will reach mastery (receives a meets or exceeds) on (Eureka Math) using common assessments

(b) African American students This year, during the 20-21 school year, 80 % of African American students will reach mastery (receives a meets or exceeds) on (Eureka Math) using common assessments



What are we doing?

Differentiation

Grades K-1 created math binders with games and fluency activities

Technology

Personalized learning with MobyMax, Khan Academy, and Dreambox

Enrichment

Grades K-5 receive weekly enrichment support targeting critical thinking and math skills

Math Intervention

30-minute block supported by MTSS Interventionist

What can we do at home?

Practice math facts each night to help your child become fluent.

Practice math skills online.

Zearn
Khan Academy
MobyMax
DreamBox

Help your child connect math to the real world.

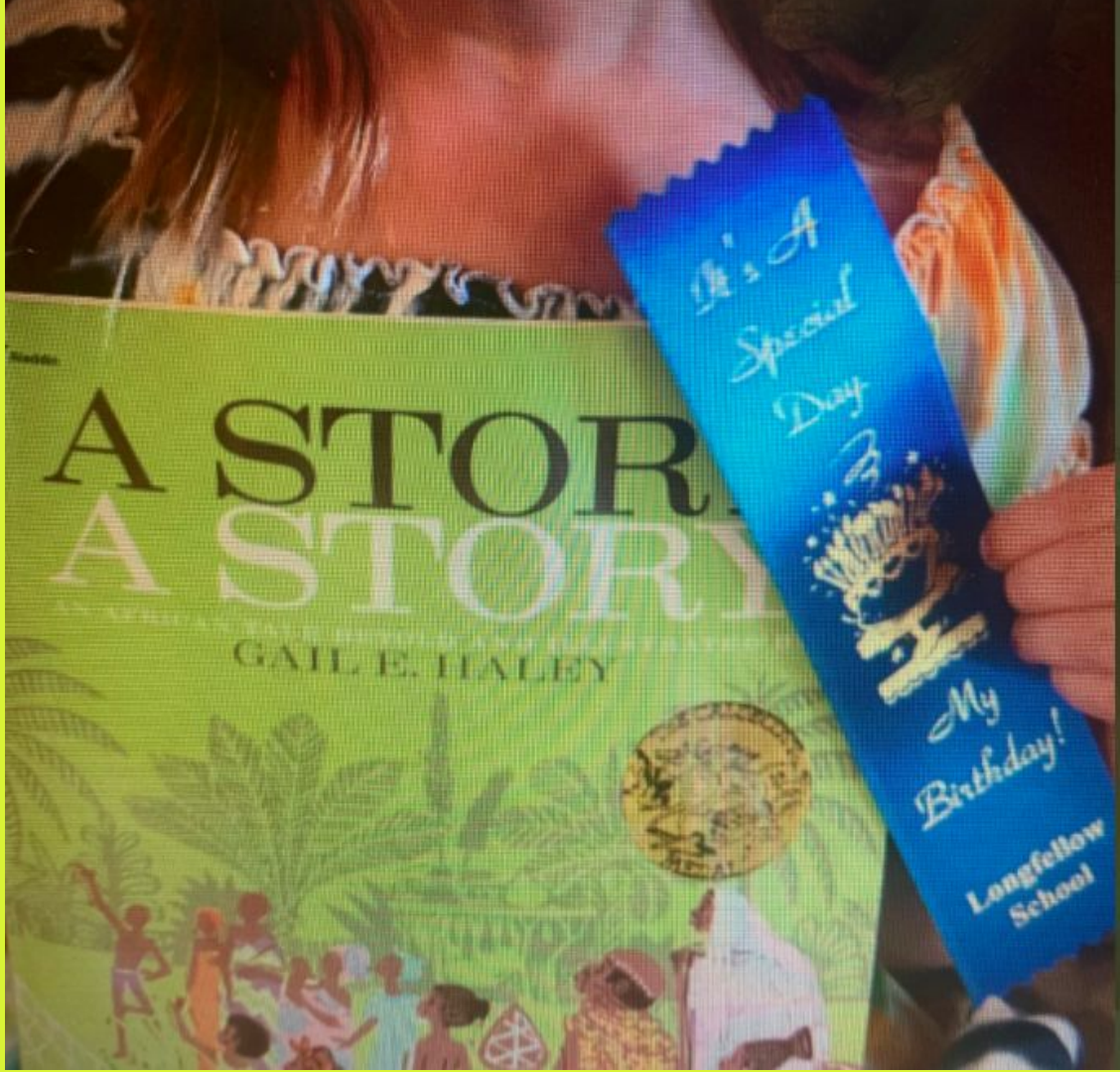
Cooking
Board Games
Sports

More Resources!...

Goal 3: Attendance

(a) All students: (a) All students: This year, during the 20-21 school year, at least 90% attendance virtually and engagement/participation

(b) African American students This year, during the 20-21 school year, at least 90% attendance virtually and engagement/ participation



What are we doing?

Check-Ins
Contacting families and daycare programs to support student attendance

Morning Meeting
Classroom circles and meetings from 8:15-8:45 daily

Family Support
Affinity Groups

Attendance Matrix
Identifying students that need support.

What can we do at home?

Make a plan to arrive at school at 7:50 (before 8)
OR
Make a plan to log into Zoom by 8:15

Prepare for school the night before. Refer to AttendanceWorks.org

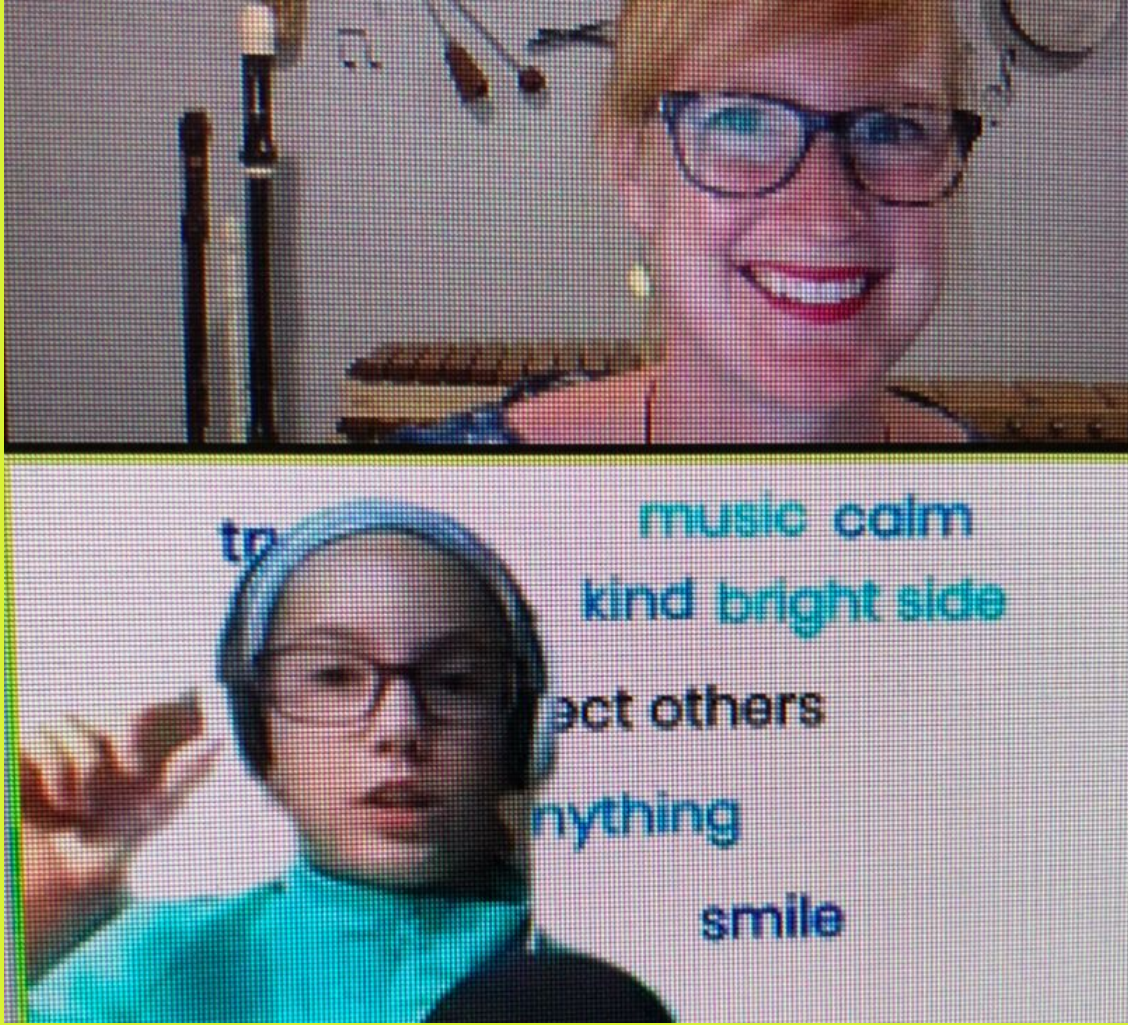
Have a consistent bedtime and wake-up.

Create a plan for charging iPads so they come to school fully charged.

Goal 4: Student Social-Emotional Well-Being

All students: At least 90% percent favorable response regarding their sense of belonging via a student survey.

African American students
At least 90% percent favorable response to being challenged and included in their class environment with a sense of belonging via a student survey.



What are we doing?

Second Step

Continue to implement Second Step, Bullying Prevention, and Child Protection Units

Morning Meetings

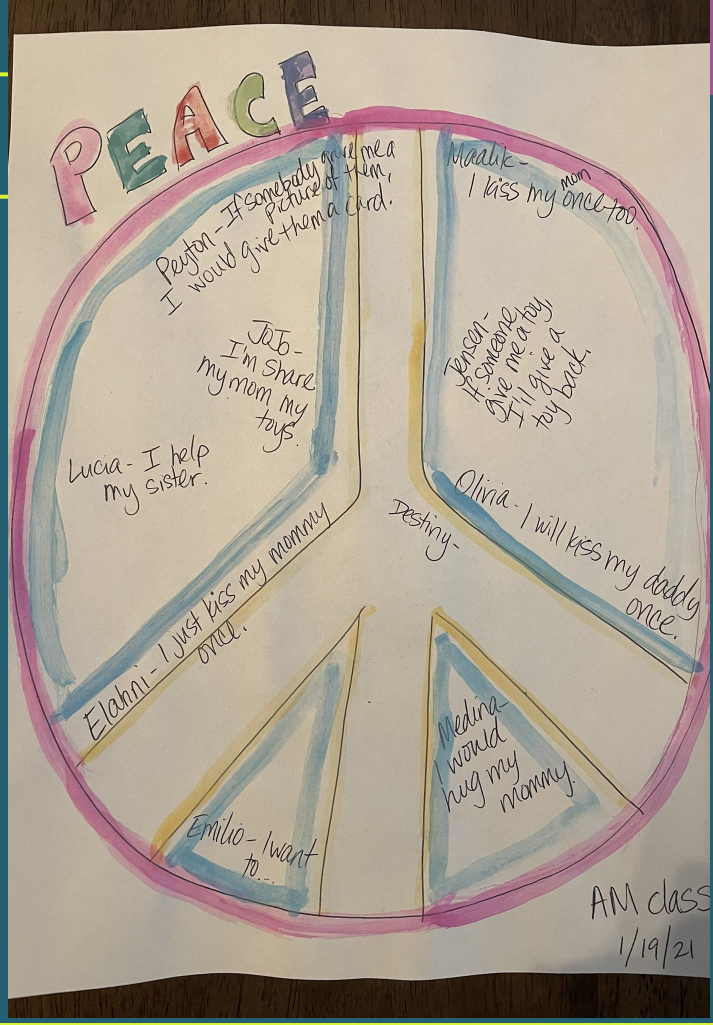
30 minutes to build classroom community and teach SEL and Anti-racism curriculum

PBIS Tier 1 and Tier 2 Teams

Two teams of teachers to provide more targeted support.

Other Strategies

Anti-racism curriculum
Restorative practices
Use of Mood Meter



Assessments in 2020 - 2021 School Year

Kindergarten, First and Second Grade

Educational Software for Guiding Instruction (ESGI) *(One-on-One Assessments)* and Teachers College Kaeden Leveled Reading Assessment *(One-on-One Assessments)*

Kindergarten: **ESGI**: Foundational skill assessments on letter naming, letter sound correspondence, phonemic awareness, number recognition, and counting; **Kaeden:** Independent reading level assessments.

First Grade: **ESGI:** Foundational skill assessments on letter naming, letter sound correspondence, phonics, number recognition, sight words, and counting; **Kaeden:** Independent reading level assessments.

Second Grade: **ESGI:** Foundational skill assessments on sight words and phonics.; **Kaeden:** Independent reading level assessments.

Eureka Math Affirm Assessments - Students will be administered a pre-module assessment in math using an app on their devices called Affirm. This assessment will be scheduled for your child and may be given synchronously or asynchronously. A post-module assessment will also be administered at the conclusion of the module.

Assessments in 2020 - 2021 School Year - Continued
Third, Fourth and Fifth Grades

- **Teachers College Kaeden Leveled Reading Assessment *(One-on-One Assessments)* -** Independent reading level assessments.
- **Eureka Math Affirm Assessments -** Students will be administered a pre-module assessment in math using an app on their devices called Affirm. This assessment will be scheduled for your child and may be given synchronously or asynchronously. A post-module assessment will also be administered at the conclusion of the module.

What can we do at home?

Review the Second Step home links as a family

Help your child find calm down strategies that work for them.

Belly Breaths
Counting
Positive Self Talk

Help your child make a plan for solving typical daily problems (e.g. what to do at recess).

Next Steps

01

Reading & Math

Continued professional development on differentiating through small group instruction.

02

Reading & Math

Continued professional development on becoming a Culturally Conscious Educator by Dr. Talyia Reimer.

03

Attendance

Continue to collaborate with families to support students to be at school and on time.

04

Restorative Practice

Implement the Identity and Diversity strands of our Anti-Racism curriculum.