

PAWNEE ELEMENTARY

TITLE I

SCHOOLWIDE PROGRAM

Assurances

- ▶ The schoolwide plan addresses all 10 required components.
- ▶ The schoolwide plan was developed by a schoolwide planning team consisting of parents and other members of the community.
- ▶ The local board of education has approved the Schoolwide Plan. Meeting date: 11/2/2015
- ▶ Parents and the community were informed of interest in becoming a schoolwide school. Meeting date: _____
- ▶ Faculty and staff were informed and are committed to the schoolwide program. Meeting date: 10/7/2015, 10/21/2015
- ▶ A schoolwide planning team will conduct an annual review of the schoolwide plan in accordance with the required guidelines of the Designing Schoolwide Programs Non-Regulatory Guidance.
- ▶ Documentation related to the three core components of a schoolwide program: the comprehensive needs assessment, the comprehensive schoolwide plan and the annual evaluation will be retained at the school site and provided upon request to the public and for monitoring purposes.

Signature of Superintendent

Ned Williams

Date 10/28/2015

Signature of Principal

Tracy Burnett

Date 10/28/2015

Component 1: Needs Assessment

Step 1: Schoolwide Program Planning Team

Section 1114 (b)(2)(B) of Title I requires that the plan be developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals and administrators, and, if appropriate, pupil services personnel, technical assistance providers, school staff, and if the plan relates to secondary school, students from such schools.

Section A – Core Planning Team

Name	Title	Stakeholder Group
Tracy Burnett	Principal	School Administration
Cheryl Ryan	Federal Programs Director	District Administration
Gail Gazin	Title I Resource Teacher	Teacher
Stacey Thurman	Title I Resource Teacher/Parent	Teacher/Parent
Kellie Ehler	PreK Title I Teacher/Parent	Teacher/Parent
Amanda Bales	1 st Grade Teacher/Parent	Teacher/Parent
Jordan Adams	2 nd Grade Teacher	Teacher
Kendra Castleberry	3 rd Grade Teacher/Parent	Teacher/Parent
Kari Nelson	4 th Grade Teacher/Parent	Teacher/Parent
Jessica Potts	4 th Grade Teacher	Teacher
Amy Dunn	5 th Grade Teacher	Teacher
Sommer Edwards	5 th Grade Teacher/Parent	Teacher/Parent
Pam Kilgariff	Special Education Teacher	Teacher
Jan Weaver	Special Education Teacher	Teacher
Velvet Thurber	Parent	Parent
<p>Briefly describe how core planning team members were selected and how members of the school and community not on the core planning team will be involved in the implementation and evaluation of the Schoolwide Plan.</p> <p>The core planning team members include administrators, teachers, and parents. Family and community engagement is a vital part of a truly successful school. It takes a village to raise a child is a popular proverb with a clear message: the whole community has an essential role to play in the growth and development of its young people. In addition to the vital role that parents and family members play in a child’s education, the broader community too has a responsibility to assure high-quality education for all students.</p>		

Section B – Technical Assistance Provider

Name of Provider Oklahoma State Department of Education		Organization Title I	
Address 2500 N. Lincoln Blvd	City Oklahoma City	State OK	Zip 73105-4599
Email Gloria.Bayouth@sde.ok.gov		Phone 405-521-3301	

Briefly describe technical assistance provided during the planning process and technical assistance planned for the implementation year.

Title I Schoolwide Plan Template was provided.

Printed information

Step 2: Clarifying the Vision for Reform

Before the Needs Assessment begins, the school staff should discuss what the reformed school will look like in terms of students' success. This collective vision is the driving force behind school reform and the schoolwide plan. The vision for reform should answer the following questions: 1) What is our purpose? 2) What are our expectations? 3) What are our responsibilities? 4) How important are collaborations and partnerships? 5) How are we committed to continuous improvement?

In the space below, provide the school's vision for reform.

Mission Statement or Purpose

We, at Pawnee Elementary School, believe that all children can learn. Believing this, we provide a safe environment which enhances pride and learning, we set high standards, and we encourage students to reach their highest potential.

Vision Statement or Expectations

The vision of Pawnee Elementary School is to work to ensure that: all students and staff feel safe and cared for; students are motivated, encouraged, and even pushed to reach their fullest potential; instruction and achievement are second to none; parents feel welcome and are glad their children are in our school; and everyone believes that all children can learn.

Responsibilities

It is our responsibility to focus on student learning and embrace the twin goals of excellence and equity-high expectations for all students. Student learning is a concern and responsibility of everyone. We must have clear, meaningful goals and a clear vision of change. We must focus on student learning goals and remove distractions that may interfere with reaching the goals.

Collaborations and Partnerships

The evidence is consistent, positive, and convincing: families have a major influence on their children's achievement. When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more.

Commitment to Continuous Improvement

We are committed to continuous improvement that demonstrates the vision and purpose the school is pursuing. We must maintain a good description of students, their performance, goals, and interventions to improve student performance. We must document and use the results to make data-driven decisions.

Step 3: Creating the School Profile

The school profile serves as a data-driven snapshot of the current status of the school. The profile will help illustrate the gap between where the school is now and where the school wants to be according to the vision for reform. At a minimum, the school profile should include assessment of the school's current status as it relates to:

- 1) student needs,*
- 2) curriculum and instruction,*
- 3) professional development, family and community involvement, and*
- 4) school context and organization.*

In the space below, provide the school profile. The profile should include, at a minimum, information related to the areas listed above.

1. **Student Needs:** In early childhood, many of our low-income students are not exposed to books. Children from low income families tend to hear less vocabulary words by the age of four than their higher-income peers. Exposure to books, after school programs, learning experiences, and positive role models are crucial for all students.

Many low-income households are tumultuous environments and create challenges for students to get to school, have an area at home that is conducive to learning, and engage in safe activities after school.

Students often lack positive academic role models.

2. **Curriculum and Instruction:** In homes where education is not a priority, high standards must be set for students from birth where language skills, language exposure, reading expectations, a love and learning, and a connection can be made between academic success and future success.

3. **Professional Development, Family and Community Involvement:** Schools, parents, and the community should work together to promote health, well-being, and learning of all schools. Family and community involvements foster partnerships with the school and result in sharing and maximizing resources. They also help children develop healthy behaviors and promote healthy families.

4. **School Context and Organization:** Pawnee Elementary School houses 4 year-old pre-kindergarten through fifth grade students with a current enrollment of 355 students served by 28 certified staff. 50% of students are Caucasian, 45% are Native American, 5% are Black or other. 73% of the student body is classified as low income.

The elementary site is one of three district sites, others being the Pawnee Middle School with grades 6-8, and the Pawnee High School with grades 9-12. District enrollment is slightly over 700 students. The community of Pawnee is the County Seat of Pawnee County. It is located 30 miles NE of Stillwater, OK, and has a population of approximately 2,230 residents.

Step 4: Data Collection

The planning team should collect both qualitative and quantitative data during the comprehensive needs assessment. A Data Profile Addendum has been provided to assist school teams in organizing the data during this process. The addendum is included at the end of this document.

In the chart below, list the types of data collected and analyzed during the needs assessment. Boxes may be added, as needed.

Student Achievement Data (i.e., OCCT, Benchmarks, District Assessments, DIBELS, Student Report Cards)	Perception Data (i.e., Staff/Student/Parent surveys, Self-Assessments, Meeting Minutes)	Demographic Data (i.e., Attendance, Truancy, Ethnicity, Low-Income, Special Education)
OCCT	Staff Survey	Attendance
STAR Reading	Observations	Low Income
STAR Math		Special Education
Literacy First		Ethnicity
Teacher Tests		

In the space below, describe the team’s data collection process.

Teachers meet regularly to analyze data and to align the curriculum, both horizontally and vertically.

Step 5: Data Analysis

The planning team has the charge of analyzing the data collected to determine the strengths, challenges, and areas of critical need of the school. The team should use the information from the analysis to develop the focus goals for the school year.

In the space below, describe the team’s data analysis process.

The team organizes all data available and looks for strengths and weaknesses. This information is used to drive the curriculum.

In the space below, describe the strengths and areas of need that emerged from the data analysis.

Strengths: Reading and math scores are improving, but we need to continue to improve these scores.
Weaknesses: We are a focus school because of low scores among special education students. We must continue to strive to raise these scores.

In the space below, list the school goals for the school year.

1. Pawnee Elementary School will increase student achievement and close achievement gaps in all core content areas.
2. By the end of the 2015-2016 school year, 80% of students will score at the proficient level or above on the state mandated tests.
3. By the end of the 2015-16 school year, all students will show improvement and demonstrate growth in all academic core subjects.

Component 2: Schoolwide Reform Strategies

Instructional strategies and initiatives in the comprehensive plan must be based on scientifically based research, strengthen the core academic program, increase the quality and quantity of learning time and address the learning needs of all students in the school.

In the space below, describe the instructional strategies and initiatives currently implemented at the school.

Pawnee Elementary uses Literacy First. Literacy First uses a set of assessments as part of its program: Phonological Awareness, Phonics, Comprehension, Vocabulary, and Fluency. These are designed to assess essential reading skills for elementary students. This program includes a data-driven, instructional framework based on the five essential components for reading instruction that serves as the basis for building leader and instructor capacity, driving academic achievement, and creating sustainability by modeling best instructional practices and giving teachers strategies and the tools they need for successful instructions.

In addition, software programs and additional learning materials have been chosen with the following objectives in mind:

1. Personalized Assessment
2. Personalized Instruction
3. Personalized Practice

In the space below, describe the plans for sustaining the current strategies and initiatives and any new strategies or initiatives that will be implemented.

1. Leadership is committed to the issues, is knowledgeable and innovative.
2. Providing and operational style that encourages broad and respectful dialogue and consensus building.
3. Identifying research questions and data needs.
4. Develop and maintain strategic alliances with the business sector and statewide organizations and networks.
5. Focusing on sustainable strategies for education improvement through policy change, citizen monitoring, and accountability.
6. Effective communication to attract public interest and generate support for issues.
7. Persistence and commitment to the long haul in order to provide the very best education for all students.

Component 3: Instruction by Highly Qualified Teachers

A highly qualified teacher (HQT) must hold a minimum of a bachelor's degree; and obtained full Oklahoma certification or licensure; and has demonstrated competency in each of the academic subjects in which the teacher delivers content knowledge. A highly qualified paraprofessional must have completed at least two years of study at an institution of higher education; obtained at least an associate's degree; or passed the Oklahoma General Education Test or another academic assessment approved by the Oklahoma State Board of Education.

Highly Qualified Teachers (HQT) and Paraprofessionals

Number of Certified Teachers	Number of HQT	Number of Non HQT
26	26	0
Number of Paraprofessionals	Number of HQT Paraprofessionals	Number of Non HQT Paraprofessionals
10	10	0

Teaching Experience

Number of Certified Teachers	Years of Experience					
	0-3	3-5	6-10	11-15	15-20	20+
	5	3	8	4	1	5

Education

Number of Certified Teachers	Degree Received					
	Bachelor's	Bachelor's + 15	Master's	Master's +15	Doctorate	National Board Certification
	21		5			

In the space below, provide the action plan for ensuring all students are taught by Highly Qualified Teachers specifically addressing any current Non-Highly Qualified Teachers at the site.

All teachers employed by Pawnee Public Schools are highly qualified. To ensure that all students are taught by highly-qualified teachers, we start with hiring policies. We only hire highly-qualified teachers. In addition, we encourage all our teachers to seek additional certification areas. Title IIA funds are used to reimburse a teacher for tests that add certifications to their teaching certificate.

Component 4: Professional Development

Teachers and other staff in schoolwide program schools must be equipped to face the challenge of helping all students meet the State’s academic achievement standards. To do this, they must be familiar with the goals and objectives of the schoolwide plan, and receive the sustained, high-quality professional development required to implement them. The statute requires that professional development be extended, as appropriate, to those who partner with teachers to support student achievement, such as principals, paraprofessionals, and parents.

In the space below, describe how the yearly professional development plan is created and who is involved in the decision making process.

The yearly professional development plan is created by the professional development committee and approved by the board of education.

In the space below, describe how the professional development plan supports the goals of the schoolwide plan.

Professional development activities take many forms in our school district and draw on knowledge, skills, talents, and contributions of K-12 educators. Professional Development focuses on the knowledge and skill our instructional staff needs to create high levels of learning for all students. The district’s Professional Development Committee will ensure opportunities that provide appropriate professional growth for our employees.



A Professional Development Plan Addendum for the school year must be completed and submitted with the schoolwide plan. The addendum is available at the end of this document.

Component 5: Strategies to Attract High Quality Teachers to High Need Schools

Although recruiting and retaining teachers is an ongoing challenge in high-poverty schools, low-performing students in these schools have a special need for excellent teachers. Therefore, the schoolwide plan must describe the strategies it will use to attract and retain highly qualified teachers.

Teacher Turnover Rate

Year	Number of Returning Teachers	Number of New Teachers	Percentage of Turnover
2015-2016	22	4	15%
2014-2015	22	4	15%
2013-2014	21	5	19%

In the space below, describe the recruitment plan to attract highly qualified teachers including specific details about partnerships with institutions of higher education and neighboring school districts.

Goal: Attract and retain highly qualified teachers for all Pawnee Public School sites

Plan:

1. Post vacancies on the school website and the OSSBA site.
2. Principals will review application received.
3. Ensure that 100% of core academic subject area classes are taught by highly qualified teachers at all three sites.
4. Use Title I funding and Title IIA funding, if applicable to hire teachers to supplement basic education programs by enhancing and reducing the teacher/student ratio.
5. Partnership with Oklahoma State University to obtain qualified applicants.
6. The superintendent will correspond with neighboring school district to search for qualified applicants.

In the space below, describe the teacher support system of the school including specific details about mentoring, collaborative teams, inclusion in decision making, and encouragement to continue higher education or pursue National Board Certification.

Teachers are encouraged to work as a collaborative team to discover better ways to involve more students in active learning. This involves, among other things, writing common lesson plans, assessments, and collaborative analyzing the quality of student work. Teams study important issues such as best practices in grading, reporting, and homework. The teams are encouraged to focus on the question, "What is the impact on learning?" We are constantly seeking ways to provide additional time and support for students who are having difficulty with their learning, as well as publically celebrating the performance level of students who are learning.

In a collaborative team culture, teachers not only provide support for students, but they also learn from and support each other. The teams work together to deal with issues, solve problems, and improve instructional practice.

The elementary principal sent this email to all certified teachers:

--- Forwarded message -----

From: **Tracy Burnett** <tracy.burnett@pawnee.k12.ok.us>

Date: Tue, Oct 6, 2015 at 3:00 PM

Subject: Fwd: 2016 NBCT Applications now available

To: Elementary <elementary@pawnee.k12.ok.us>

I'm forwarding each of you this email regarding the process for how to become a National Board Certified Teacher. There is a link within the email to fill out the scholarship application. When I went through the process, I did get the scholarship, and only had to pay a very small fee. There is a separate line on the minimum teacher pay scale for NBCTs that gives each NBCT an extra \$1,000 / mo. pay. I've pasted the link below.

This really is a great process. It made drastic differences in the way I thought about my teaching, planning, communication with parents....in everything! If you have any questions I'd be happy to help in any way I can.

You're all wonderful teachers - I encourage ALL of you to at least consider the process!

<http://ok.gov/sde/sites/ok.gov.sde/files/documents/files/15-16%20State%20Minimum%20Salary%20Schedule.pdf>

Component 6: Strategies to Increase Parental Involvement

Research continues to demonstrate that successful schools have significant and sustained levels of parent involvement. There it is important that schoolwide plans contain strategies to involve parents, especially in helping their children do well in school. In addition, parents must be involved in the planning, implementation, and evaluation of the schoolwide program.

In the space below, explain how parents were involved in the in the planning year and the needs assessment process and how parents will be involved in the implementation of the schoolwide plan.

All parents, students, and teachers sign the Title I Parent-Teacher Compact each year. The policy is distributed to parents as part of the enrollment form and must be signed annually.

Parents are given information at the annual Parent Night's in August and also at the Title I Annual Parent Information. The purpose of the Annual Title I Parent Meeting will be to share the School-Wide Plan, review the School Parent Involvement Policy, and explain our Title I program and how parents can be involved to help their child be successful.

The school works closely with the PTO to ensure opportunities for parents to volunteer and participate in their child's education. Parents are encouraged to participate in volunteer situations, as chaperones for field trips, book fair helpers, classroom observation as requested by parents, and as parent readers.

In the space below, describe how information will be communicated between school and parents and families including information about parent meetings, specifically the required Annual Parent Informational Meeting.

Annual Parent Informational Meeting: Notes will be sent home to parents, facebook, school website

Weekly newsletters: These are sent home with students weekly and also published to facebook.

Gradebook program: Parents are provided a login and password that enables them to assess their child's grades and attendance.

Parents are notified by phone call when students are absent and the school does not know the reason.

Our Website has the option for parents and community members to subscribe to text alerts.

In the space below, list and describe the parental involvement activities planned for the school year.

Parent Involvement Activities include:

1. Enrollment night (August)
2. Parent Night (August)
3. Title I Parent Meeting (Fall)
4. Parent Teacher Conferences (September and February)
5. PE/Academic Showcase (Spring)
6. Book Fair Breakfast for Grandparents (Fall)

Component 7: Transition Strategies From One Grade Level to Another

This component emphasizes the value of creating a coherent and seamless educational program for at-risk students.

Identifying Transition Points

Transition	Grade(s) Affected	Transition Strategies/Activities	Timeline
Headstart to PreK	PreK	Headstart students visit PreK classes. Headstart staff collaborates with Elementary office and PreK teaches	Spring of each school year.
5 th to 6 th grade	5	5 th Grade students visit the middle school. Parent night for 6 th grade students is held each August at the middle school to introduce staff, orient 6 th grade students to middle school, explain procedures, etc. 5 th grade implements 9 weeks tests to orient students to middle school.	August of each school year, prior to the beginning of the school year. End or 1 st , 2 nd , 3 rd , and 4 th Quarter.

In the box below, describe how the school uses the listed strategies to ensure a seamless educational program for at-risk students.

<p>Goal: To foster children’s familiarity with the classroom setting and those people within it.</p> <ol style="list-style-type: none"> 1. Increased comfort and decreased anxiety. 2. Building teacher-child relationships. 3. Exposure to new setting prior to school starting. <p>Goal: To foster family collaboration and involvement with the school and the transition process.</p> <ol style="list-style-type: none"> 1. Share information about individual children. 2. Get parents familiar with school routines. 3. Become partners in the process. <p>GOAL: To provide children with stable high quality classroom experiences and to increase consistency for children across contexts through alignment of routines, curriculum, learning standards, and assessments.</p>
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Component 8: Teacher Inclusion in School Decisions

In addition to State assessment results, teachers need current and ongoing assessment data that describe student achievement. These data often come from less formal assessments, such as observation, performance assessment, or end-of-course tests. The schoolwide program should provide teachers with professional development that increases their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction.

In the space below, list the methods of ongoing assessment teachers use to make instructional decisions.

Assessment	Timeline	Purpose
AlphaPlus	Throughout the school year	Provide simulated curriculum tests with data reports for each student, standard, and class.
Literacy First	Phased three-Year Program	Build an understanding of the role literacy plays in academic achievement and reinforces skills needed to address student performance challenges in reading comprehension and content areas. It is a data-driven program based on the five essential components for reading instruction
STAR Reading and Math	Throughout the school year	Allow teachers to screen and group students for targeted instruction, measure student growth, predict performance, and monitor mastery of state standards.
Textbook tests and teacher made tests	Throughout the year	Measure student mastery and student learning needs.

In the space below, describe the process used by teachers to analyze the data and describe how teachers are using results of the data analysis to improve instruction.

Teachers use the above assessments to determine which students are reaching benchmarks and which need intervention.

Teachers analyze the data to determine if they are satisfied with the number of students at the highest level of performance.

Next, they consider the level or score that indicates proficiency. They look at which students are just above the proficiency mark and which ones they are “worried about” and what support within or beyond core instruction is warranted.

They also look at the students indicating limited knowledge or unsatisfactory scores. They look at this data to determine when students are just below the cutoff and to determine which of these students need urgent intervention.

Component 9: Effective and Timely Additional Assistance to Improve Student Achievement

The schoolwide program must identify students who need additional learning time to meet standards and provide them with timely additional assistance that is tailored to their needs. This assistance must be available to all students in the school who need it.

In the space below, describe the additional assistance programs (intervention programs, extended day/year, math/reading blocks, tutoring) currently offered at the school. In the description for each program, include:

- 1. The process for identifying students in need of additional assistance.**
- 2. The curriculum used and how it coordinates with the regular classroom.**
- 3. The process for evaluating the program for effectiveness.**

1. The following programs are used to identify students in need of additional services:

- A. OCT
- B. STAR Early Learning Enterprise
- C. STAR Reading
- D. STAR Early Literacy
- E. Teacher Recommendation of struggling students

2. The following curriculum is used. It coordinates with the regular classroom because the same comprehension and vocabulary skills are emphasized:

- A. Literacy First: Used to group according to need and monitor "Flexible" Groups. Groups are adjusted, as needed.
- B. Read Live: Instruction is on a level appropriate for individual students.
- C. Study Island: Designates a child's level based on continued monitoring and monitored progress written for the program. Teachers can also intervene and change an assignment, particular skill, or level.
- D. Diane Kraft Method: Addresses Right Brain Phonics in students with the most severe needs.
- E. Barton System of Reading: Reading, Spelling, and Phonics program that is used to enhance phonemic awareness and to address students with "holes" in phonemic awareness.

3. The process for evaluating the program for effectiveness include:

- A. Read Live Student Yearly Progress Assessment: This is done frequently to monitor and or change student placement.
- B. Study Island: Students progress through the program as they master certain skills.
- C. Literacy First: Allows for continual retesting/monitoring and group flexibility.
- D. Diane Kraft Method: Teacher monitored progress in addition to quick word assessment.
- E. Barton System of Reading: Passage of each level progresses a student further along in the program. Each level concludes with a post test.

Component 10: Coordination of Funds

Schoolwide schools are expected to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement.

In the space below, describe how local, state, and federal programs will be coordinated to support high-quality learning opportunities for all students in your school and how these programs are aligned to the Schoolwide goals.

All school funds, federal, state, and local are coordinated at the district level.

The Title I, IIA, and VI funds are designed to work together with, rather than separately from, one another. Rather than operating apart from the broader education that children receive, these programs are focused on supporting the overall school reforms and ensuring that all children can reap the benefit of these reforms. These funds are used to support and supplement the general education.

All instructional programs are aligned to the Schoolwide goal of improving instruction and providing opportunities for children to meet the State’s proficient and advanced levels of student performance.

In the chart below, list the school’s funding sources and how each is used to support the goals of the schoolwide plan.

Funding Source	Program/Service Impacted	Coordination of Effort (modifications made to align with schoolwide goals)
General Fund	Salaries, textbooks, teaching materials, building upkeep etc,	All children are served.
Title I	Supplemental services for elementary students: salaries, software, supplies, etc.	Locally paid teachers coordinate with Title I teachers to provide the best services for students.
Title IIA	Professional Development	Used to ensure that teachers are trained and equipped to meet student needs and to reimburse teachers who test for additional teaching certifications.
Title VI	Technology	Used to provide computers for student use. These are used for assessment and to accomplish teaching objectives.

Required Documentation

The following documents must be kept on file at the school for monitoring purposes:

- Copy of Local Board of Education Meeting Minutes Reflecting Schoolwide Plan Approval
- Copy of Meeting Agenda and/or Attendance Records for Parent Informational Meeting
- Copy of Meeting Agenda and/or Attendance Records for Faculty Informational Meeting
- Disaggregated Test Data for Math and Reading/Language Arts
- Student/Parent/Teacher Surveys (if applicable)
- Additional Student Achievement Data Used in Needs Assessment
- Part IV Addendum – Data Profile
- Part V Addendum - Schoolwide Focus Goal Action Plan(s)
- Letter of Notification to Parents of Students Taught by Non Highly Qualified Teachers
- Part VIII Addendum - Professional Development Plans for the Current and Implementation Year
- Sample Copies of Professional Development Agendas and/or Attendance Records
- Sample Evaluation Tool for Monitoring the Implementation of Professional Development Activities
- Sample Individual Professional Development Plan Created by Staff
- Copy of Parent Involvement Policy
- Copy of Site Parent/School Compact
- Parent Survey or Other Evaluation Tool Regarding Parent Involvement Activities
- Examples of School/Parent Communication
- Copy of Notification to Parents Regarding Student Achievement Reports and Test Scores
- Copies of Notification to Parents of Annual Parent Informational Meeting
- Copies of Notification of Title I Programs and Opportunities
- Copies of Letters, Flyers, Mailings, etc. Notifying Parents of Transition Activities
- Attendance Records of Parent Meetings About Transition Activities
- Evidence of Vertical Teaming Among Faculty (i.e., Agendas, Minutes, Curriculum Maps)

In the chart below, list the professional development activities planned for the school year. More lines may be added as needed.

Year of Plan: 2015

Professional Development Activity	Date(s)	Participant Group	Description (i.e., content, duration of time)
Literacy First Training	Summer 2015	Elementary Teachers	Focused on improving reading instruction in early grades. 30 hours of training for Phase 1 and 30 hours of training for Phase 2.
Meridian Technology Center	Summer 2015, School Year 2015-16, and Summer 2016	District Level Teachers	Technology training for Teachers Classes offered throughout the school year and each summer,
Indian Education-Cultural Training	October 16, 2015	District Level Teachers	Cultural Diversity-At least annually
Read Naturally Live Webinar	October 6, 2015	Title I Resource Teacher	Checking and adjusting student initial placement.
Barton Reading and Spelling System-Level 1	September 10, 2015	Title I Resource Teacher	Instructions on working with students on Barton System of Phonemic Awareness Lessons.
Barton Reading and Spelling System-Level 2	October 12, 2015	Title I Resource Teacher	Instructions on working with students on Barton System of Consonants and Short Vowel Lessons.

