PIONEER VALLEY ELEMENTARY

SCHOOL'S VISION OR CLEAR AND SHARED PURPOSE

Mission Statement

To form a partnership of students, parents, community, and staff in order to create a caring climate in which each person is entitled to courtesy, respect, and dignity so that continuous and life-long learning can be modeled and applied by all.

Vision Statement

Pioneer Valley is an arena of learning for people of all ages, talents, and diversity. In this environment, all participants interact as a community and are encouraged to mature emotionally, mentally, physically, and with the freedom to believe in a manner that is best for each person.

DATA AND NEEDS ASSESSMENT

COLLECTED DATA FOR NEEDS ASSESSMENT PORTFOLIO

- ☒ State Assessment Results
- ☒ District Assessment Results
- ☒ School Assessment Results
- ☒ School Discipline Report by Offense
- ☒ Ethnic Profile
- ☐ Community Profile
- ☐ School Specific Reports
- ☒ Surveys
- ☐ Other

SUMMARIZED INFORMATION GAINED FROM THIS PORTFOLIO / DATA REVIEW

1. Reading assessment data shows that students are strong in the area of decoding but have been having difficulty in the area of comprehension. The staff identified for growth: a. Increasing our knowledge of what good comprehension looks like and applying that knowledge to more accurately teaching specific skills and asssessing student abilities in this area; b. will fine tune fluency expectations to include teaching students to monitor expression and reading in meaningful chunks with attention to punctuation.

2. Mathematics assessments show that students are improving in over all math performance. An area that consistently surfaces each year is in the area of number sense. Students are not mastering and retaining basic math facts but are mastering other strands of mathematics. Staff members have implemented school wide Math Mastery to assist to students in this area.

COMMUNICATION ARTS

GOAL STATEMENT FOR COMMUNICATION ARTS

Reading

- Students will increase fluency rates and meet standard according to grade level GLEs
- Staff will fine tune fluency expectations to include teaching students to monitor expression and reading in meaningful chunks with attention given to punctuation.
- Staff will research the affects of fluency rate on comprehension. An effort will be made to determine how to measure comprehension in the context of fluency.

Writing

Staff will teach and students will learn elements of Step Up to Writing according to the new PV grade level writing continuum.

WASL

4th Grade Reading WASL goal = 100% of students meeting standard
4th Grade Writing WASL goal = 90% of students meeting standard

COMMUNICATION ARTS FOCUS

COMMUNICATION ARTS FOCUS

- ☐ Phonemic Awareness/Phonics (Pre-2)
- ☒ Reading Strategies
- ☒ Fluency
- ☐ Vocabulary
- ☒ Comprehension and Thinking Skills
- ☒ Writing Strategies
- ☐ Writing Process
- ☐ Writing Traits
- ☐ Instructional Strategies
- ☐ Assessment Strategies
- ☐ Other

GROUP FOCUS

GENDER

- ☒ Male
- ☐ Female

ETHNICITY

- ☐ White
- ☒ African American/Black
- ☐ Asian
- ☒ Hispanic
- ☐ Native American

OTHER

- ☐ ELL/LEP/Bilingual
- ☐ SES/Disadvantaged
- ☐ Special Education
- ☐ Title/LAP
- ☒ All Students

REFERENCE

http://idea.uoregon.edu/~ncite/documents/techrep/tech15.html

SUMMARY STATEMENT

Our review of the research literature suggested that learning to read words is anything but natural. On the contrary, learning to read words requires integration of numerous complex processes. Successful acquisition of these complex processes appears to be incidental for some children, but for others it must be systematically and planfully taught.

Four main areas of convergence bear implications for word recognition:

* Reading comprehension and other higher order reading activities are dependent on strong word recognition.
* Strong word recognition requires learner understanding that (a) words can be "spoken" or "written," (b) print corresponds to speech, and (c) words are composed of phonemes.

* Alphabetic understanding (i.e., a reader's understanding that words are composed of graphemes and letter-sound correspondence) facilitates word recognition.
* Phonological recoding (i.e., translating a word into its phonological counterpart) combined with word frequency mediates word recognition.

REFERENCE

http://www.ncrel.org/sdrs/areas/stw_esys/str_read.htm

SUMMARY STATEMENT

Most of the knowledge base on this topic comes from studies of good and poor readers. However, some of it is derived from research on expert teachers and from training studies.

1. Meaning is not in the words on the page. The reader **constructs meaning** by making inferences and interpretations.

2. Reading researchers believe that information is stored in long-term memory in organized "knowledge structures." The essence of learning is linking new information to **prior knowledge** about the topic, the text structure or genre, and strategies for learning.

3. How well a reader constructs meaning depends in part on **metacognition**, the reader's ability to think about and control the learning process (i.e., to plan, monitor comprehension, and revise the use of strategies and comprehension); and attribution, beliefs about the relationship among performance, effort, and responsibility.

4. **Reading and writing are integrally related**. That is, reading and writing have many characteristics in common. Also, readers increase their comprehension by writing, and reading about the topic improves writing performance.

5. **Collaborative learning** is a powerful approach for teaching and learning. The goal of collaborative learning is to establish a community of learners in which students are able to generate questions and discuss ideas freely with the teacher and each other. Students often engage in teaching roles to help other students learn and to take responsibility for learning. This approach involves new roles for teachers.

Issues of Equity and Excellence

1. Although many students at risk come to school lacking in prior knowledge that is relevant to school achievement, teachers and schools do make a substantial difference. That is, providing students at risk with high quality instruction can drastically alter their academic performance.

2. Although pullout programs and tracking may be well intended, reading researchers increasingly argue that such programs may actually create or extend inequities by segregating students at risk in poor quality programs. Indeed, some researchers contend that the learned helplessness that may characterize students at risk is a functional response to the demands of a dysfunctional situation.

REFERENCE

http://www.nrrf.org/synthesis research.htm#note

SUMMARY STATEMENT

Developing a New Understanding of Reading Difficulties

Much of the recent NICHD research has focused on identifying the nature of reading disabilities and the causes. Using modern neuroimaging technology, medical researchers have identified a unique signature on the brain scans of persons with reading problems. These unique brain scans seem to reflect an inability to work with phonemes in the language. This lack of phonemic awareness seems to be a major obstacle to reading acquisition. Children who are not phonemically aware are not able to segment words and syllables into phonemes. Consequently, they do not develop the ability to decode single words accurately and fluently, an inability that is the distinguishing characteristic of persons with reading disabilities.

About 40% of the population have reading problems severe enough to hinder their enjoyment of reading. These problems are generally not developmental and do not diminish over time, but persist into adulthood without appropriate intervention. Because the percentage is so large, an arbitrary cutoff point of 20% was selected for the purpose of labelling children as disabled in basic reading skills. The difference between a child who has a learning disability in reading and a child who is simply a poor reader is only a difference in the severity of the problem.
The most reliable indicator of a reading disability is an inability to decode single words. Lyon (1994, 1995a) suggests that the best way to determine if this inability is "unexpected" is to compare the performance of a child with that of other children his or her age and / or compare reading ability to academic performance in other domains (e.g., listening comprehension, verbal expression, mathematics, written expression). The definition suggests that traditional methods for identifying a reading disability, such as looking for an IQ-achievement discrepancy, are not as reliable (Lyon, 1994; Lyon, 1995a).

Phonological processing is the primary ability area where children with reading disabilities differ from other children. It does not seem to matter whether the children have an IQ-achievement discrepancy in reading or not. Phonological processing encompasses at least three different components. Each component and a sample assessment are described in Table 2.

Research on Treatment for Reading Difficulties

What is Developmentally Appropriate?
Treatment intervention research has shown that appropriate early direct instruction seems to be the best medicine for reading problems. Reading is not developmental or natural, but is learned. Reading disabilities reflect a persistent deficit, rather than a developmental lag in linguistic (phonological) skills and basic reading skills. Children who fall behind at an early age (K and grade 1) fall further and further behind over time. Longitudinal studies show that of the children who are diagnosed as reading disabled in third grade, 74% remain disabled in ninth grade (Fletcher, et al., 1994; Shaywitz, Escobar, Shaywitz, Fletcher, & Makuch, 1992; Stanovich, 1986; Stanovich & Siegel, 1994). Adults with reading problems exhibit the same characteristics that are exhibited by children with reading problems.

These findings contradict the prevalent notion that children will begin to learn to read when they are "ready." The concept "developmentally appropriate" should not suggest delaying intervention, but using appropriate instructional strategies at an early age—especially in kindergarten. Although we now have the ability to identify children who are at-risk for reading failure, and we now understand some of the instructional conditions that must be considered for teaching, the majority of reading disabilities are not identified until the third grade.

The researchers suggested the following:
Early Identification and Treatment
Explicit, Systematic Instruction in Sound-spelling Correspondences
Prediction From Context is not a Useful Strategy for Word Recognition

The researchers suggest the following actions:
1. Begin teaching phonemic awareness directly at an early age (kindergarten).
2. Teach each sound-spelling correspondence explicitly.
3. Teach frequent, highly regular sound-spelling relationships systematically.
4. Show children exactly how to sound out words.
5. Use connected, decodable text for children to practice the sound-spelling relationships they learn.
6. The use of interesting stories to develop language comprehension. Balance, but don't mix.

IMPROVEMENT STRATEGY FOR COMMUNICATION ARTS

Reading:

1. Staff will be trained in strategies to improve fluency on October 11, 2006.

2. Teachers will collaborate to learn and discuss the Step-Up to Writing continuum at Professional Learning Communities.

STUDENT INTERVENTION PLAN FOR COMMUNICATION ARTS

We offer support through LAP and Special Education services to students that qualify.

LAP Programs

Comprehensive Needs Assessment
Items to Include:
• Describe the comprehensive needs assessment process.

Staff members of Pioneer Valley Elementary School have many ways to compile the needs of students. There is no "one way" to determine the needs of the students, nor one department that conducts the needs assessment. The following information describes the team process utilized to compile the needs of Pioneer Valley Elementary School's students.

The Learning Assistance Program staff gathers information in many ways. In the spring, the families of LAP students receive surveys. Past data from families and staff are included in the needs assessment. The needs are put in rank order, so once funding is determined, the priority from the needs assessment lead the Pioneer Valley Elementary School's School Improvement Team (SIT) to determine grade(s) that receive program and the date(s) of service. In addition to the surveys, the LAP screening in the spring helps determine the number of students who qualify for services. District screens Kindergarten and 1st grade students in the fall, so there is no screening done in the spring. Thus, the new classroom teachers and/or support staff assess these students in the fall. Actual numbers of students who are eligible are not determined until almost the end of September so that makes it difficult to project needs in those two grade levels. The team takes research data that shows that early intervention helps students succeed, so Kindergarten was prioritized before first grade.

For the 2006-2007 School year, LAP funding supports the following areas as determined by the needs assessment priorities: 1) "Before School Program in Reading" for second and third grades receive 4 days of 30 minute sessions (30 minutes x 4 days a week = 120 minutes per week); 2) "Take Home Reading Program" for second grade; 3) "Pull Out Program" in literacy for kindergarten receive two 30 minute sessions (30 minutes x 2 days a week = 60 minutes per week); 4) "Pull Out Program" in Literacy for first grade (with assistance from Instructional Coaches to work with students due to shortage in LAP funding) receive 4 days of 30 minute sessions (4 days x 30 minutes = 120 minutes per week); and as of 11/27/06, students who do not attend the Before School Program for grades second and third were invited to participate in a during the school day program. These students will receive two 30 minute sessions (30 minutes x 2 days a week = 60 minutes per week) as of 12/11/06.

The needs assessment showed strong support for an "add-on" model program in the area of reading. Having time before school frees up time during the school day for additional support; thus allowing these students to receive instruction in reading twice during the day. Student gains for PVE's LAP students show that positive results for those who attend on a regular basis all year long. Also, Pioneer Valley Elementary School's state Washington Assessment of Student Learning (WASL) results showed significant improvement in reading. The following data is from the data from LAP student's gains for the 2005-2006 school yar.

Here are the results of program LAP Students:

Second Grade LAP students received services for one hour a day on Monday through Thursday (60 minutes x 4 days a week = 240 minutes per week). Students in second grade who received LAP services during the 2005-06 School Year averaged 5.7 points in the Fall, and averaged 11.7 points in the Spring out of 16 points on the State Assessment for Second Grade; that was an average of a 6 point gain, and with a score of

8 points as "passing." The average reading level of second grade LAP students was 1.3 instructional grade equivalent in the fall, and 2.6 instructional grade equivalent in the spring; that was an average of 1 year 3 months gain. On the pre-primer to second grade Sight Word Lists, the second grade students' average was 58% mastery in the fall, and 98% mastery in the spring; that was an average of 30% gain. On the Houghton Mifflin Phonics and Decoding Assessment, here were the gains: 1) on skills A-F, the fall score was an average of 37% and the spring score was 83%, with an average gain of 46%; 2) on skills A-H, the fall score was an average of 29% and the spring score was an average of 68%, with an average gain of 39%. This data was based on 23 active students that had both pre-test and post-test scores. Of those 23, 11 met standards, or 47% graduated from LAP for the second grade.

Third Grade LAP students received services for one hour a day on Monday through Thursday (60 minutes x 4 days a week = 240 minutes per week). Students in third grade who received LAP services during the 2005-06 School Year averaged a 2.3 instructional grade equivalent in the fall, and a 3.8 instructional grade equivalent in the spring; that shows a 1 year 5 months of growth. The average score on the pre-primer through second grade sight word list improved from 96% to 100%, or 4% gain. On the Houghton Mifflin Phonics and Decoding assessment, the LAP third grade student performed as follows: 1) on skills A-F, they improved from an average of 74% in the fall to 90% in the spring with an average of 16% gain; and 2) on skills A-H, they improved from an average of 60% to 81% with an average of 21% gains. This data was based on 20 active students that had both pre-test and post-test scores. Of those 20, 12 met standards, or 60% graduated from LAP for the third grade.

Kindergarten students are served during the school day in a pull-out program for more intense work in small groups in the skill area(s) needed. Due to the numbers of kindergarten eligible students, LAP services were delivered twice a week for 30 minutes (30 minutes x 2 days a week = 60 minutes per week). On the LAP Assessment taken from parts of the Bethel School District Assessment and the writing of the student name, the average 2005-2006 LAP Kindergarten student scored 14% in the fall and 92% in the spring; with a 78% gain. This data was based on 45 students, wherein 24 met standard (53% were graduated from LAP).

First Grade students are served during the school day in a pull-out program. Due to the number of students, the students in greater need are served through LAP and those with a "higher" eligible matrix score are served through the Instructional Coaches. Services are delivered for 30 minutes per day for four days (Monday through Thursday) for a total of 120 minutes per week. The 2005-2006 LAP data shows the following gains: 1) on the LAP Assessment (portions of the Bethel School District First Grade Assessment) the LAP students averaged 56% in the fall and 96% in the spring for an average 40% improvement; 2) on the sight word lists, the students averaged 2.9 words in the fall and 146 words in the spring for an average of 143 word improvement; and 3) on the Houghton Mifflin Emerging Literacy Survey the LAP students average 52% mastery in the fall and improved to 94% mastery in the spring with a 42% improvement. This data was based on 24 students; wherein 10 met standards (45%), and 2 were exited as they became special education students.

During the school year, students of grades that do and do not have LAP services may be discussed at an ASSIST team meeting. The ASSIST team is comprised of a team of educators: general education teachers, basic skills teacher, special education teacher, social worker, school psychologist, speech & language teacher, occupational therapist, physical therapist, reading support specialist, and/or administrator. Needs within the school are continually assessed throughout the year by the ASSIST team along with various other committees.

Also, Pioneer Valley has an Instructional Support Team (IST) that meets to discuss the needs of students. The IST may elicit names of students with specific needs (e.g., social skills, organization skills, ADHD self-monitoring concerns) from classroom teachers, and special groups may be established to address the needs of these students with parent permission. Other students may require a 504 plan to address specific modifications to their instructional day in order to be successful in school.

Pioneer Valley has a Leadership Team that meets at least once a month to make sure the building is implementing the plans and actions on the Strategic Plan. The Leadership Teams uses research to support the plans and actions in the Strategic Plan. Finally, Pioneer Valley Elementary School staff meet at least 2x during the month in “Grade Level” meetings to discuss current curriculum and develop ideas to support each

other. Topics and discussion vary from week to week, and from grade level to grade level. These meetings provide great opportunity for grade level collaboration with each other and with the various support staff.

In summary, there is no "one" needs assessment. The needs of the school and individual students happen in many forums and throughout the year. In this way, Pioneer Valley hopes to meet the needs of not only the majority of students for optimal LAP services, while also finding ways to meet each student's individual needs as often as possible.

• Describe identification and selection in rank order of children most in need

A "composite score" determines if a child is eligible or not for LAP services as established by the Bethel School District. Students with composite scores of 0 - 139 are eligible for service, and composite scores of 140 and above are not eligible for service. Once all the scores are collected for the grade level of service, then the composite score is sorted for ease to identify and select students to serve by rank order. The following describes the "composite score" for each grade level served at Pioneer Valley Elementary:

Reading for second through third grade is determined by a composite score of four factors: 1) teacher rating; 2) Number of words read correctly on the Analytical Reading Inventory List; 3) Score on the Analytical Reading Inventory Passage based on a rubric in the following areas: accuracy, comprehension, rate and phrasing; and 4) Points from a menu of “Risk Factors”. Program for these grades begin as soon as all the second and third grade students have been assessed.

Reading for first grade is determined by a composite score of with the following factors: 1) combination of the following skills: naming upper and lower letters, consonant and vowel sounds, reading short vowels in 3-letter words; and 2) a Teacher Rating. These two items are factored with a formula for the composite score.

Readiness for Kindergarten is determined by a composite score with the following factors: 1) combination of the following skills: name writing, rhyming, letter names for upper and lower case letters, consonant and vowel sounds, and names of shapes; and 2) a Teacher Rating. These two items are factored with a formula for the composite score.

Depending on the type of programs offered at each individual school, students in the Bethel School District are tested in the spring with the exception of Kindergarten and First Grade students who are tested in the fall. New students to the Bethel School District are tested upon entrance into their neighborhood school. All students at PVE should be tested by October to complete the eligibility pool.

Directive

Kindergarten and First Grade students receive services in small groups no bigger than six to one adult. Instruction includes areas of need determined by the Bethel School District Kindergarten Assessment. Depending on the need of the student, one of the following intervention programs may be utilized: Houghton Mifflin Program Early Success, or Read Well.

Second and Third Grade students receive services in small groups no bigger than six to one adult. Instruction includes areas of need determined by the Houghton Mifflin Phonics/Decoding Assessment. Depending on the need of the student, one of the following intervention programs may be utilized: Early Success, Soar to Success, Reading Mastery, Read Well, Read Naturally, and/or SRA "Decoding Strategies.

MONITORING TEACHING AND STUDENT PROGRESS IN COMMUNICATION ARTS

Evidence of Change in Student Achievement	**Evidence of Change in Practice**	**Timeline for Frequent Monitoring**
Staff will score and document fluency performance according to specific assessment standards of the DIBELS.	Analysis of assessment scores will drive instruction for increasing fluency rates.	Trimester fluency assessment
Students will exhibit an increase in fluency rates.	Staff will teach fluency skills	Trimester fluency assessment Survey staff of fluency strategies used.

MATHEMATICS

GOAL STATEMENT FOR MATHEMATICS

Math

• Students will improve math fact speed and accuracy as taught and measured using the Mastering Math Facts curriculum.
• Staff will develop and implement curriculum maps for Number Sense. Effort is towards alignment of technical specifications, state standards, and adopted curriculum scope/sequence.
• Staff will focus on questioning in math instruction. The focus is to understand how students think mathematically. Biweekly meeting will include discussions of questioning implementation and developing deeper understanding of student performances.

WASL

4th Grade Math WASL goal = 85% of students meeting standard

MATHEMATICS FOCUS

MATHEMATICS FOCUS

CONCEPTS AND PROCEDURES:

- ☒ Number Sense
- ☐ Measurement
- ☐ Geometric Sense
- ☐ Probability and Statistics
- ☐ Algebraic Sense

PROCESSES:

- ☒ Problem Solving
- ☐ Reasoning
- ☒ Communication
- ☐ Connections
- ☒ Instructional Strategies
- ☒ Assessment Strategies
- ☐ Other

GROUP FOCUS

GENDER:

- ☐ Male
- ☒ Female

ETHNICITY:

- ☐ White
- ☒ African American/Black
- ☐ Asian
- ☐ Hispanic
- ☒ Native American

OTHER:

- ☐ ELL/LEP/Bilingual
- ☐ SES/Disadvantaged
- ☒ Special Education
- ☐ Title/LAP
- ☒ All Students

REFERENCE

Van de Walle, John A.; Elementary and Middle School Mathematics, Teaching Developmentally, fifth edition; Pearson Education Incorporated, Boston, 2004.

SUMMARY STATEMENT

Summary for Computation:
1. Direct modeling is the first developmental step. In it the use of manipulatives or drawings along with counting are used to represent directly the meaning of an operation.
2. Flexible methods of computation involve taking apart and combining numbers in a wide variety of ways. Most of the partitions of numbers are based on place value or "compatible" numbers-number pairs that work easily together, such as 25 and 75.
3. Invented strategies are flexible methods of computing that vary with the numbers and the situation. Successful use of the strategies requires that they be understood by the one who is using them-hence, the term invented. Strategies may be invented by a peer or the class as a whole; they may even be suggested by the teacher. However, they must be constructed by the student.
4. Flexible methods for computation require a good understanding of the operations and properties of the operations, especially the commutative property and the distributive property for multiplication. How the operations are related is also an important ingredient.

5. Mental computation should also be practiced.
6. The traditional algorithms are clever strategies for computing that have been developed over time. Each is based on performing the operation on one place value at a time with transitions to an adjacent position. Traditional algorithms tend to make us think in terms of digits rather than the composite numbers that the digits make up. These algorithms work for all numbers, but are often not the most efficient or useful methods of computing. Standard algorithms should not be taught until students have facility with invented strategies.
7. Without basic facts, students will be severely disadvantaged in any computational endeavor.

Summary for Math Facts:

Facts are best learned and retained using efficient strategies. The steps to mastery are as follows:

Steps to Mastery of Facts:
a. A strong understanding of the operations and the relationships between numbers. Knowing that addition and multiplication are commutative reduces the number of facts to be learned by about half. Understanding the additive identity allows dispensing with problems where 0 is added to a number. Just by glancing at the fact we know that the answer is the other number. Likewise, by knowing the multiplicative identity, we understand that "1 times any number equals the number". Understanding that addition and subtraction as well as multiplication and division are inverse operations allows the use of the former (addition and multiplication) to master the later (subtraction and division). The associative property offers a strategy for computing an unknown fact by remembering the answer for a known fact and joining that with the remainder of the fact to arrive at the answer. For example, be found by $(8 \times 5) + (8 \times 2) = 40 + 16 = 56$.
b. Efficient strategies for retrieving facts. Strategies that are efficient are done quickly in our mind. Counting is not an efficient strategy. Unless we have efficient strategies at instant recall, we always default to counting. With a good understanding of operations we can invent our own strategies. Research finds that self-developed strategies are most often integrated into practice.
c. Practice in strategy use and selection. While drill is necessary for fact mastery, it is important that strategies are in place first. The practice should be aimed at practice of a strategy(ies) rather than rote memory alone. The repetitious use of a strategy makes its use much quicker. We also need to know how to select the appropriate strategy when it is needed. The ability to explain why we picked a particular strategy and demonstrate its use is helpful in achieving this goal.

REFERENCE

Wagreich, Phillip, et al; Math Trailblazers-A Mathematical Journey Using Science and Language Arts; Kendall/Hunt Publishing Company, Dubuque, Iowa; 1998.

SUMMARY STATEMENT

Summary for Computation:
Integration of concepts and skills underlies work with basic operation in Math Trailblazers. New conceptual understandings are built on existing skills and concepts; these new understandings in turn support the further development of skills and concepts. This is how the relationship can be described: Procedures are taught that can be supported by existing conceptual knowledge, and the conceptual knowledge base is extended to provide a basis for developing more advanced concepts. At every point during instruction, procedures are taught that can be connected to existing conceptual knowledge. A balance between conceptual understanding and procedural skill is sought. For all operations, standard methods for solving problems are not introduced until students have developed good conceptual and procedural understandings. Instruction in standard procedures is delayed slightly beyond the traditional time, but problems that would normally be solved by standard procedures are often introduced sooner than is customary. This forces students to devise their own ways to solve problems, thus
promoting construction of their own understandings. Flexible thinking and mathematical power are the goals, not rote facility with a handful of standard algorithms.

Computation in Math Trailblazers proceeds in several stages. Six ways of computing are taught using paper & pencil, machine (calculator) and mental methods for both exact answers and approximation. The grade levels for the stages vary with the operation:

Stage One – Developing meaning for the operation – Work in this stage involves solving problems, writing or telling "stories" that involve operations and sharing solution strategies to help students develop understanding of the operation. A great deal of mental arithmetic and creative thinking are required. Students use manipulatives, pictures and counting.
Stage Two –Inventing procedures for solving problems – Work in this stage involves "inventing" methods for carrying out the operation, explaining, discussing and comparing procedures. Multiple solution strategies are encouraged. Parallels between various methods are explored. The expectation that mathematics should make sense is reinforced.
Stage Three-Becoming more efficient at carrying out procedures-Work in this stage involves the introduction of the standard algorithm for the operation. It is presented only as yet another procedure to be examined in solving a problem. Alternative algorithms for multiplication and division are taught because they are easier to learn, more easily reveal what is happening in the solution, and provide practice in multiplying by numbers ending in zero-essential for estimation.
Stage Four-Mathematical Power-Work in this stage focuses on students' mastery of procedures that solve entire classes of problems: efficient and reliable computational algorithms. This procedural facility is based on solid conceptual understandings so that it can be applied flexibly to solve problems. These procedures become part of the students' base of prior knowledge on which they can build more advanced conceptual and procedural understandings.

Summary for Math Facts:

The goal of learning math facts is for students to learn the basic facts efficiently, gain facility with their use and retain them. Research supports the use of strategies and concepts for learning them. Therefore, the teaching and assessment of the basic facts in Math Trailblazers is characterized by the following elements:

- Emphasis on problem solving. Facts are first introduced in a problem solving setting rather than rote memorization only.
- Use of strategies. Students need to be able to think through a problem if they do not have the facts memorized.
- Gradual introduction of facts. Small groups of facts that can be found with similar strategies are studied together. The facts are first learned with strategies and then practiced.
- Ongoing practice. Work on the facts is spread across the entire curriculum.
- Facts will not act as gatekeepers. Mastery of concepts requiring the use of basic facts will be possible even without mastery of basic facts because students have strategies, calculators and printed multiplication tables to fall back on.

REFERENCE

Principles and Standards for School Mathematics, National Council of Teachers of Mathematics, 2000.

SUMMARY STATEMENT

Summary: The standards for operations are as follows:

Understand meanings of operations and how they relate to one another

Pre-K-2
- Understand various meanings of addition and subtraction of whole numbers and the relationship between the two operations
- Understand the effects of adding and subtracting whole numbers.
- Understand situations that entail multiplication and division, such as equal groupings of objects and sharing equally.

Grades 3-5
- Understand various meanings of multiplication and division
- Understand the effects of multiplying and dividing whole numbers.
- Identify and use relationships between operations, such as division as the inverse of multiplication, to solve problems.
- Understand and use properties of operations, such as the distributive property of multiplication over addition.

Compute fluently and make reasonable estimates

Pre-K-2
- Develop and use strategies for whole-number computations, with a focus on addition and subtraction
- Develop fluency with basic number combinations for addition and subtraction.
- Use a variety of methods and tools to compute, including objects, mental computation, estimation, paper and pencil and calculators.

Grades 3-5
- Develop fluency with basic number combinations for multiplication and division and use these combinations to mentally compute related problems, such as 30 X 50.
- Develop fluency in adding, subtracting, multiplying and dividing whole numbers
- Develop and use strategies to estimate the results of whole-number computations and to judge the reasonableness of such results
- Develop and use strategies to estimate computations involving fractions and decimals in situations relevant to students' experience.
- Use visual model, benchmarks and equivalent forms to add and subtract commonly used fractions and decimals.
- Select appropriate methods and tools for computing with whole numbers from among mental computation, estimation, calculators and paper and pencil according to the context and nature of the computation and use the selected method or tool.

IMPROVEMENT STRATEGY FOR MATHEMATICS

Computation:

1. Research regarding "best practices" for teaching computation will be shared.
2. Staff will develop and implement curriculum maps around the are of Number Sense (alignment between the state technical specifications, state standards, and adopted curriculum).
3. Teachers will check on progress using Trailblazer Trimester assessments and Orchard Math assessment.

Math Facts:

1. Research regarding "best practices" for teaching computation will be shared. Implementation of the Mastering Math Facts program will be included.
2. Data will be compiled and analyzed in January and June to track the success of Mastering Math Facts.

STUDENT INTERVENTION PLAN FOR MATHEMATICS

See grade level action plans.

MONITORING TEACHING AND STUDENT PROGRESS FOR MATHEMATICS

Evidence of Change in Student Achievement	**Evidence of Change in Practice**	**Timeline for Frequent Monitoring**
Students show greater proficiency in math computation.	Teachers have implemented the supplemental program for computation.	Monthly grade level meeting
Students will improve in the area of Number Sense.	Staff will develop and implement curriculum maps around the Number Sense.	Monthly grade level meeting
Students will improve in the areas of Communicating Understanding and Making Connections.	Staff will focus on questioning in math instruction.	Bi-weekly meetings will include discussions of questioning implemenatation and developing deeper understanding of student performances.

TECHNOLOGY

IMPORVEMENT STRATEGY FOR TECHNOLOGY

A meta-analysis that examined the impact of technology on student learning found increased teacher/student interaction, cooperative learning, and most importantly, problem solving and inquiry. One essential condition for student learning to take place: computers should be used less for drill and practice in the classroom and more as open-ended thinking tools and content resources (Statham & Torell, 1996).

In another study, a researcher from New Zealand found the use of computers contributed, with other instructional innovations, to higher performance on English, mathematics, and science tests. The study was conducted with eighth-, ninth-, and tenth-grade students (McKinnon, Nolan, & Sinclair, 1996).

With this research in mind, Pioneer Valley Elementary will strive to use computers as tools that aid the learning process, in both Mathematics and Communication Arts. This will be done in a way that provides technology access to all students of the school, and through lessons that are consistent with the Washington State Technology Standards and the ISTE/NETS Student Technology Standards.

MONITORING TEACHING AND LEARNING FOR TECHNOLOGY

Evidence of Change in Student Achievement	Evidence of Change in Practice	Timeline for Frequent Monitoring
Students share thinking and problem-solving strategies during math DPPs using document camera and projector.	Teachers will demonstrate increased competence in facilitating student math communication and students will gain skills in communicating thoughts of problem solving.	Daily Problem Practice (DPP) work will be tracked throughout the year. Some classes will conduct trimester assessments with DPP work.
Student work will show improved revising skills.	Students will use word processing to revise writing.	Writing will be assessed each trimester.
Student fluency rates will increase.	Classroom teachers will test three times per year using Diebels and record results on a database.	School database of fluency rates will be updated at the end of each trimester.
Using a document camera, and demonstrating fluent reading, individual students will lead their whole class in a fluency practice experience.	Student modeling takes place.	Graphing of fluency will be evaluated by classroom teacher at the end of each trimester.

1-Year Building-Level Technology and Learning Implementation Plan 2006-2007

Name of School: Pioneer Valley Elementary | **Grades (Example: Elem**

School Improvement Goal (taken from your building's School Improvement Plan):
Students will improve in the areas of communicating, understanding and making connections in mathematics

Technology and Learning Strategy:
Using document cameras, students will demonstrate their thought processes in problem solving

Rationale (Research):
Studies document the power of teaching students to explain, question and evaluate their own mathematical solutions, Student discourse using everyday language to explain their thinking enhances their ability to engage in authentic, fluent mathematical conversation. (Lewison, Graves, Sanchez, Indiana University, 2006)

School Year	Activity	Person(s) Responsible	Hardware (HW), Software (SW), & Tech Support (TS) Needs	Professional Development (PD) Needs	Purchase / Budget / Potential Funding Source(s)	Evaluation Strategies and/or Tools
Year 1: 2006-2007	Students share thinking and problem-solving strategies during Trailblazer Daily Problem Practice.	Classroom teachers and instructional coach.	Document camera and projector	Instructional Coach will provide training using video clips in use of mathematical discourse, coaching in classroom.	Technology/building budget	Teachers will demonstrate increased competence in facilitating student math communication and students will gain skills in communicating thoughts of problem solving.

1-YEAR BUILDING-LEVEL TECHNOLOGY AND LEARNING IMPLEMENTATION PLAN 2006-2007

Name of School: Pioneer V alley Elementary | **Grades: Elementary K-6**

School Improvement Goal (taken from your building's School Improvement Plan):
Students will increase fluency in alignment with state GLE's

Technology and Learning Strategy:
Wilth use of a document camera, students will model and practice fluent reading

Rationale (Research): Repeated and monitored oral reading improves fluency and overall reading achievement. (National Institute for Literacy, 2006)

School Year	Activity	Person(s) Responsible	Hardware (HW), Software (SW), & Tech Support (TS) Needs	Professional Development (PD) Needs	Purchase / Budget / Potential Funding Source(s)	Evaluation Strategies and/or Tools
Year 1: 2006-2007	.Using a document camera, and demonstrating fluent reading, student will read class in fluency practice exercise.	.Classroom teachers with access to document cameraa and projector in grades 2-6	Document cameras, projectors, overhead timer.	ACT/CAL building training	Technology/building budget	Graphing correct words per minute before and after fluency exercise.

1-Year Building-Level Technology and Learning Implementation Plan 2006-2007

Name of School: Pioneer Valley Elementary | **Grades K-6**

School Improvement Goal (taken from your building's School Improvement Plan):
Students will increase fluency in alignment with the state GLEs.

Technology and Learning Strategy:
Staff will monitor student progress in fluency and plan interventions for students below standard.

Rationale (Research):
Interventions must combine the modeling, repeated reading, and feedback that research has demonstrated effective. (Shaywitz, 2003)

School Year	Activity	Person(s) Responsible	Hardware (HW), Software (SW), & Tech Support (TS) Needs	Professional Development (PD) Needs	Purchase / Budget / Potential Funding Source(s)	Evaluation Strategies and/or Tools
Year 1: 2006-2007	Classroom teachers will test 3 times per year using Diebels and record results on a database.	Classroom teachers and Instructional Coach.	Minimum 1 computer per classroom with printer access.	ACT/CAL building training	District Cooperative Computer Purchase (possible)	School database of fluency rates

1-YEAR BUILDING-LEVEL TECHNOLOGY AND LEARNING IMPLEMENTATION PLAN 2006-2007

Name of School: Pioneer V alley Elementary | **Grades 2-6**

School Improvement Goal (taken from your building's School Improvement Plan):
Staff will teach and students will learn elements of Step Up To Writing according to the new PV grade level writing continuum.

Technology and Learning Strategy:
Students will use word processing to more effectively revise and improve writing skills.

Rationale (Research): Word processing was effective in helping students learn to revise and improve their writing. (MacArthur, 1995, 1998).

School Year	Activity	Person(s) Responsible	Hardware (HW), Software (SW), & Tech Support (TS) Needs	Professional Development (PD) Needs	Purchase / Budget / Potential Funding Source(s)	Evaluation Strategies and/or Tools
Year 1: 2006-2007	Students will use word processing to revise writing.	Computer lab instructor/classroom teacher	Access to computer lab			Student work will show improved revising skills.

1-Year Building-Level Technology and Learning Implementation Plan 2006-2007

Name of School: Pioneer Valley Elementary | **Grades K-6**

School Improvement Goal (taken from your building's School Improvement Plan):

Technology and Learning Strategy:
Usage of ACT/CAL hours and Technology Budgets

Rationale (Research):

School Year	Activity	Person(s) Responsible	Hardware (HW), Software (SW), & Tech Support (TS) Needs	Professional Development (PD) Needs	Purchase / Budget / Potential Funding Source(s)	Evaluation Strategies and/or Tools
Year 1: 2006-2007	Anticipated hours: ACT Meetings (20 hours) District Technology Fair (8 hours) Leadership Team (20 hours) Basic Productivity and Network Services Training-Large Group (30 hours) Technology Integration Training (20 hours) Coaching and One on One Integration Support (10 hours) Basic Technical Support (17 hours)	ACT/CAL staff representative	Document camera, projector, laptop computer, printer	District provides training of new programs, software.	Technology budget	Staff survey sent from district technology department.
		Building Principal	N/A	N/A	$5 Technology budget per student from district.	
			N/A	N/A	$4 per student allocation for printers, ink cartridges, and paper from district.	

SCHOOL CULTURE

IMPROVEMENT STRATEGY FOR SCHOOL CULTURE

1. Continued training and implementation of the Raise Responsibility System.

2. Alternatives for positive and negative consequences related to discipline will be investigated.

3. Building policies will be updated and finalizd through the completion of the staff handbook.

MONITORING PROGRESS IN IMPROVING SCHOOL CULTURE

Evidence of Change	Timeline for Frequent Monitoring
Staff will implement an award and recognition program for homework and attendance.	Monthly
Building policies will be updated and finalized through completion of a staff handbook	On-going

PARENT AND COMMUNITY SUPPORT

IMPORVEMENT STRATEGY FOR PARENT AND COMMUNITY SUPPORT

Staff will use bulletin boards and websites to communicate performance requirements and progress including homework guidelines and data on student performance.

MONITORING PROGRESS IN PARENT AND COMMUNITY SUPPORT

Evidence of Change	Timeline for Frequent Monitoring
Staff will use bulletin boards and websites to communicate performance requirements and progress of student performance on learning goals.	At trimester.

HIGHLY QUALIFIED STAFF

IMPROVEMENT STRATEGY FOR ENSURING HIGHLY QUALIFIED STAFF

District recruitment and retention activities:
Bethel School District actively recruits highly qualified certificated staff members through participation in Career Fairs, collaboration activities with local universities, and by providing a continuously updated web site and promotional materials. The district's Diversity Task Force has developed a plan to actively recruit and retain minority candidates. Applicants' qualifications are screened at the district level. A school-based committee interviews possible candidates, allowing a match between the school's needs and candidates. Ongoing professional development opportunities and a mentoring program for new teachers enables Bethel to better retain its staff.

District professional development activities:
Professional development within Bethel School District is district-wide and school-based. It is aligned with state standards including the use of classroom-based assessments of standards. Each school determines its professional development needs through the strategic planning process. A school-based Leadership Team facilitates the planning process and the improvement of teaching and learning. The district offers on going Core Training opportunities to develop common knowledge and skills. An Instructional Coach, located at each elementary and junior high, provides instruction in literacy and assessment development. A district teacher on special assignment promotes the development of mathematics and science instruction. The district has targeted mathematics as an area of needed concentration and improvement, and the district has afforded mathematics workshops and curriculum to enable improvement of student learning by Bethel School District teachers.

School specific strategies to attract and retain highly qualified teachers:
Pioneer Valley Elementary is committed to the establishment of Professional Teams to incorporate best practices and help with classroom implementation of new practices. Teams are designed to build collegial support and assist in learning from each other. In part, retaining highly qualified teachers involves teachers sharing what teachers know with each other. Professional learning communities create the culture in which we make the necessary changes to improve student achievement for all students.

I certify that my teachers and paraprofessionals meet the “highly qualified standards” of the No Child Left Behind Act of 2001 (ESEA).

The actual signature is on file at the district office.
Stephen Rushing, Principal Pioneer Valley Elementary

TITLE 1 TARGETED ASSISTANCE / LAP - PROGRAM DESIGN PLAN

The purpose of a Targeted Assistance or LAP program is "to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic standards and state academic assessments."

- No Child Left Behind Act

COMPREHENSIVE NEEDS ASSESSMENT

Staff members of Pioneer Valley Elementary School have many ways to compile the needs of students. There is no "one way" to determine the needs of the students, nor one department that conducts the needs assessment. The following information describes the team process utilized to compile the needs of Pioneer Valley Elementary School's students.

The Learning Assistance Program staff gathers information in many ways. In the spring, the families of LAP students receive surveys. Past data from families and staff are included in the needs assessment. The needs are put in rank order, so once funding is determined, the priority from the needs assessment lead the Pioneer Valley Elementary School's School Improvement Team (SIT) to determine grade(s) that receive program and the date(s) of service. In addition to the surveys, the LAP screening in the spring helps determine the number of students who qualify for services. District screens Kindergarten and 1st grade students in the fall, so there is no screening done in the spring. Thus, the new classroom teachers assess these students in the fall. Actual numbers of students who are eligible are not determined until almost the end of September so that makes it difficult to project needs in those two grade levels. The team takes research data that shows that early intervention helps students succeed, so Kindergarten was prioritized before first grade.

Presently this fall, funding supports the following areas as determined by the needs assessment priorities: 1) "Before School Program in Reading" for second and third grades; 2) "Take Home Reading Program" for second grade; 3) "In Class Model" in Math for fourth grade; and 4) "Pull Out Program" in Literacy for Kindergarten. As of 11/27/06, students who do not attend the Before School Program for grades second and third were invited to participate in a during the school day program. These students receive two 30 minute sessions (30 minutes x 2 days a week = 60 minutes per week). Program began 12/11/06.

The needs assessment showed strong support for an "add-on" model program in the area of reading. Having time before school frees up time during the school day for additional support; thus allowing these students to receive instruction in reading twice during the school day. Student gains for LAP students show that positive results for those who attend on a regular basis all year long. Also, Pioneer Valley Elementary School's state Washington Assessment of Student Learning (WASL) results showed significant improvement in reading for fourth grade: 66.4 (2001-02) to 79.3 (2002-03) to 80.7 (2003-04) to 91.5 (2005-2006). Also, the scores for other grades for reading are as follows for the 2005-2006 school year: Grade 3 = 69.3, Grade 5 = 78.3, and Grade 6 = 63.1.

Of course, not all funding can support an "add-on" model program. The decision on how to use the additional time during the day is based on Washington Assessment of Student Learning (WASL) results and District Annual Yearly Progress (AYP) information. Pioneer Valley Elementary 's state test scores in math for fourth grade are progressing well: 50.4 (2001-02) to 62.9 (2002-03) to 66.7 (2003-04) to 76.3 (2005-2006).

See "Communication Arts: Student Intervention Plan" section for gains for each grade LAP serves.

During the school year, students of grades that do and do not have LAP services may be discussed at an ASSIST team meeting. The ASSIST team is comprised of a team of educators: general education teachers, basic skills teacher, special education teacher, social worker, school psychologist, speech & language teacher, occupational therapist, physical therapist, reading support specialist, and/or administrator.

Needs within the school are continually assessed throughout the year by the ASSIST team along with various other committees.

Also, Pioneer Valley has an Instructional Support Team (IST) that meets to discuss the needs of students. The IST may elicit names of students with specific needs (e.g., social skills, organization skills, ADHD self-monitoring concerns) from classroom teachers, and special groups may be established to address the needs of these students with parent permission. Other students may require a 504 plan to address specific modifications to their instructional day in order to be successful in school.
Pioneer Valley has a Leadership Team that meets at least once a month to make sure the building is implementing the plans and actions on the Strategic Plan. The Leadership Teams uses research to support the plans and actions in the Strategic Plan. Pioneer Valley Elementary School also has two more committees to help support student learning: Literacy Improvement Team and Math Improvement Team. These two committees help focus the direction of curriculum, assessment and research for the school as overseen by the school's SIT Council. Finally, Pioneer Valley Elementary School staff meet at least 2x during the month in "Grade Level" meetings to discuss current curriculum and develop ideas to support each other. Topics and discussion vary from week to week, and from grade level to grade level. These meetings provide great opportunity for grade level collaboration with each other and with the various support staff. In summary, there is no "one" needs assessment. The needs of the school and individual students happen in many forums and throughout the year. In this way, Pioneer Valley hopes to meet the needs of not only the majority of students for optimal LAP services, while also finding ways to meet each student's individual needs as often as possible.

A "composite score" determines if a child is eligible or not for LAP services as established by the Bethel School District. Students with composite scores of 0 - 139 are eligible for service, and composite scores of 140 and above are not eligible for service. Once all the scores are collected for the grade level of service, then the composite score is sorted for ease to identify and select students to serve by rank order. The following describes the "composite score" for each grade level served at Pioneer Valley Elementary:

Reading for second through third grade is determined by a composite score of four factors: 1) teacher rating; 2) Number of words read correctly on the Analytical Reading Inventory List; 3) Score on the Analytical Reading Inventory Passage based on a rubric in the following areas: accuracy, comprehension, rate and phrasing; and 4) Points from a menu of "Risk Factors". Program for these grades begin as soon as all the second and third grade students have been assessed.

Readiness for Kindergarten is determined by a composite score with the following factors: 1) combination of the following skills: name writing, rhyming, letter names for upper and lower case letters, color names, names of shapes, extending a pattern, 1 to 1 correspondence; and 2) a Teacher Rating. These two items are factored with a formula for the composite score.

Readiness for First Grade is determined by a composit socre with the following factors: 1) producing the letter sounds with the letter, sight words, and risk factors; and 2) a Teacher Rating. These two items are factored with a formula for the composite score.

Depending on the type of programs offered at each individual school, students in the Bethel School District are tested in the spring with the exception of Kindergarten and First Grade students who are tested in the fall. New students to the Bethel School District are tested upon entrance into their neighborhood school. All students at PVE should be tested by October to complete the eligibility pool.

Program effectiveness is measured all year long from the district level, to the building level, to each building's program level. Evaluations are built into the curriculum to help teachers determine instructional strategies for each student. These evaluations also help determine program effectiveness.
The Bethel School District has the following reading assessments for all elementary students: 1) Baseline Assessments for each grade level (Kindergarten = Emerging Literacy Survey – Kindergarten Assessment; 1st Grade = Phonics & Decoding Screening 1st Grade Pre-Assessment); 2) Fluency assessments for second

through sixth grade; and 3) specific “Theme Tests” for each grade level. Also, the Bethel School District has various math assessments: 1) Pre and Post K and 1st grade assessments, and 2) Trimester Tests from first to sixth grades.

At the building program level, Pioneer Valley Elementary School LAP personnel measures program effectiveness officially each trimester with assessments built into the curriculum. Also, each LAP student is assessed in key skill areas each trimester, and his or her family receives a progress report each trimester with those results. Kindergarten performance for each progress report shows 101 skill areas that is also used for the gains assessment. First grade performace for each trimester shows 107 skill areas that is used for gains assessment. Also, Houghton Mifflin's Emerging Literacy Survey and growth with 178 sight words are used to show first grade progress. Second and Third grade uses curriculum progress along with 1) IRI passage progress with word recognition, comprehension and fluency, 2) Hought Mifflin's Phonics and Decoding Screening, and 3) improvement on 226 sight words.

Both Pioneer Valley and Bethel provide opportunities for Parent Involvement. Pioneer Valley has many opportunities for parent involvement. First, Pioneer Valley LAP holds an Annual Meeting to explain the LAP program. This year, the annual meeting is scheduled for November 17, 2006 with five other Bethel Elementary Schools to 1) allow an opportunity for families to meet the LAP staff, 2) review District Family Involvement Policy, 3) provide each family in attendance with ideas to improve their child’s learning, 4) set aside time to socialize during a muffins and refreshments. Prior to the annual meeting, the LAP staff sent home the Accelerated Learning Plan, the district family involvement brochure, and explaination of LAP program. Tentative plans for further family involvement activities for LAP will revolve around building events, such as Donuts with Dad, Muffins with Mom, and conference week.

Finally, there are ways that LAP staff communicates with their families. First, families are notified that their child is eligible for LAP services and the form seeks to obtain information of the best way to communicate with the family. A Welcome letter or brochure is sent home to explain the LAP program. LAP provides a "compact" within the Accelerated Learning Plan for teachers, paraprofessionals, parent and student to sign to show each person's commitment to education. LAP personnel are available during Open House and Conference Week for families to communicate with. Pioneer Valley's SIT team also has at least one parent representative of special services on its team. Each time an attempt is made to communicate with the family, a paper trail is used to document the effectiveness of the parent's involvement. Students who do not make sustained gains need additional communication between the school and the family. Conferences are used to discuss progress. Also, the Pioneer Valley ASSIST team meets each Tuesday on two identified students and their families. The ASSIST team combines specialists, administrators, classroom teachers and program providers to develop ideas to better support students.

REFORM STRATEGIES

Using the goals from Pioneer Valley Elementary School’s Strategic Plan, all staff are involved in continued staff development in literacy, the Four-Block Model, and math strategies. Staff continues to attend site-based workshops in Assessment, Reading Instruction and Math Strategies. The district has implemented Math Trail Blazers in Kindergarten through Fifth Grade for the past 8 school years. Pioneer Valley's Leadership Team facilitate the use of the researched-based strategies used for effective instruction through the 1) Literacy Improvement Team, and 2) Math Improvement Team.

The district continues to provide training with the district adopted reading program: Houghton Mifflin. Basic Education teachers received training over the summer using the reading adoption. LAP and special education teachers also received supplemental support programs: Early Success and Soar to Success. Both programs are part of “The Early Intervention in Reading Program (EIR).” Houghton Mifflin has a technical report by Barbara M. Taylor entitled: “Research and Development Spanning Twelve Years.” The Bethel School District chose these programs based on the positive research of these programs.

Bethel School District attracts and retains highly qualified teachers for Targeted Assistance/LAP in coordination with the Human Resources Department and the Targeted Assistance/LAP program director (e.g., teacher mentoring program, Training at Summer Institute, job fairs, advertising, public relations, informal networking). Pioneer Valley has the classroom certificated teachers providing instruction to the LAP students. In addition to classroom instruction, LAP reading students in second and third grades receive 120 minutes per week of additional reading instruction before school. Basic Skills Teachers (certificated teachers) prepare and observe lessons implemented by paraprofessionals before school Monday through Thursday. Kindergarten LAP students receive an additional 60 minutes per week and First Grade receives an additional 120 minutes per week during the school day Monday through Thursday. Beginning 12/11/06, the second and third grade students who do not attend the before school program receive 60 minutes per week. Again, Basic Skills Teachers along with classroom teacher's input prepare and observe lessons implemented by paraprofessionals.

All paraprofessionals have met one of the three requirements outlined in the "No Child Left Behind Act of 2001 – Title I Requirements." (i.e., 1) completing at least two years of study at an institution of higher education; or 2) obtaining an associate (or higher) degree; or 3) meeting a rigorous standard of quality and demonstrating this through a formal state or local academic assessment. Seven paraprofessionals completed and met the "Washington State Core Competencies," and one is in the process of completing the competencies since being hired in November.

PROFESSIONAL DEVELOPMENT ACTIVITIES

Bethel School district offers many opportunities for professional development through the district's Summer Institute. For the certified staff, there are many colleges and universities nearby that offer master level coursework. Clock hours or college credit are available from summer institute. Also, the district offers Core Classes and TRI pay for attendance for staff to keep up with researched based instruction.

For the classified staff, the district and Pierce College work together to bring coursework that relates to their job classification. The district encourages staff development in three ways for classified: 1) classes help advance classified on pay scale; 2) classes work toward earning college credit; and/or 3) district will pay for classes for classified that work toward a college credit.

The Pioneer Valley paraprofessional staff continues working with existing district staff development classes to attain their Para-educator Certification. Paraprofessionals are invited to all training and workshops that the district and Pioneer Valley has to offer. The Instructional Support Specialists and paraprofessionals meet at least once per trimester as a group to cover professional growth development, which relate directly to their jobs. In addition, the Instructional Support Specialists and paraprofessionals meet at least once a week, formally or informally, to discuss caseloads and to address plans and documentation. Opportunities will be made available to paraprofessionals to observe the Instructional Support Specialist(s) modeling programs to students, teachers and paraprofessionals which relate to the school's Strategic Plans as available (i.e., Step up to Writing).

PARENT AND COMMUNITY SUPPORT

Surveys elicit LAP parents input to plan, review and improve the instructional programs. Pioneer Valley's SIT team has parent representatives: PTA, General Education Parent, and Special Program Parent. The SIT team reviews this Narrative and the LAP program at the end of the school year, and at the beginning of the new school year. Progress reports go home each trimester and parents are encouraged to make comments. The Take Home Program also has parent input built into the program.

Parents receive a Written Notice to inform parents that their children qualify for LAP services at the beginning of the year. A "Welcome Brochure" goes home to explain the program too. Exit criteria goes home with every progress report so parents can compare the progress with the exit criteria. Also,

families of LAP eligible students are invited to a Family Involvement Meeting to discuss the program's eligibility and exit criteria (this year the meeting is 11/17/06).

The Parent Involvement Policy appears in the "Welcome Brochure" sent home when families are notified of their children's eligibility. Development of the Parent Involvement Policy comes from the district parent involvement council. Also, the SIT team reviews and discusses Pioneer Valley's Parent Involvement Policy. The parents on the SIT team assist in the development of the policy. Finally, the Parent Involvement Policy is discussed at the Pioneer Valley Elementary School's LAP Meeting in October.

The Parent Compact comes from a committee of parents, teachers, basic skills teachers and administrators from Pioneer Valley. Each year it is reviewed and updated (if necessary) by the SIT team. Comments and discussions with parents that occur over the year regarding the compact or parent involvement policy are brought up during the review.

PVE Annual Meeting for 2005-2006 was 11/17/06. The purpose of the meeting is to 1) meet the LAP staff, 2) explain the district Title/LAP policy, 3) provide each family with ideas to improve their child's learning, and 4) set aside time to socialize muffins and refreshments.

The LAP staff found that when a school wide event occurs more LAP families attend. Some events for Pioneer Valley are: Reading Night, Math Night, PTA events and other evening events. The LAP program will use the Muffins with Mom and Donuts with Dad events to allow parents access to the LAP personnel to review the progress of students. Of course, parents may also request LAP personnel to attend parent/teachre conferences. Each trimester, each family receives a handout with ideas of how to provide literacy tips and ideas to use at home.

Families are notified of LAP eligibility. Families of LAP eligible students who do not participate or "waive" services, receive a phone call from both the Basic Education Teacher and Basic Skills Teacher to discuss concerns and encourage participation. If possible, time may be set aside during conference week to meet face to face with the family to discuss concerns.

If teachers and/or parents have concerns regarding a student's progress, an ASSIST team meeting may be scheduled to develop a plan to help student become more successful. The family is invited to the ASSIST team meeting, and encouraged to be an active participant in the meeting.

Personal phone calls or mailed communication helps involve families. Also, Pioneer Valley's ASSIST team meets on Tuesdays to discuss how to improve program for students with the families. Phone calls home from administrators helps raise the level of concern of some families too.

TRANSITION

Pioneer Valley rates each student on reading ability, math ability, and behavior. These scores are inputted into a computer and homogenious classes are developed. Then, grade level teachers get together to look over these classes and make changes as needed. This information is then passed on from the previous teacher to the next. Each student has a file with progress in reading, score of math assessment and any comments the previous teacher wants to make. Higher need students may require the previous teacher to talk with the new teacher. Students that have high concerns may appear on the ASSIST team schedule for the team to discuss with the family.

Preschool teachers notify the special education teacher of special education students, and ECEAP students (if parents give permission). Special education teachers and Kindergarten teachers are invited to visit preschool classes to observe incoming Kindergarten students. At these visits, the preschool teacher may discuss the students needs directly with the visitors. There is a preschool night for families to attend a a Kindergarten Orientation given by the school's kindergarten teachers with LAP and SE teacher(s). At the end of the presentation, the families can meet with the receiving schools special education teacher. At

district level, a committee developed a brochure for preschool families entering Kindergarten. In June, there is a transition fair for preschool staff to hand over the resource room files to the special education staff. Each student is discussed as to the best type of program for the Kindergarten year.

For sixth grade students entering Junior High there are several transition events. First, special education students go over to the receiving junior high for a small personal tour. Later, the whole sixth grade class goes over to the school for a lunch and tour. In June, there is a transition fair for elementary staff to hand over the resource room files to the junior high special education staff. Each student is discussed as to the best type of program for the seventh grade year.

Also, in January and February, the sixth grade students are given placement assessments in reading and math. Teachers provide teacher rankings for each student in math and reading. This information is provided to the receiving junior high for student placement for the following school year.

STANDARDS MASTERY AND PROGRAM DESCRIPTION

As LAP funding is tight, here is the proposed plan in order of priority:

1. Second grade students receive reading service from October through May with 30 minutes four times a week in an add-on model before school (120 minutes per week).
2. Third grade students receive reading service from October through May with 30 minutes four times a week in an add-on model before school (120 minutes per week).
3. First Grade students receive reading service from October through May with 30 minutes four times a week in a pull-out model before school (120 minutes per week).
4. Kindergarten receive readiness service from October through May with 30 minutes two times a week in a pull-out model (60 minutes per week).
5. Second and Third grade students who do not attend the before school LAP program receive reading services from December through May with 30 minutees twice a week in a pull-out model (60 minutes per week).

Students in the second and third grade reading LAP program will be placed in the researched based "Early Intervention in Reading Program (EIR)" known as Early Success or Soar to Success. If students need a program other than Early Success, the reading instructional service will include a menu of programs depending on the needs of the individual student and evidence-based reading instruction. Second and third grade students' programs may include: Read Well, Reading Mastery, Read Naturally, Specific Skills, SRA's Decoding Skills, or other programs that provide reading success to each student. For second grade students, a Take Home Program will be offered to the families for additional work at home.

In the spring, teachers receive the list of students that qualify for LAP services (grades 2 and 3). In the fall, the classroom teachers assess their students in Kindergarten and Grade 1. Each grade level meets with the Basic Skills Specialists to determine the schedule of service and program. As Pioneer Valley's Reading Program includes the Four Block Model, the team will discuss how to coordinate within that model. During this meeting, the Basic Skills Specialists will emphasize the importance of LAP as the supplemental service that provides the students with a second dose of reading instruction. As schedules change over the year, the Basic Skills Specialists will continue to work with classroom teachers. There are materials available to first through third grades that help support the regular education program. At least two times during the month, the support staff have many opportunities to coordinate with regular education teachers at "Grade Level" meetings.

COMMUNICATION OF STUDENT ASSESSMENT

Reading Support Specialists work with the entire Pioneer Valley staff to obtain reading assessments at least three times during the year. LAP staff uses letter and sounds, Sight Word Lists, and the IRI (Informal Reading Inventory) to assess reading progress. At each trimester, the information is shared. If there are any questions or concerns, the teachers and support staff may discuss the data gathered to share with the family.

Data is gathered from WASL results (grades 3, 4, 5, 6), second grade State Assessment, the district's Kindergarten and the First Grade Bethel Assessment. Information is shared at SIT team meetings, Learning Improvement Days, grade level meetings and staff meetings. Small groups work on ideas and strategies that may address these concerns to improve student learning. These ideas and strategies are shared with the whole group. Later, grade level teams further discuss and develop plans to address ways to improve student achievement. Additional training or workshops are offered to help staff members in specific areas identified.

In past years, the whole school did reading assessments for each child's "Just Right Level," or independent level. This information goes home in many ways. Of course, the report card and LAP progress reports notify families three times a year. Also, some teachers at Pioneer Valley provides reading ribbons that identify that a child has passed a certain DRA level. These ribbons go home throughout the year as a child passes a new level. Information is shared with the parents in written form (e.g., report cards, progress reports) and in person, at least twice a year during the two conference weeks. Usually, the LAP staff sends home written progress reports. However, the Basic Skills Specialists attend conferences when invited.

COORDINATION OF RESOURCES

Pioneer Valley has several Social Workers for families of Pioneer Valley. One is assigned to families of students Kindergarten through sixth grades, and one for the preschool programs. Social Workers provide information and flyers for the following community agencies:

- Health Care for Kids' by the Washington State Department of Social & Health Services;
- Greater Lakes Mental Healthcare offers several opportunities for families.
- Support Groups:
- PAVE Workshops on first and third Tuesday of each month,
- Comprehensive Mental Health Support Groups held on the second and fourth Tuesday of each month,
- Parent Support Groups held each Monday,
- A Common Voice for Pierce County Parents held on the first and third Tuesday of each month,
- Couples Communication: Increasing Intimacy With Optimism held October 5 – November 9th on Thursday;
- Child and Parent Resources sponsored through United Way offers 1) parent support groups for non-offending parents of children who have been sexually abused every Wednesday on an ongoing, drop-in, no charge basis, and 2) Esteem Team Therapy Groups;
- Bethel Family Center offers information and referral services on where to find inexpensive dental services for children, help for a friend who is experiencing violence in the home, where to find low cost counseling, how to qualify for jobs training, and where to receive food stamps;
- EORC – Educational Opportunity and Resource Center offers career counseling, educational planning, interest inventories, resource library; and
- Pierce County Relatives Raising Children that offers a wide range of family counseling services (i.e., addiction to gambling, alcohol, drugs, caffeine) community voice mail for people who can not afford telephone service, support groups for abuse survivors and their parents, anger management groups for teens, and other support groups.

Other community agencies that help support the families of Pioneer Valley are: Good Samaritan Mental Health Coalition with wrap around services, Metropolitan Development Council who sponsor families with children between birth to 8 years old, Parenting Workshops sponsored by Youth for Christ, Partnership with Boeing Computer Services to assist with the LAN project, and Pacific Lutheran University which sponsors student teachers and Social Worker Interns.

Bethel School District does provide services for Homeless, ELL, Title II, Title V, Headstart and ECEAP. Students that qualify for ELL but choose not to attend another school for service are usually served at Pioneer Valley through the LAP program. Pioneer Valley also has on its campus the following programs: Special Education preschool and ECEAP. There are six half-day preschools that are housed at Pioneer Valley.

International Reading Association
www.reading.org

OSPI
www.k12.wa.us

No Child Left Behind Act
www.nclb.gov

Houghton Mifflin
www.eduplace.com

National Institute for Literacy
www.nifl.gov

National Association for the Education of Young Children
www.naeyc.org