

## Comprehensive Progress Report

**Mission:**

The mission of Big Lake Elementary is to build positive connections between the community, families, staff members, and students in a safe, respectful environment. By setting high student expectations and high professional standards, staff members will collaborate to develop independent, perseverant, and engaged learners.

**Big Lake Elementary will provide a learning environment where students strive to:**

Be safe

**Vision:**

Expect excellence

Arrive on time

Respect others

Show kindness

**Goals:**

We will reduce the number of non-proficient students in grades 2-5 in reading by four percent. We will use fall and spring MAP reading data for the comparison.

We will reduce the number of non-proficient students in grades 2-5 in math by four percent. We will use fall and spring MAP math data for the comparison.

We will reduce the number of non-proficient students in grades 2-5 in language usage by four percent. We will use fall and spring MAP language usage data for the comparison.



Core Function:		Curriculum			
Effective Practice:		Domain 1.0- There is evidence that the curriculum is aligned, implemented, reviewed, and used in conjunction with the Alaska Content Standards.			
	1.04	School staff use a variety of assessment data to systematically review and identify gaps in the curricula.(326)	Implementation Status	Assigned To	Target Date
Initial Assessment:		We continually use data to drive class instruction and intervention, but still need to develop a process for identifying gaps in curricula throughout the grade levels.	Limited Development 12/06/2011		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6	
How it will look when fully met:		State Assessment(AMP)data is reviewed annually to identify gaps in curricular areas. Additionally, MAP, AIMSWeb, and benchmark assessment are reviewed tri-annually to insure all curricula needs are being addressed.		Bre Reintsma	05/22/2020
Actions			3 of 4 (75%)		
	2/24/15	State Assessment (AMP) data as well as Aimsweb, MAP and CPAA data will be reviewed tri-annually after benchmark data is collected to determine instruction needs.	Complete 05/12/2015	Chrissy Lovelace	05/12/2015
		Notes: 9/2014: MAP, CPAA and Aimsweb data was reviewed in August to determine interventions and instruction student placement.  2/24/15 MAP, CPAA, and Aimsweb data was reviewed in December and adjustments to interventions and classroom instruction were made when students returned in January.  5/1/15 MAP CPAA and Aimsweb data was collected in April. Chrissy Lovelace collected data, distributed data to teachers through reports and the school's Data Spreadsheet. During the Professional Development Day on May 8, 2015 we will go over current data and look for trends and needs assessments for grade levels. Teachers utilized the data to complete the Student data sheets for each of their students that are placed in Student files. This data will be also be used in the determination of additional support such as interventions and classroom instructional supports in the Fall of 2015.			
	5/4/15	State Assessment (AMP) data as well as Aimsweb, MAP and CPAA data will be reviewed tri-annually after benchmark data is collected to determine instruction needs for the 2015-16 school year	Complete 04/12/2016	Chrissy Lovelace	05/20/2016

*Notes:* 11/17/15 Mrs. Lovelace met with each teacher and discussed the fall data, reviewed interventions that were in place and discussed additional student and instructional concerns during the Fall data meetings held on October 7th and 8th of 2015. These data meetings were held in a round table format where individual teachers met with Mrs. Reintsma, Mr. Gardner, Mrs. Lovelace, and the Resource and Intervention teams to discuss data and needs in a more individualized setting. The next set of data meetings will be held after the Winter benchmark testing period.

4/12/16 Aimsweb, both benchmark and progress monitoring) and MAP data has been discussed throughout the year at Grade Level meetings and instruction, both core and intervention, has been adjusted as needed. A final look at the spring data was done at the grade level meetings also to determine the strengths and holes in instruction in regards to academic growth and state standards.

10/27/16	State Assessment data as well as Aimsweb, MAP and CPAA data will be reviewed tri-annually after benchmark data is collected to determine instruction needs for the 2016-17 school year	Complete 05/15/2017	Bre Reintsma and Chrissy Lovelace	05/19/2017
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*Notes:* 10/27/16 Our first round of Data meetings took place on September 26, 2016 and September 28, 2016 teachers met in a round table format with the principal and assistant principal, the instructional coach, and the resource teachers to discuss data and the instructional needs of our students. We utilized this data to make decisions regarding how to move forward for struggling students and how to provide additional support to classrooms to assist with core instructional needs.

2/9/17 Our second round of data dialogues was held on January 23, 2017 and January 25, 2017. Grade level teams and the interventionists met with the instructional coach, and principal, and vice principal to discuss the benchmark data, as well as student interventions. Goals were set and adjustments to interventions were made.

4/20/17 We have completed our first year of PEAKS (Performance Evaluation for Alaska's Schools) testing for grades 3-5 and have completed the majority of MAP testing also. Aimsweb testing is April 25th and 26th. We reviewed data collected in regards to interventions and celebrated the success of some of this year's new interventions. The Spring MAP data looks very promising and shows growth for students attending interventions.

5/15/17 This year was the first year that our school and district have participated in the state's PEAKS (Performance Evaluation for Alaska Schools) testing. The test was taken with paper and pencil and not with technology. Discussions about the preparations and administration of the tests were had but results will not be available until August of 2017.

9/27/17 Data Dialogue Meetings

Brenna Reintsma,  
Jason Moen, Chrissy  
Lovelace

05/20/2020

*Notes:* Data Dialogue with grade levels will be utilized to discuss the current instruction, analyze data from school, district and state assessments to drive continued instruction and determine needs and strategies to assist all of our student to proficiency in the 2017-18 school year.

9/27/17 Fall data meetings were held in a round table fashion on Sept. 11 2017 and Sept. 12. 2017. Teachers met with the principal, instructional coach, and resource teachers to discuss evaluations, fall testing data, interventions and behavior support. Educational support plans were reviewed and updated for students receiving interventions.

5/1/18 In January teachers met with the Mrs. Lovelace to discuss Aimsweb data and improvements during grade level meetings with her. During these grade level meetings after the spring testing window was closed additional discussions about MAP and Aimsweb data also discussed and plans for improvement in the 2018-19 school year were also discussed. This Action was reset at the May 1st meeting to extend to the 2018-19 school year.

2/28/19 Data meetings have been completed in September and January this year. These are important times for indepth and meaningful data discussions. This action's completion date has been extended to May 2020.

**Implementation:**

**Evidence**

4/25/2016  
4/12/16 Data is an integral part of our instruction at Big Lake Elementary. The teachers continually review data collected in the classroom, through benchmark and progress monitoring probes and from state administered exams. This data is used to drive instruction and address the needs of our students. We will continue to meet as a staff and review this data to ensure our students needs are monitored and adjustments to instruction are made.

**Experience**

4/25/2016  
For this objective we have taken an on-going approach to reaching it. It requires much communication among staff and between administration and instructional staff to ensure that the data is reviewed and instruction is adjusted to meet the needs of all students.

**Sustainability**

4/25/2016  
We will continue to monitor assessment data, both district screening data and in class assessment data, to meet the needs of our student population.

Core Function:		Instruction			
Effective Practice:		Domain 3.0- There is evidence that research based, effective, and varied instructional strategies are used in all classrooms to meet the needs of each student.			
	3.01	<b>School staff use a system to plan instructional practices and programs that are aligned with Alaska Content Standards.(334)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		Our district curricula is aligned to Alaska's GLEs. The reading program that we use has been aligned to our district GLEs. Our math program has been aligned at the district level. Most of our teachers are proficient in implementing instructional activities that are aligned with Alaska GLEs in all SBA content areas. In the 2012-13 school year we will develop a system to document instructional activities to be implemented with fidelity in all classrooms. 4/12/16 Our district curricula is aligned to the Alaska State Standards. The reading and math programs that have been implemented are also aligned with the Alaska State Standards. This is assured through the district's curriculum review process. Most of our teachers are proficient in implementing instructional activities that are aligned with Alaska State Standards in all content areas. Continued support for the implementation and instructional fidelity are supported through the school's administration and instructional coach.	Limited Development 03/28/2012		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6	
<i>How it will look when fully met:</i>		The administrator works in conjunction with the instructional coach to design and monitor teachers in the implementation of district approved curriculum. Ongoing professional development is being provided through instructional tours, coaching, and training provided through the Association of Direct Instruction, Kagan, and Safe and Civil Schools. Monitoring of instructional fidelity is insured through the use of pacing guides, lesson plans, and program assessments.		<b>Bre Reintsma</b>	<b>05/22/2020</b>
<b>Actions</b>			<b>11 of 14 (79%)</b>		
	5/4/15	Corrective Reading/Spelling Mastery supplies will be purchased for instructional support to students who are needing assistance based upon examination of benchmark and program assessments data in the 2015-16 school year.	Complete 09/11/2015	Bre Reintsma and Chrissy Lovelace	08/14/2015

*Notes:* 5/3/15 Corrective Reading (Decoding and Comprehension) as well as Spelling Mastery materials will be purchased as instructional support for students in grades 3-5.

9/16/15 After the onset of interventions to determine the numbers needed an order of 45 Decoding B1 and 45 Decoding B2 workbooks was placed to be utilized in small group intervention and instruction.

11/17/15 As of this date the school has not received the Corrective Reading Workbook order but the items have been ordered and are in transit.

11/2/15 Additional Reading Mastery Signatures K and Signatures 1 workbooks will be purchased for to be used in interventions for low performing students

Complete 01/29/2016

Chrissy Lovelace

12/18/2015

*Notes:* 11/2/15 Mrs. Lovelace will be submitting a purchase order requisition for the purchase of Reading Mastery Signatures K and Signatures 1 workbooks as well as a few Language for Writing and Language for Learning workbooks by Friday, November 6, 2015.

11/17/15 Mrs. Lovelace confused the Reading Mastery Signatures order with the Corrective Reading order so her deadline for ordering these workbooks was extended until November 25, 2016. She will work with Mrs. Sawyer to submit the requisition for the purchase of these workbooks.

2/9/16 Due to time constraints the order for reading mastery and spelling mastery workbooks was not submitted until the end of January but these have been submitted and we are waiting for the book arrival.

3/1/16 Reading Mastery Signatures K and 1 as well as spelling mastery workbooks arrived on February 26, 2016

5/5/15 Grade levels will be provided with a sum of money to assist with integrating the real world with the curriculum they are teaching.

Complete 09/16/2015

Bre Reintsma

05/09/2016

Notes: 5/4/15 Grade Levels may utilize their money assistance to provide real world applications to what is being learned in the classroom through fieldtrips and presenters.

9/16/15 At the 9/15/15 staff meeting grade levels were informed about funds available for them to utilize for fieldtrips.

11/17/15 Grade levels have agreed to use this funding to provide transportation for their trip to a fine arts presentation of The Nutcracker at Mat-Su Community College

5/5/15	Classroom teachers will be provided technology to use with their promethean boards during instruction that will make the promethean board usage more accessible throughout the classroom.	Complete 04/01/2016	Bre Reintsma and John Gardner	05/16/2016
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Notes: 5/4/15 Screen Beam technology and Innovative Technology Grants will be utilized in the classrooms to make Promethean board usage more accessible for teachers while working around the classroom and not just at the promethean board itself.

9/16/15 The Teacher Tablets have arrived and requests for the technology installation has been submitted to the District Information Technology Department.

11/17/15 Mr. Gardner has been working with Mr. Chapson from District office and Mr. Rocz, Big Lake Elementary's IT specialist in regards to the teacher tablets and the installation of the Screen Beam software. The Screen Beam software has been ordered and upon installation Mr. Gardner will provide teachers with additional training on the usage of the software in their classrooms. Depending on when the software purchase arrives and installation on the tablets occurs Mr. Gardner has set the goal installation completion and training of all teachers on the new software in late January. At this time the team feels the completion date for this task should be moved from 12/18/15 to 1/29/16. Mrs. Lovelace updated the completion date for this task in the STEPP system.

2/9/16 The MSBSD Information Technology department installed the blue tooth systems in each of the classrooms over the Holiday break. A new IT personnel was assigned to our school in December and he has not completed the installation of the screen beam programs or the re-imaging of the staff tablets so this task has been extended to the end of the year. We are hoping to overcome the technological difficulties and have this task accomplished before the end of the year but we will keep it updated. Mr. Gardner has postponed the training until Teachers have the technology to use and practice.

4/12/16 The Screenbeam technology was added to the teacher tablets and John Gardner provided a short introductory training on the usage of the program. Teachers then were able to utilize the technology during instruction and additional trainings will be provided as needed.

8/25/16 Instructional materials for interventions programs reading mastery, corrective reading, Language For Learning, Language for Thinking, Connecting Math Concepts, Language for Writing will be purchased.

Complete 10/17/2016

Chrissy Lovelace

10/28/2016

*Notes:* Workbooks, student textbooks and teacher materials will be purchased for instructional programs used during interventions to assist educational achievement for low performing students

10/27/16 The order of Language for Thinking, Language for Learning, Language for Writing, Corrective and Reading Mastery workbooks was ordered in September and received the week of October 17, 2016.

8/25/16 Purchase a Chromebook Lab with Storage Cart for classroom instruction.

Complete 05/01/2017

Bre Reintsma and John Gardner

05/19/2017

*Notes:* A Chromebook Lab of 32 Chromebook computers will be purchased along with a mobile storage system to keep them charged and accessible for classroom use. This lab will be used to bring technology to the classrooms and allow teachers to better meet the digital literacy standards. They will be used to support classroom instruction and allow access to computers for more students.

10/28/16 The Chromebooks have been received but the storage system has not. We have stored the Chromebooks until the storage system arrives. Inquiry into the status of the storage was done and it has been shipped.

4/20/17 The Chromebook cart containing 32 Chromebooks has been delivered and the teachers have been utilizing it regularly. We now have 3 Chromebook labs and they are being used in classrooms everyday! It is great to see how effectively teachers are incorporating them into their lessons.

8/25/16 Additional Chromebooks will be purchased for use in the Special Education classrooms.

Complete 10/27/2016

Bre Reintsma and John Gardner

05/19/2017

*Notes:* Additional Chromebooks will be purchased for Special Education classrooms to better utilize Chromebook usage with their students. These classrooms utilize a smaller number of Chromebooks during various times of the day. Having a set number in each of these classrooms will make the Chromebook Mobile Labs more accessible to Regular Education classrooms because they will always contain enough Chromebooks for the students in each of these classrooms.

10/28/16 We received the additional Chromebooks for the Special Education classrooms were also received. They have been prepared and distributed to the appropriate classrooms.

9/27/17 Additional Chromebooks purchase

Complete 12/21/2017

Bre Reintsma

01/31/2018

	<p><i>Notes:</i> Additional Chromebooks will be purchased for classroom check out and use. 2/21/18 An additional 32 Chromebooks were purchased and received in November, 2017. These have been assigned to classrooms for usage.</p>			
2/27/19	Purchase headphones for classroom Chromebook usage	Complete 03/29/2019	Bre Reintsma	04/01/2019
	<p><i>Notes:</i> 4/5/19 The school ordered approximately 300 headphones for classroom Chromebook usage. These headphones were ordered and should be arriving soon.</p>			
2/27/19	Purchase document cameras for classroom instructional use.	Complete 03/29/2019	Bre Reintsma	04/01/2019
	<p><i>Notes:</i> 4/5/19 An additional 6 document cameras were ordered for the remaining classrooms that do not have them installed on their computer systems. These have arrived and have been distributed.</p>			
2/27/19	Purchase ink cartridges for the HP Plotter	Complete 03/29/2019	Bre Reintsma	04/01/2019
	<p><i>Notes:</i> 4/5/19 Ink cartridges for the school's Plotter machine were ordered. This machine is utilized throughout the year for poster printing for classroom and family involvement event use. They have been ordered and should be arriving soon.</p>			
10/1/19	Purchase ink cartridges for the HP Plotter		Chrissy Lovelace	05/15/2020
	<p><i>Notes:</i> Ink cartridges for the school's Plotter machine were ordered. This machine is utilized throughout the year for poster printing for classroom and family involvement event use. They have been ordered and should be arriving soon.</p>			
5/30/17	Intervention Materials		Bre Reintsma	05/20/2020

*Notes:* Additional Reading Mastery Signatures K and Signatures 1 workbooks will be purchased for to be used in interventions for low performing students Corrective Reading, CMC Math, and Spelling Mastery materials will be purchased if need is determined.

2/21/18 Chrissy Lovelace will have an order put together in the next two weeks and submitted for purchase. We are in need of Reading Mastery K & 1 workbooks, Spelling Mastery workbooks, and Corrective Reading Workbooks.

5/1/18 Intervention materials for Reading Mastery and Corrective Reading were purchased in March from Northwest Book Depository. This Action was extended for the 2018-19 school year.

2/28/19 Intervention materials purchase has been submitted for the FY19 school year. The completion date has been extended to include the FY20 because additional materials purchase is placed in the budget for the FY20 school year.

4/5/19 Intervention materials for reading and math interventions have been ordered and should be arriving soon. Some of the math intervention materials have already arrived and distributed for use where needed.

10/1/19 Purchase headphones for Chromebook use

Chrissy Lovelace

05/24/2020

*Notes:* Headphones for classrooms

**Implementation:**

**Evidence**

4/12/2016  
The Screenbeam program was purchased and applied to the teacher's classroom tablets and have been used in the classrooms during instruction. Teachers were able to provide fieldtrips for their students. Transportation was provided for the entire school to attend the Valley Dance Performance of The Nutcracker Ballet

**Experience**

4/12/2016  
Our school has been implementing updated technology resources to use during instruction. Technology resources have been purchased, programmed and distributed to staff. An initial training has been provided to staff.

**Sustainability**

4/12/2016  
Continued trainings will be provided to update staff and provide problem solving support in the use of the classroom technology.

	KEY	3.02	School staff implement a coherent, documented plan throughout the school to ensure that all students receive core instruction and all low-performing students receive additional support to help them meet or exceed the state content standards.(335)(KEY,SWP)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>			Upon examination of the recent Alaska School Performance Index (ASPI), Standards Based Assessments (SBA) and other testing results we are not proficient in the core areas for all of our students. As a school,we are implementing district approved core instructional programs: Reading Mastery Signatures and Go Math. At this time we must analyze the fidelity of the core program's instruction and provide our teachers with additional support in this area. We have hired a full time interventionist and a 3/4 time tutor advisor to help provide a more systematic and focused approach to our additional support for low performing students. 9/11/14 4/12/16 Upon examination of the recent Alaska School Performance Index (ASPI), Alaska Measures of Progress (AMP) and other testing results we are not proficient in the core areas for all of our students. As a school, we are implementing district approved core instructional programs: Journey's and Go Math. At this time we must analyze the fidelity of the core program's instruction and provide our teachers with additional support in this area. We have hired a full time interventionist a .49 time interventionist and a .25 time tutor adviser to help provide a more systematic and focused approach to interventions for additional support for low performing students.	Limited Development 09/10/2014		
			Priority Score: 3                      Opportunity Score: 2	Index Score: 6		
<b>How it will look when fully met:</b>			All teachers will provide instruction to all students utilizing core curriculum and additional support will be given to low performing students to meet their needs and reach proficiency. Data from a variety of school, district and state assessments will be examined to drive instruction and interventions to help meet the needs of all the students in our school.		Bre Reintsma	05/22/2020
<b>Actions</b>				<b>21 of 24 (88%)</b>		
	10/7/14	After examining our data from school, district and state assessments we determined a need to provide a more in depth support system for our low performing students. We will hire an interventionist to work with students to help meet their needs and help them reach proficiency		Complete 08/07/2014	Bre Reintsma	08/14/2014
<b>Notes:</b> 2/24/15 Mrs. Reintsma hired Teri Haddeland to provide interventions to students that have been identified as needing those additional services. Mrs. Reintsma also hired a 0.5 FTE teacher to provide additional interventions as well.						

10/7/14	The interventionist will provide school and district approved intervention and instruction to students in grades K-5. The interventions will be provided in the areas of literacy, math and writing.	Complete 05/20/2015	Teri Haddeland	05/19/2015
<p><i>Notes:</i> Interventions should include small group provisions and provide interventions that will expound upon our reading, writing and math programs to assist low performing students.</p> <p>2/24/15 The instructional coach developed an intervention schedule for both of the interventionists that provided additional instruction to lower performing students in the areas of reading and writing at least four days a week. The intervention strategies as well as those students working with the interventionists were reviewed and adjusted after the assessment of the Winter Benchmark data in December.</p> <p>9/16/15 Our interventionists worked closely with the instructional coach to provide the most appropriate interventions for literacy, math and writing throughout the school year.</p>				
10/7/14	Utilize Data Dialogue with grade levels to discuss the instruction taking place, analyze data from school, district and state assessments to drive continued instruction and determine needs and strategies to assist all of our student to proficiency.	Complete 05/20/2015	Chrissy Lovelace	05/19/2015
<p><i>Notes:</i> We would like to meet at least quarterly to discuss student progress and ensure that instruction is designed to meet the needs of all our students. We would like to meet more often than quarterly (possibly monthly) by grade levels to ensure that instruction can be assessed and adjusted regularly to meet student needs.</p> <p>2/24/15 After the District's Winter Benchmark data was analyzed data dialogue meetings were held with each grade level to discuss instruction, testing data, interventions, and behavioral issues in the classrooms. These meetings were conducted on January, 7.8, and 12, 2015. Each grade was given a two hour block to meet. Teachers have also been meeting with their grade level teams to discuss instruction and any other specified topics bi-weekly and are required to turn in completed Grade level meeting forms to the principal.</p> <p>5/3/15 Mrs. Lovelace distributed data collected from spring benchmark assessments to teachers for the use of strategic monitoring and assessing of intervention and instruction used with the students. At the professional Development day on May 8, 2015 Teachers analyzed their data looking for progress and weak areas.</p>				

10/7/14	Provide students with additional supports to enhance instruction in reading, writing and interventions.	Complete 04/01/2015	Chrissy Lovelace and Teri Haddeland	05/19/2015
	<p><i>Notes:</i> We will provide funding for our Star/and Reading Renaissance (AR Reading) with the assistance of our PTA. We will provide funding for the Lexia Core 5 intervention computer licenses. We will also provide funding for each student to publish a piece of their own writing in a hard back book form through the Student Treasures Company.</p> <p>2/24/15 As of this date 101 Lexia Licenses have been utilized for students to receive additional computerized interventions. In September a school wide license for Moby Max was purchased and each student in the building was set up with an account to provide additional intervention support in Math.</p> <p>9/16/15 Before and after school tutoring began in January and ran until March 27, 2015 Students were advised by teachers while working on two intervention programs Lexia for reading and Moby Max for math. Teachers read with each student daily to practice fluency and comprehension</p>			
5/4/15	The interventionist will provide school and district approved intervention and instruction to students in grades K-5. The interventions will be provided in the areas of literacy, math and writing for teh 2015-16 school year	Complete 05/20/2015	Chrissy Lovelace	05/20/2015
	<p><i>Notes:</i> 5/20/15 Mrs. Lovelace designed an Intervention schedule for interventionists to follow and students were monitored throughout the year to determine success of the interventions. Groups were also routinely re-evaluated using data from Benchmark and program specific assessments throughout the year.</p>			
11/17/15	A 0.49 Interventionist will be hired to assist low performing students in grades K-5 for the 2015-16 School Year.	Complete 08/07/2015	Bre Reintsma	08/07/2015
	<p><i>Notes:</i> An interventionist will be hired to assist low performing students in the areas of reading, math and writing. Her daily schedule will be designed by the instructional coach and her assigned daily hours will be determined based upon need and approved by Mrs. Reintsma.</p> <p>11/17/15 Mrs. Reintsma hired a certified personnel to assist low performing students in the areas of reading, math and writing. Mrs. Lovelace designed her schedule and she is assisting students in grades K, 1, 2, and 3.</p>			
11/17/15	A 0.25 time interventionist will be hired to assist low performing students in the 2015-16 School Year.	Complete 08/07/2015	Bre Reintsma	08/07/2015

*Notes:* A 0.25 time interventionist will be hired to work with low performing students in the areas of reading, math and writing. The interventionist's daily schedule will be designed by the instructional coach and her daily working hours will be determined based upon need and approved by Mrs. Reintsma.

11/17/15 Mrs. Reintsma hired a classified person to work with low performing students in the areas of reading, math, and writing. Mrs. Lovelace designed her schedule and she is working with students in grades K, 1, 2, 3, 4 and 5.

5/4/15 Based upon data collected from State and District assessments, it has been determined that Mrs. Reintsma will hire a Title I teacher in a 0.49 position to administer interventions and core instructional supports for students in need.

Complete 08/07/2015

Bre Reintsma

08/07/2015

*Notes:* 5/3/15 This teacher will be working with students needing additional support in literacy, math and writing in a small group setting.

8/7/15 Mrs. Reintsma hired an additional 0.49 interventionist to work with low performing students in grades K-5 in a small group setting.

5/4/15 We will purchase the license for our school to utilized Reading Renaissance (our Accelerated Reader program)/STAR to supplement the reading instruction and practice for all students in our school.

Complete 09/01/2015

Bre Reintsma

08/14/2015

*Notes:* 5/3/15 Accelerated Reader(Reading Renaissance)/STAR is a reading incentive program used school wide to promote reading by students. They earn medals for reaching their reading goals each quarter. An assembly happens each quarter to celebrate the successes of students in the AR Program.

9/16/15 The Accelerated Reading (Reading Renaissance)/Star reading license for our school was purchased in August. Students have already set reading goals and are working on their first medals of the school year.

5/4/15 The school will purchase licenses for Lexia Core 5 to be used in our school for interventions and instructional support for students in reading and language.

Complete 09/01/2015

Bre Reintsma

08/14/2015



*Notes:* 5/3/15 Lexia was utilized in the 2014-15 school year for interventions and was found to be a very powerful tool for teachers to use to support instruction in the areas of reading and language. These licenses will be utilized in interventions and before and after school tutoring programs in the 2015-16 school year.

9/16/15 In August 2015 a total of two hundred fifty licenses for Lexia Core 5 were purchased to be used for interventions in reading for students in grades K-5.

5/5/15 Additional Student tablets will be purchased to use in classroom instruction and interventions in the core curriculum.

Complete 09/01/2015

Bre Reintsma & John Gardner

08/31/2015

*Notes:* 5/4/15 A lab of Student tablets will be established for teachers to utilize in their classrooms in a check out basis to assist with core instruction as well as additional interventions for students in need.

9/16/15 A total of 43 student tablets were purchased and a schedule was devised for students in classrooms to use these tablets for such things as interventions in the classroom, take program assessments online and research for writing projects as well as other student uses during the day.

9/18/15 Purchase the a school license for the use of the website SpellingCity.com for students in 1st through 5th grade. This website will be utilized by teachers to support the spelling instruction provided in the new district reading program that was implemented for the first time at our school in the 2015-16 school year. This website may be utilized by students in the classroom setting as well as at home.

Complete 10/16/2015

Bre Reintsma

09/30/2015

*Notes:* 9/16/15 A purchase order requisition was submitted to Federal Programs for the purchase of this on September 15,2015.

10/16/15 The Spelling City licenses became available for usage. Mrs. Lovelace entered student names into classes and imported the spelling lists for teachers. Students have been using this website during class, homework club, and at home to access their spelling lists and complete activities to practice their spelling words. 30 additional licenses were purchased to cover any new incoming students.

5/4/15 Utilize Data Dialogue with grade levels to discuss the instruction taking place, analyze data from school, district and state assessments to drive continued instruction and determine needs and strategies to assist all of our student to proficiency in the 2015-16 school year.

Complete 04/25/2016

Chrissy Lovelace and Bre Reintsma

05/20/2016

*Notes:* 11/17/15 Mrs. Lovelace has designed a schedule where she attends weekly grade level meetings for all grades K-5 and discusses Reading Instruction (Journey's implementation), RTI progress and concerns for students, data driven instructional and intervention needs as well as any other instructional related topics that become important to discuss. She takes notes at the meetings and discusses any pertinent information with the principal and vice principal.

4/12/16 Data dialogue has taken on a weekly discussion approach. At grade level meetings in-program assessment data, progress monitoring data as well as benchmark data in AIMsweb and MAP are discussed, concerns and celebrations are shared and adjustments to interventions and instruction are made. After the final district spring benchmarks are completed teacher filled out data sheets for each student indicating benchmark scores, interventions, and core instructional needs and adjustments. These data sheets are given to the 2016-17 teacher and filed in files for student data.

11/17/15

The 0.25 Title Teacher will provide school and district approved intervention and instruction to students in grades K-5. The interventions will be provided in the areas of literacy, math and writing for the 2015-16 school year.

Complete 04/25/2016

Chrissy Lovelace

05/20/2016

*Notes:* 11/17/15 After the 0.25 interventionist was hired. Mrs. Lovelace designed a schedule for her to work with low performing Kindergarten students with Letters and Sounds, with 1st grade students in math and with Journey's High Frequency words, 3rd grade Corrective Reading interventions, 2nd and 1st grade Reading Mastery second dose interventions as well as 4th/5th grade and 2nd grade Lexia Core 5 interventions

4/12/16 The interventionist worked with students throughout the year utilizing interventions such as Lexia Core 5, reading mastery, and corrective reading. These students met regularly with her 5 days a week. She was very flexible and adjusted to instruction needs of the students as needed.

5/4/15

The 0.49 Title Teacher will provide school and district approved intervention and instruction to students in grades K-5. The interventions will be provided in the areas of literacy, math and writing for the 2015-16 school year.

Complete 04/25/2016

Chrissy Lovelace

05/20/2016

*Notes:* 5/3/15 This Title Teacher will be giving instruction in reading to small groups in the areas of literacy, math and writing as needed in grades K-5. A daily schedule with assigned students will be developed for the teacher by the Instructional Coach based upon assessment data.

5/20/15 This Title teacher worked daily with students for interventions using district approved intervention programs and strategies as well as district approved computer based interventions.

11/17/15 After the interventionist was hired in August Mrs. Lovelace designed her schedule and she is working with low performing Kindergarten students in a small group setting for reading and math. She is also working with 1 and 2nd grade students in math, 2nd and 3rd grade students in writing.

4/12/16 Our .49 interventionist has been working in the core areas of math, reading, and writing for students in grades 1-5. She has utilized the computer based Lexia Core 5 program, small group instruction as well as tiered interventions in math and step up to writing materials to assist students in their areas of need. She has been very flexible and has worked through many changes in groups due to adjustments to needed interventions.

8/10/16 Hire and Train someone to administer Tier 3 and RTI progress monitoring probes weekly.

Complete 09/27/2016

Brenna Reintsma and Chrissy Lovelace

09/30/2016

*Notes:* An instructional aide will be hired to work as a substitute to come to school one day a week for approximately 5 hours to administer the progress monitoring probes for all Tier 3 and RTI students for grades K-5.

9/27/16 The instructional Aide was hired by the school's administration and trained by the instructional coach to administer the progress monitoring of all Tier 3 and RTI students for grades K-5. All progress monitoring system management is provided by the instructional coach who also oversees the administration of the school's progress monitoring. The instructional Aide began progress monitoring students on 9/27/16.

4/28/16 Tutor Advisors

Complete 04/28/2017

Bre Reintsma and Chrissy Lovelace

04/28/2017

*Notes:* A Tutor Advisor will be hired to provide additional interventions in the core content areas of Reading, Math and Writing. Schedules will be designed for them to work with students from grades K-5. Students to be provided interventions will be determined based upon need.

9/27/16 a Tutor advisor, Janis Brown, was hired to provide interventions in Reading Mastery, Corrective Reading, Math Support and Character building. Her groups and schedule were developed by the instructional coach and the coach provides training and assistance as needed throughout the year.

2/9/17 Our Tutor Advisor is working with students daily and also her schedule has been updated to include progress monitoring of students in Kindergarten so that we can ensure that interventions are in place and determine their effectiveness.

4/20/17 The tutor advisor has been working regularly with Kindergarten, 1st and 2nd graders. The data from CPAA(Children's Progress Academic Assessments and MAP (Measures of Academic Progress) spring scores are indicating and growth in Reading and Math for the students participating in these interventions.

4/28/17 The tutor advisor has been working regularly with students and the last day of interventions is 5/12/17

4/28/16 Instructional Coach

Complete 05/15/2017

Bre Reintsma and  
John Gardner

05/16/2017

*Notes:* The Instructional Coach will facilitate, implement and monitor the school intervention services for the school year and provide instructional support for staff in the RTI process, core programs and assessments.

9/26/16 Mrs. Lovelace has been working very hard to facilitate, implement and monitor school intervention services and provide instructional support for staff in the RTI process, Core programs and assessments. She meets weekly with grade level teams to provide Professional development and monitor interventions and instruction.

2/9/17 Mrs. Lovelace continues to work with teachers, monitor student interventions and provide instructional support for staff. Her weekly collaboration meetings are very productive and teachers feel that the information discussed it pertinent and beneficial to their daily instruction.

4/20/17 Mrs. Lovelace continues to work with teachers, monitor student interventions and provide instructional support to staff. She is meeting weekly with teacher in the collaboration meetings and has been managing all of the federal, state and district testing.

5/15/17 Mrs. Lovelace, our Instructional Coach, has worked throughout the year with staff and students to provide instructional assistance, oversaw interventions and assessments in our building. She organized and implemented various school wide programs for incentive and instruction in the classroom and provided professional development for our school and assisted with the observations of our school's instructional methods for other elementary school staff.

8/25/16 Utilize Data Dialogue with grade levels to discuss the instruction taking place, analyze data from school, district and state assessments to drive continued instruction and determine needs and strategies to assist all of our student to proficiency in the 2016-17 school year.

Complete 05/15/2017

Bre Reintsma, John Gardner, Chrissy Lovelace

05/19/2017

*Notes:* The Instructional Coach meets regularly with each grade level team to discuss student achievement data to determine any instructional adjustments. Student achievement data, interventions, RTI concerns and progress, are discussed and grade level specific instructional program professional development is provided to improve instruction. Grade levels will also meet with the Instructional Coach and Administrative Team three times a year to determine and monitor instructional goals.

9/27/16 The 1st rounds of data dialogue meetings were held on September 26, 2016 and will finish up on September 28, 2016. Teachers met individually with the instructional coach to discuss benchmark data from the Fall Aimsweb and Measures of Academic Progress (MAP) and look at next steps for students of concern as well as program and intervention needs.

11/17/16 In the Collaboration meetings with the Instructional Coach teachers reviewed data collected for students being progress monitored. Discussions about progress, successes, and concerns were had. Additional data discussions will be held quarterly with teachers during collaboration meetings as the year progresses.

2/9/17 Our second round of data dialogues was held on January 23, 2017 and January 25, 2017. Grade level teams and the interventionists met with the instructional coach, and principal, and vice principal to discuss the benchmark data, as well as student interventions. Goals were set and adjustments to interventions were made.

4/20/17 Discussions have been had during collaboration meetings in regards to interventions and the progress students are making. Spring district testing data will be analyzed and discussed during our May Professional Development.

5/15/17 All spring district assessment data for our school was discussed with staff during our May 5th Professional Development day. AIMSweb data was compared to district data and trends were discussed. MAP data was broken down to intervention groups to discuss effectiveness of this year's interventions then teachers dug deeper into their own classroom MAP data to determine instructional strengths and areas to improve. Grade level teams discussed data results and future adjustments to instruction.

5/30/17 Coaching Activities

Complete 05/01/2018

Chrissy Lovelace

05/18/2018

*Notes:* Implementation of Coaching Activities designed to assist teachers with instruction of core and extended programs as well as overseeing of School wide RTI process.

5/1/18 Mrs. Lovelace has met with teachers on a regular basis during weekly Grade Level meetings to discuss curriculum and intervention needs. She has also organized state and district testing and professional development activities.

8/25/16	Additional support for classroom based student interventions will be provided for low performing students.	Complete 05/18/2018	Chrissy Lovelace	05/20/2018
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*Notes:* A group of parents with proper training will be scheduled to work with low performing students utilizing intervention activities and strategies in the classrooms. These parents will be overseen by the classroom teachers and the Instructional Coach to ensure the interventions effectiveness and adjustments will be made.

9/27/16 Two parents have been hired and trained to work with low performing kindergarten students. These two parents began working with specified students on Monday, September 26, 2016. The instructional Coach provided training in the Language For Learning program and other specific interventions being utilized with the students.

11/17/16 A total of three Paw Parents are working in the kindergarten classes, one in each class, with low performing students individually. They are working on Language, vocabulary, letter names and sounds, as well as writing. As the year progresses students will be working on many additional skills such as beginning/medial/ending sounds, rhyming, and blending in a one on one situation.

2/9/17 One Paw Parent continues to work in each kindergarten classroom with low performing students for a total of 2 hours daily. They work with a set group of no more than 5 students in the Language for Learning program to build language skills and then work with students individually on letters, sounds of letters, and other beginning reading skills.

4/20/17 The three parents hired to work in the kindergarten classrooms have been working with students in small groups and individually since September. They were utilizing Language for Learning and Journey's word and sound cards. Their last day to help with students was April 13, 2017. The use of these parents for interventions in the kindergarten classrooms was an effective use of personnel. Students received immediate feedback and were provided scaffolded lessons daily.

Additional assistance for students will be used in 2017-18 school year so the target date was changed to match that.

5/1/18 Additional assistance for students will be used in the 2018-19 school year so the target date has been extended to match that.



9/27/18	Additional support for classroom based student interventions will be provided for low performing students.		Chrissy Lovelace	05/20/2020
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Additional assistance for students will be used in 2017-18 school year so the target date was changed to match that.

5/1/18 Additional assistance for students will be used in the 2018-19 school year so the target date has been extended to match that.

11/6/18 Interventions have been set up and this year "walk to learn" has been implemented for grades 1-3. Teachers are seeing an improvement in academic achievement for instruction so far within the classroom through observations and in-program assessments. Before and after school tutoring as well as homework club is up and running as well.

2/28/19 Additional interventions for low achieving students occur throughout the year so this completion date has been extended to include the FY20 school year.

9/27/18

Paw Parent Support

Chrissy Lovelace

05/24/2020

*Notes:* Paw Parents work with low performing students. Training and monitoring provided by school's Instructional Coach.  
11/6/18 Mrs. Lovelace has been working with the Paw Parent weekly.

2/28/19 The Paw parents have been working successfully with students throughout the year so the completion date has been extended to include the FY20 school year.

10/3/18

0.25 Tutor Advisor

Bre Reintsma

05/24/2020

*Notes:* Hiring a part-time tutor advisor to work with low performing students.  
11/6/18 The 2 hour tutor advisor has been hired and Mrs. Lovelace is training her on the program's she will be teaching. Her first official day for tutoring is 11/8/18

2/28/19 The tutor advisor has been working well with low achieving kindergarten, 2nd graders, and 4th graders. Students have made growth as a result of these intervention so the completion date for the hiring of a tutor advisor for the FY20 school year.

**Implementation:**

<b>Evidence</b>	4/25/2016 Upon examination of the recent Alaska School Performance Index (ASPI), Alaska Measures of Progress (AMP) and other testing results we are not proficient in the core areas for all of our students. As a school, we are implementing district approved core instructional programs: Journey's and Go Math. At this time we must analyze the fidelity of the core program's instruction and provide our teachers with additional support in this area. We have hired a full time interventionist a .49 time interventionist and a .25 time tutor adviser to help provide a more systematic and focused approach to interventions for additional support for low performing students.				
<b>Experience</b>	4/25/2016 This objective contains many tasks that must be monitored regularly and flexibility is a must as adjustments are constantly being made to ensure the appropriate interventions are being given to meet the needs of students and that instructional needs of all students are being met.				
<b>Sustainability</b>	4/25/2016 We will continue to monitor student progress in both the core instruction and in interventions using data collected and make adjustments where needed to ensure student success. We will also continue to monitor the interventions and instruction being provided to provide the best instruction for students possible.				
<b>KEY</b>	<b>3.03</b>	<b>School staff use research-based instructional practices, programs and materials.(337)(KEY,SWP)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>	4/12/16 The staff at Big Lake Elementary are utilizing the district approved core curriculum as well as researched based district approved intervention programs throughout the day with all students.Students are receiving pull out interventions, as well as tier 2 interventions within the classroom. Teachers are also utilizing differentiated instruction to better teach all students in their classroom as needed.	Limited Development 09/16/2015			
<b>How it will look when fully met:</b>	Staff will be utilizing researched-based instructional practices, programs, and materials in their classrooms with fidelity.		<b>Bre Reintsma</b>	<b>05/22/2020</b>	
<b>Actions</b>		<b>7 of 11 (64%)</b>			
	4/28/16 Spelling City Licenses	Complete 09/27/2016	Bre Reintsma and Chrissy Lovelace	10/07/2016	

*Notes:* Spelling City licenses will purchased for all students K-5. This web based program supports the spelling component of the Journey's reading program and allows all student's additional practice with spelling words for students in grades 1-5 and sight word practice for Kindergarten students. The Instructional Coach will monitor the licenses and provide assistance for classes when utilizing all the aspects of the website.

9/27/16 The instructional coach has received notice that the purchase order is complete and will contacted the Spelling City representative on 9/27/16 to renew the spelling city website licenses for the 2016-17 school year. A total of 480 licenses were purchased for all students K-5. Classes were uploaded by the instructional coach and were ready for student use. Since were purchased licenses before the licenses from the previous year expired the Instructional Coach was able to have usage of the website begin by September 21, 2016 for grades 1-5 and with the additional licenses purchased on 9/27/16 the Kindergarten classes were

8/25/16 Purchase Aleks licenses for math support

Complete 09/27/2016

Chrissy Lovelace and  
Bre Reintsma

10/07/2016

*Notes:* Aleks licenses will be purchased for use with more advanced math students to challenge and dig deeper into math concepts during instruction

9/27/16 A total of 10 ALEKS licenses were purchased and assigned to students with more advanced math students. Students with licenses assigned to them were able to access this program the week of September 26, 2016.

8/25/16 Purchase digital tools licenses for Handwriting Without Tears program for grades K, 1, and 3

Complete 09/27/2016

Bre Reintsma

10/28/2016

*Notes:* Digital tools will be purchased for use in the classroom to ensure that the handwriting program is being taught with fidelity and to its most effectiveness.

9/27/16 A total of 9 licenses for the digital tools were purchased for Handwriting Without Tears. This included three sets of licenses for each teacher in grades Kindergarten, 1st grade and 3rd grade. The instructional coach received notice that the purchase order for the digital tools in Handwriting Without Tears were received by the Handwriting Without Tears corporation on 9/21/16. Tools were available to teachers beginning on September 27, 2016.

8/25/16	Purchase additional books for the school library	Complete 02/09/2017	Bre Reintsma and Robin Gamble	05/19/2017
<p><i>Notes:</i> Additional more recent books will be purchased for student use as well as for classroom instruction in all subject areas.</p> <p>2/9/17 The librarian purchased approximately 45 E-books and a purchase order was submitted in December 2016 for payment. The books are available to staff and families through the internet as well as hard copies provided for the library distribution.</p>				
5/30/17	Reading Renaissance School License	Complete 10/21/2017	Bre Reintsma	10/20/2017
<p><i>Notes:</i> We will purchase the license for our school to utilized Reading Renaissance (our Accelerated Reader program)/STAR to supplement the reading instruction and practice for all students in our school.</p> <p>2/21/18 Renaissance Reading License was purchased. The current license expired on October 31, 2017 and the annual license was renewed at that time.</p>				
9/27/18	Reading Renaissance School License	Complete 09/17/2018	Bre Reintsma	11/01/2018
<p><i>Notes:</i> School license for school wide Accelerated Reader and Star Testing Programs</p> <p>11/6/18 School license for Accelerated Reading and Star Testing was paid for through a purchase order. The purchase order was completed on 9/17/18</p>				
10/4/18	Lexia Core 5 licenses	Complete 12/20/2019	Chrissy Lovelace	12/20/2018
<p><i>Notes:</i> 10/4/18 purchase of Lexia Core5 Licenses to be used with all kindergarten and 1st grade students as well as a targeted intervention for grades 2-5 as well as tutoring and homework club.</p>				
10/1/19	Purchase Book sets of authentic literature at all grade levels for use with classroom literature groups		Chrissy Lovelace	05/15/2020
<p><i>Notes:</i></p>				
2/28/19	Lexia Core5 licenses		Chrissy Lovelace	05/20/2020
<p><i>Notes:</i> 2/28/19 Purchase of Lexia Core5 Licenses for the FY20 school year. This program will be used with all kindergarten and 1st grade students as well as a targeted intervention for grades 2-5 as well as tutoring and homework club.</p>				
2/28/19	Reading Renaissance School License		Bre Reintsma	05/20/2020
<p><i>Notes:</i> 2/28/19 Purchase of Reading Renaissance school license for school wide use of Accelerated Reader and Star testing for the FY20 school year.</p>				

3/2/19 Purchase Spelling City Licenses for grades 1-5

Bre Reintsma

05/24/2020

Notes:

**Core Function: Supportive Learning Environment**

**Effective Practice: Domain 4.0- There is evidence that school culture and climate provide a safe, orderly environment conducive to learning.**

4.01	School staff use effective classroom management strategies that maximize instructional time in all classrooms.(342)(SWP)	Implementation Status	Assigned To	Target Date
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**Initial Assessment:** We are initiating the implementation of an additional school-wide program from the Safe and Civil Schools. -Pause -RTI -Responsibility Chart -CHAMPS 4/12/16 We have implemented the school-wide use of Safe and Civil Schools as well as the following: RTI, Responsibility Chart, and Kagan Structures. We will continue to monitor its its usage in the classroom and provide training and support for new and returning staff throughout the year.

Priority Score: 3                      Opportunity Score: 3                      Index Score: 9

**How it will look when fully met:** Carol Turner will also serve as a team member who will assist with the monitoring of work toward the meeting the objective. In order to meet the objective, the following strategies will be employed: Prior to the start of school, on August 7-8, 2012, Big Lake staff will be invited to attend professional development on classroom management. A PBIS trainer from Safe and Civil Schools will conduct the professional development that will focus on both school-wide behavior and classroom management. During the pre-service days to follow, Big Lake staff will continue their work by establishing common expectations for all areas of the school (bus, playground, hallways, etc). Throughout the year, monitoring of the implementation of the training received during the professional development days will take place. Evidence that this objective has been fully met will be seen in on-going data gathering. Data will be collected on transition times, opportunities to respond, time on task, ratio of interaction, and disruptions in classrooms and shared with staff throughout the year. A Foundations Team will be formed to assist in analyzing trends in the school data. Check-In and Check-Out procedures will be continued and expanded. Check-In and Check-Out will also be added to the Response to Intervention process.

**Actions** **11 of 12 (92%)**

9/27/13	Kagan profesional development will be provided to all staff members. We will be sending three staff members to the Summer Workshop for leadership training in Orlando, Florida	Complete 04/09/2014	Bre Reintsma	07/31/2014
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*Notes:* 11/5/13 A Kagan training will be offered through SAMS in the spring. Staff members wishing to attend must have their names submitted to John Simon to be sent to dept of Instruction by November 27th.

4/9/14: 7 Teachers have submitted their names for the Multiple Intelligence session at SAMS in June. Payment for these teachers was made from Title Funds on 3/31/14.

No additional teachers will be sent to the summer workshop because we provided training in August at Goose Bay Elementary and through the SAMS in June 2014.

11/2/15 Paws parents will be scheduled to work with students in Reading and Math fluency practice.

Complete 01/08/2016

Chrissy Lovelace

12/18/2015

*Notes:* 11/2/15 Mrs. Lovelace will organize a schedule for eligible "PAW" parents to work with students one on one to practice reading and math fluency.

11/17/15 The team agreed that this additional student fluency practice would be beneficial so Mrs. Lovelace will continue to organize and schedule these parents.

2/9/16 A "Paw Parent" was hired for Kindergarten classroom to work with letter and sound fluency as well as Phoneme segmentation and number recognition with those students experiencing difficulties on the Winter Benchmark assessments. Mrs. Lovelace has trained them on activities and progress monitoring assessments for these students. They are being supervised by the classroom teachers and Mrs. Lovelace is assisting when needed. These interventionists will be working with the students until approximately the end of April (as funding allows).

4/7/16 Positive Action Character Building program will be purchased. One kit per teacher will be purchased and professional development for its implementation will be provided in the the fall of the 2016-17 school year. Additional tasks will be added for the implementation of this program for the 2016-17 school year.

Complete 04/28/2016

Bre Reintsma

05/20/2016

*Notes:* It was determined through the disciplinary statistics and concerns expressed from teachers that students are in need of additional explicit instruction in Character and positive behaviors. The team has decided to purchase the Positive Action Character Building program to assist teachers in this instruction beginning in the fall of the 2016-17 school year. Additional training will be required for our teachers to provide instruction to students with fidelity.

4/28/16 In April we ordered the Positive Action Character Building program.

4/22/13	A 1.0 FTE will be hired to serve as a counselor and behavioral coach for students and staff duties will include overseeing Check In Check Out, facilitating classroom meetings, providing small group behavioral instruction, whole class instruction on team building and character education and overseeing student recognition programs.	Complete 04/09/2014	John Simon	05/27/2016
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*Notes:* 9/5/13 Carla Leavitt was hired to serve as our counselor to provide support to small groups of students, Check in/check out, and has been assigned 1/2 hour blocks weekly in each classroom to provide character education.

4/9/14: Carla Leavitt has been providing Teir 1 and Teir 2 instruction and intervention in Character Education. She has been providing weekly whole class instruction and weekly small group of instruction for targeted students. She has also been providing Check in Check out (CCE) interventions on a daily basis with assigned students. In January, Carla began providing interventions for discipline issues with the use of additional character education skills.

8/25/16	Positive Action Professional Development Webinar will be presented during professional development days at the beginning of the year.	Complete 08/11/2016	Bre Reintsma & John Gardner	08/26/2016
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*Notes:* A 2 hour webinar was scheduled to provide teachers will additional support in the implementation of the Positive Action Character Program.  
8/25/16 All BLE staff members participated in the Positive Action webinar training on 8/11/16.

5/24/16	A daily 2 hour monitor position will be hired to oversee students while teachers collaborate and receive professional development in curriculum programs, school wide classroom management strategies such as Kagan and Champs, and RTI/intervention discussions for student needs as well as other areas of concern for instruction.	Complete 09/06/2016	Bre Reintsma and John Gardner	09/02/2016
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*Notes:* Grade level teachers will meet weekly to have instructional/Professional Development/RTI discussions with the instructional coach to ensure that the programs are being taught with fidelity and that student needs are being met through the RTI process and interventions.  
9/26/17 A 2 hour daily monitor was hired and began working on Septe

8/25/16 Purchase Positive Action Building Climate Kit Complete 08/25/2016 Bre Reintsma 09/02/2016

*Notes:* Positive Action is the Character Building program being implemented in classrooms in the 2016-17 school year. The School Climate Kit allows the concepts being taught in the classrooms to be reinforced and used school wide.  
8/25/16 We received our Positive Action School Climate kit and we will be implementing it along with the Positive Action Curriculum throughout the 2016-17 school year.

8/25/16 Two Staff members will be sent to the National Title I Conference in February 2017 Complete 04/19/2017 Bre Reintsma 03/03/2017

*Notes:* Two staff members will be sent to the National Title I Conference from February 22-February 25, 2017 in Long Beach, California. This conference is a great resource to enrich the instruction of students from low socioeconomic families. It will provide a multitude of resources to be presented to teachers and implemented in our school.

4/19/17 Bre Reintsma and Chrissy Lovelace attended the National Title I Conference in Long Beach, California. They attended many informative sessions regarding parent involvement, and instructional strategies for student academic growth to be utilized in classroom instruction as well as interventions. It was very informative and and they look forward to sharing with staff about additional instructional opportunities.

8/25/16 One staff member will attend ASTE Conference in February 2017 Complete 04/19/2017 Bre Reintsma 03/03/2017

*Notes:* One staff member will be attending the ASTE Conference in Anchorage, Alaska in February to build knowledge regarding the use of technology in the classrooms and provide staff with additional resources to enhance core instruction.

4/19/17 John Gardner attended the ASTE Conference in Anchorage and returned with many technological classroom applications to be shared with Staff.

4/28/16 Scholastic Books for distribution during quarterly Parent Involvement/Family Events Complete 04/19/2017 Chrissy Lovelace 04/07/2017

*Notes:* Books will be distributed to all students attending Parent Involvement/Family Events that occur quarterly during the school year. We will purchase a variety of books at various grade levels to promote reading at home for all children.

2/9/17 an order of Scholastic Books for grades PK-5 were ordered but not yet received.

4/19/17 Order of Scholastic books for distribution to families during parent involvement events was received on 4/7/17.

9/27/17 Weekly Grade Level Meetings with Instructional Coach

Complete 11/06/2018

Chrissy Lovelace

05/20/2019

*Notes:* The Instructional Coach will meet with grade level teams weekly to discuss curriculum, interventions, classroom management strategies, Kagan Structures, student concerns and behavior supports.  
2/21/18 Mrs. Lovelace continues to meet with grade levels weekly. The consensus is that these meeting are productive and helpful.

5/1/18 Weekly grade level meetings with the instructional coach have been occurring regularly throughout the year. They have discussed topics regarding professional development interventions, assessment data and curriculum. This is an action that will be continued in the 2018-19 school year so the target date has been extended to reflect that.

11/6/18 Due to schedule changes for the 2018-19 school year, the instructional coach is not meeting regularly with grade levels. Teachers are meeting weekly with their grade level teams at a time that fits their schedule and the instructional coach stops in periodically to answer questions and discuss interventions and is available for discussions whenever needed. This action has been closed out for this reason.

9/27/17 Foundations Team

Bre Reintsma

05/20/2020

*Notes:* A team of staff members will meet quarterly to discuss school wide areas of concern. This team will work together to make adjustments to school plans and expectations in order to take action to improve areas of concern that have been brought up. The team will collect data, form actions to be taken and follow through with the implementation of the school wide actions.

2/9/17 In the second quarter a group of staff members was assembled to meet after Winter Break. Mrs. Reintsma is heading up that team and the team will meet during the 3rd quarter to begin working on building climate. Additional hallway and common area signs have already been made and hung around the school.

4/20/17 It was determined that the Foundations team should really meet at the start of the new school year to be able to better implement any new programs or structures to be used all year long. It was determined to extend the due date for this task until the end of 1st quarter of the 2017-18 school year.

2/21/18 The Foundations team has begun meeting and are working on updating our vision and mission statement at this time.

5/1/18 The foundations team has met quarterly and have worked on revising the school vision and mission statement. They have also collected data from school activities and areas to improve transitions and effectiveness. They have collected data from recess, the lunch room and hallway transitions and plans are being made to improve the effectiveness of these areas and activities. This team will continue to develop during the 2018-19 school year so the target date has been extended to reflect that.

11/6/18 The foundations team has meet for a district reboot in August and again on October 30th. The team had a building meeting in October to collect data regarding common areas, transitions and the playground. The short review was conducted at the end of the meeting time but a more in depth analysis and planning will occur at the November meeting. It was also determined that additional funding for monthly meetings is not available so the team will meet every other week before school for the rest of the year.

2/28/19 The Foundations team has met regularly at Big Lake Elementary, every two weeks for 20 minutes. They have collected data throughout the building for common area and transition expectations. They have revitalized the school's mission and vision and works with staff to create staff handbook that includes common area expectations for staff and students. The completion date has been extended to include the FY20 school year.

**Implementation:**

04/28/2016

<p><b>Evidence</b></p>	<p>4/9/2014 Paws Parents have been successfully working in the kindergarten and 1st grade classrooms assisting with the reading/reading workshop programs. Attend to win has provided numerous pizza parties to promote a positive increase in attendance of our students throughout the year. Instructional tours have been on going and all grade levels have participated including our SPED teachers in the building.</p> <p>4/28/2016 Our school's behavior data has shown a positive change in bullying and defiance office referrals but more work is needed to ensure greater gains in behavior and character building. That is the reason for the purchase of the Character Building program. During classroom observations it is seen that the Champs and Kagan structures are being utilized regularly in the classrooms.</p>			
<p><b>Experience</b></p>	<p>4/9/2014 We hired a counselor to provide character education on the Tier 1 and Tier 2 levels. Bre Reintsma provided training to parents to involve them in classroom and school educational activities through our PAW Parent program. Our counselor, the principal and the student council implemented the attend to win program to encourage a better attendance rate at our school. Instructional tours were also utilized to provide teachers with additional instructional support.</p> <p>4/28/2016 The implementation of Champs and Kagan Structures in our classrooms have really given the staff a consistent form of classroom management framework to be utilized in our school.</p>			
<p><b>Sustainability</b></p>	<p>4/9/2014 We will continue to evaluate and implement the effective and successful programs that we utilized throughout the year. A re-evaluation of their effectiveness and success will be completed in the 2014-15 school year.</p> <p>4/28/2016 We must continue to ensure that all new staff receive assistance in implementing the Champs and Kagan framework in their classrooms to keep the use of these structures continued with fidelity.</p>			

	KEY	4.03	School staff communicate school-wide behavior expectations that are understood and achieved by students, and staff provide positive behavioral supports.(344)(KEY,SWP)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>We have determined a need to re-evaluate our behavioral expectations for students in transitions, classrooms and throughout our school. We are now working on implementing some new procedures and expectations school wide positive behavior support. 9/11/14</p> <p>4/12/16 Student behavioral expectations and support have been continuously reviewed over the course of the school year and we have determined a need to continue to build our support for staff and students through Check-in/Check-out procedures and character development instruction in the classroom. We will work with staff to implement a new character building program and support staff in behavior and classroom management strategies and implement additional behavioral support for students needing additional assistance being successful in the educational setting.</p>	Limited Development 09/10/2014		
<i>How it will look when fully met:</i>			Student behaviors in all common areas, hallways, bathrooms, recess, and the lunch room will be orderly and follow the parameters set forth by the foundations team.		Bre Reintsma	05/22/2020
<i>Actions</i>				15 of 19 (79%)		
		10/7/14	Students will be provided structured activities during the recess periods.	Complete 11/17/2014	Bre Reintsma	12/19/2014

*Notes:* Students will be provided opportunities to participate in a variety of structured activities during their recess periods. This will help reduce the behavior issues that are arising on the playground giving students organized activities to participate in.

2/24/15 In November a plan was developed and put into place that assigned areas for student play and involved some additional structured activities for students to participate in. A positive behavior incentive program called "Stars in Jars" was also designed to reward grade levels that exhibited responsible behavior on the playground and filled up their jar with stars that are handed out by the recess monitors. A recess organizational binder was provided to the recess monitors that explained the recess plan and teachers were provided with recess schedules so students were aware of their recess area. An additional bulletin board was created and hung by each door where students enter and exit the playground to inform students and teachers of the day's recess assignments. The design has resulted in fewer nurse and office referrals. The recess design was reviewed and adjusted as the months went on to ensure its effectiveness.

10/7/14 Students will walk in hallways with a zero voice level (Champs) and class switching transitions will occur orderly and with a zero voice level while waiting to enter classrooms.

Complete 12/19/2014

Bre Reintsma

12/19/2014

*Notes:* When the school bell rings at 9:15am a zero voice level in the hallways will begin and end with the 3:45 pm bell at the end of the day. This includes the transition periods in the hallway while students are switching for classes in the hallway. Teachers will monitor the hallways before school starts to greet students as they enter their classrooms and monitoring the hallways during transition times to greet students as they enter into their classrooms for instruction.

2/24/15 The school's hallway expectations were discussed with teachers at the beginning of the year. The teachers have been working with their students on the zero voice in the hallway and during instructional transitions. As a result, the office has seen a reduction in the number office referrals for behaviors stemming from hallway and transition periods. On the other hand, this is an area that must be continually monitored and readdressed as the need arises. We will continue to monitor hallway and transition behaviors throughout the school.

2/23/15 An assistant principal will be hired to provide discipline and behavior supports.

Complete 01/05/2015

Bre Reintsma

01/05/2015

*Notes:* 2/24/15 Mrs. Reintsma hired John Gardner for the job of Assistant Principal. His first day of work at our school was January 5, 2015.

10/7/14	Bear Paw mailers will be utilized by all staff to provide students and families with positive feedback about student successes at school.	Complete 05/01/2015	Chris Sawyer	03/31/2015
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*Notes:* 2/24/15 Teachers will turn in their completed Bear Paw Mailers to Chris Sawyer to be mailed out to families. Teachers will complete at least one Bear Paw Mailer for each of their students by March 31, 2015.

5/1/15 This year's use of the Bear Paw Mailers was not as successful as in years past. In the Fallof 2015 we will readdress the importance of this program and establish clear building expectations for usage. Continued monitoring will be done to ensure the utilization of the mailers and that expectations have been met.

10/7/14	Students will be recognized each month by teachers with the student of the month program.	Complete 05/01/2015	Amanda Nicoll	05/19/2015
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*Notes:* Teachers will assign the title of Student of the Month for one student in their class monthly. Amanda Nicoll will organize certificates, take and display pictures on School Bulletin Board and celebrate with all students during the lunch periods presenting recognized students with a certificate and a treat.

2/24/15 The student of the month program has been very successful. Students have their pictures displayed, treats distributed and students are recognized during lunch once a month and they are recognized again and awarded a certificate and Student of the Month pencil quarterly at the AR Assembly in front of students and families.

5/1/15 The last set of Student of the Month students was assigned in the month of April. These students were recognized at during Lunch with an ice cream treat on Wednesday, April 29, 2015. All students recognized as Student of the Month for the 4th Quarter will be recognized with a certificate and pencil during our 4th Quarter AR Assembly on May 15, 2015.

2/23/15	A plan for Tier I, Tier II, and Tier III behavior supports will be implemented.	Complete 05/19/2015	John Gardner	05/20/2015
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*Notes:* 2/24/15 John Gardner, the assistant principal has collected office referral data from January 5, 2015 until February 18, 2015. This data was analyzed and presented to the staff at the February 23, 2015 staff meeting along with a review of our school wide discipline programs. He will continue to collect and analyze behavior data throughout the year to help provide additional support for teachers and students.

5/1/15 Mr. Gardner has continued to collect school discipline referrals data and will present it to the staff on May 8, 2015. An analysis of the data will be reviewed and possible changes will be discussed. On May 20, 2015 an overview of changes and an updated school wide discipline plan for the 2015-16 school year will be presented to staff.

2/23/15 Behavior data will be collected, analyzed, and shared with staff in an effort to implement a better support system for classrooms and common areas such as hallways and playground.

Complete 08/11/2015

John Gardner

05/20/2015

*Notes:* 2/24/15 John Gardner, the assistant principal, collected office referral data from January 5, 2015 until February 18, 2015. This data was analyzed and presented to the staff at the February 23, 2015 staff meeting along with a review of our school wide discipline programs. He will continue to collect and analyze behavior data throughout the year to help provide additional support for teachers and students.

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9/16/15 On May 20, 2015 John Gardner explained the updated school wide discipline plan for the 2015-16 school year to staff and on August 11, 2015 this school wide discipline plan and teacher expectations were discussed with all staff new and returning.

5/5/15 Clear school-wide expectations for the usage of the CHAMPS systems in the classrooms and common areas will be established.

Complete 08/11/2015

Bre Reintsma

08/31/2015



*Notes:* 5/4/15 In the Fall 2015 Professional Development days clear school wide expectations for the usage of the CHAMPS systems will be established . Teachers will be provided with the necessary tools, i.e., books, posters etc. to implement these expectations.

9/15/15 On the August 11, 2015 School site Professional Development Day Teacher expectations regarding the usage of Champs systems school wide was presented and teachers were provided any additional materials including champs books for reference at that time.

5/4/15 John Gardner will provide teachers will an overview of the new Tier I, II and III behavioral expectations for the school year and monitor the behavior management systems put in place for the students in all common areas, hallways, recess, bathrooms, lunchroom and classrooms throughout the 2015-16 school year.

Complete 01/08/2016

John Gardner

12/18/2015

*Notes:* 5/3/15 John has been working some adjustments to our school wide behavior management systems and will continue to monitor and assess the effectiveness of the systems in regards to office referrals and such.

9/16/15 John Gardner reviewed teacher expectations and responsibilities for office referrals and a school wide behavior plan. A review of the Champ expectations, the Responsibility Chart and Pause systems which are expected to be implemented school wide were reviewed and additional support was given to new staff regarding the use and implementation of the systems. This was completed at the School Professional Development Day on August 11, 2015. Mrs. Reintsma and Mr. Gardner will be monitoring the usage of the systems throughout the year even after they become routine.

11/17/15 John Gardner discussed the behavior data at the 11/11/15 Building Professional Development day and additional information was provided to staff through the weekly informational updates.

2/9/16 Mr. Gardner has undated teachers about office referrals and discipline trends through our weekly updates and at Staff meetings. He has addressed the areas of need with the teachers as it concerns behavior issues and the staff has discussed possible modifications to school wide solutions that can be made. We will continue this discussion as the year progresses.

5/4/15 Bear Paw mailers will be utilized by all staff to provide students and families with positive feedback about student successes at school during the 2015-16 school year.

Complete 01/29/2016

Bre Reintsma

01/15/2016

Notes: 5/3/15 It is the intent of the Bear Paw mailers to be utilized by teachers to recognize each student in their classroom for positive achievements and or behaviors in the classroom. In August 2015 the Bear Paw Mailer procedures and expectations will be set and will be monitored by Mrs. Reintsma throughout the school year to ensure its usage to fidelity.

9/16/15 At the school site Professional Development Day on August 11, 2015 the expectation was set and reviewed with all staff that Bear Paw mailers will be sent home to all students by January 15, 2016.

11/17/15 Mrs. Reintsma and Mr. Gardner will place reminders about the use of Bear Paw Mailers in the weekly informational updates for staff

2/9/16 Over 80% of the students have received Bear Paw mailers from their teachers. Teachers are continuing to utilize this form of positive praise for their students even new students.

5/4/15 Students will be recognized each month by teachers with the student of the month program in the 2015-16 school year.

Complete 04/25/2016

Krystal Whitted

05/06/2016

*Notes:* 5/3/15 The Student of the Month program will be continued for the 2015-16 school year. Funding has been provided in our Title Budget to purchase monthly treat for recognition of students during lunchtime and for the pencil and certificate award at the Quarterly Accelerated Reader Assembly.

9/16/15 The Student of the Month program began in September of the 2015-16 school year. Funding is being provided in our Title Budget to purchase monthly treats for recognition of students during lunchtime and for the pencil and certificate award at the Quarterly Accelerated Reader Assembly.

11/17/15 These students have been recognized monthly on a bulletin board, at the end of the month during lunchtime they are recognized and awarded a treat and Mrs. Reintsma and Mr. Gardner have been recognizing them and awarding them their pencil and certificates monthly by grade level instead of at the Quarterly Accelerated Reader Assembly due to time constraints at the assembly.

4/12/16 April is the last month for Student of the month for the 2015-16 school year. They will be recognized during lunch and their pictures have been placed on the office bulletin board. We will continue this program next year due to its success with teachers, students and parents.

5/26/16	Purchase a license for the SWIS Suite computer data system for school wide behavioral analysis and monitoring our Check in Check out Behavior interventions.	Complete 09/02/2016	Bre Reintsma	09/02/2016
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*Notes:* SWIS Suite is a PBIS application that collects data regarding school wide behavior trends as well as better tracks data for behavior referrals through the Check in Check out System. The purchase of this application will collect data of office referrals used to analyze trends throughout our school so that adjustments to our school wide behavior plan as well as routines and procedures may be made to ensure that our school is a safe and positive learning environment for all our students. The CICO (check in check out) portion of this application will be used to keep better track data for our students working to improve behavior in the classroom. The data system will better assist our behavioral intervention process so that student progress can be more readily monitored and adjusted to meet the needs of the students utilizing the Check in Check out System.

9/26/17 The SWIS Suite was purchased and began utilizing the program the last week of August. It allows us to better track behavioral goals and collect data regarding daily behavior for RTI Purposes.

8/2/16 Provide professional development for the Staff at Big Lake Elementary for the Positive Action character building curriculum. A three hour webinar will be purchased from the Positive Action company and presented to the staff at the onset of the school year.

Complete 08/12/2016

Bre Reintsma

09/02/2016

*Notes:* The webinar has been set up through communication with the Positive Action publishing company. This professional development webinar will provide the staff with necessary instruction regarding the implementation in the classrooms and school wide programs to ensure the program will be taught explicitly and with fidelity at our school.

9/26/16 During our professional Development days before school started all staff at Big Lake Elementary received training through a webinar with the Positive Action company. It lasted from 9 am until 12 pm and covered topics including the principles covered in the program as well as the implementation of instruction. It was a useful tool to assist teachers for the program's instruction to help with a consensus of how the program should be taught for fidelity purposes.

4/28/16 Assistant Principal position

Complete 09/02/2016

Bre Reintsma

09/02/2016

*Notes:* The Assistant Principal will support the principal in administrative duties and work extensively with staff and students to monitor and provide school-wide behavior supports.

9/26/16 Our Assistant Principal position was refilled by Mr. Gardner in August of 2016.

11/17/16	Implementation of Positive Action Character program.	Complete 05/15/2017	Bre Reintsma, John Gardner, and Chrissy Lovelace	05/19/2017
<p><i>Notes:</i> The 2016-17 school year was the first year of implementation of the Positive Action Character Program. In August, teachers were provided a Professional Development webinar from the Positive Action Company. Throughout the year, additional guidance and implementation work sessions will be provided for ensure that instruction of the program is being taught with fidelity.</p> <p>2/9/17 The Positive Action program has been going well at all grade levels. Positive feedback has been presented to the administration about the program and student reviews of this program's topics and activities. We have decided to begin the implementation of the school wide Positive Action program in the fall of 2017</p> <p>4/20/17 The implementation of the Positive Action program in our curriculum has been successful. All teachers are using the program and find that its content has been relevant and has enhanced their instruction. Students are very engaged in the activities and have been applying what they have learned in the classrooms. In the 2017-18 school year we will implement the School Wide Positive Action kit to make the school instruction of this program more cohesive.</p> <p>5/5/17 Discussions about the implementation of the Positive Action program were had at data meetings in February and a short review was had at our May 5, 2017 Professional Development day. Staff had very positive things to say about the program and its effectiveness with behavioral discussions in the classrooms. Teachers are looking forward to making the implementation cohesive across grade levels with the school-wide Positive Action kit that will be utilized in FY18. Teachers felt the second year of implementation should go smoother.</p>				
9/26/19	Purchase electronic PBIS Rewards system for school-wide behavior tracking system		Chrissy Lovelace	11/01/2019
<p><i>Notes:</i> 9/26/19 The PBIS Rewards computer system will track behavior bucks (Grizzly bucks) that students earn for positive behaviors in the classroom and through out the school. The Grizzly Bucks may be redeemed for items at the school's Grizzly Store.</p>				
9/26/19	PBIS Rewards Program materials		Chrissy Lovelace	11/01/2019
<p><i>Notes:</i> 9/26/19 Materials will be purchased for the PBIS Rewards Program.</p>				

10/1/19	QR Readers for the PBIS Rewards Program.		Chrissy Lovelace	11/01/2019
	<i>Notes:</i> QR Readers are purchased to support the PBIS Rewards electronic point system.			
5/9/17	Assistant Principal		Bre Reintsma	05/20/2020
	<p><i>Notes:</i> The Assistant Principal will conduct administrative duties in collaboration with the principal and assist the principal, staff, students and families with disciplinary matters.</p> <p>2/21/18 Jason Moen has been working diligently with behavior management. He oversees discipline, district Title I paperwork, and performs additional administrative duties.</p> <p>5/1/18 Jason Moen will continue to work as the assistant principal for the 2018-19 school year as well. The position will be funded through Title I funds so the target date has been extended to reflect that.</p> <p>2/28/19 The assistant principal has worked extensively with behavior at the school. The implementation of the assistant principal has been invaluable and will be utilized in the FY20 school year. The completion date for the hiring of an assistant principal has been extended to include the FY20 school year.</p>			

	KEY	4.05	School staff provide extended learning opportunities, and students in need of additional support regularly participate.(346)(KEY,SWP)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>We provide additional support in the form of Tier II and Tier III interventions. Tiered interventions are established through the analysis of data: SBA's, AIMSweb, MAP scores, and program assessments. These interventions are scheduled during the school day with additional progress monitoring completed on Fridays. An after school program will be implemented for intervention purposes. It will begin in January and continue through May. 4/12/16 We provide additional support in the form of Tier I, Tier II and Tier III interventions. Tiered interventions are established through the analysis of data: AIMSweb, MAP scores, and program assessments. These interventions are scheduled during the school day with additional progress monitoring completed on Fridays. A before school and after school program will be implemented for intervention purposes as well. It will begins in September and continues through April. Tier I and Tier II interventions will take place in the classroom setting as well as through pull out interventions and before or after school tutoring when it is determined that it is necessary. Student progress is monitored and adjustments to interventions are made continuously throughout the year.</p>	<p>Limited Development 02/07/2012</p>		
			<p>Priority Score: 3                      Opportunity Score: 2</p>	<p>Index Score: 6</p>		
<i>How it will look when fully met:</i>			<p>Targeted interventions will be organized for specific students during the school day. Participants will be determined by SBA's, AIMSweb, MAP Scores and program assessments. An after school program will also be utilized to provide additional intervention support for bubble students. A summer school program will be provided dependent upon possible funding.</p>		<p><b>Chrissy Lovelace</b></p>	<p><b>05/22/2020</b></p>
<i>Actions</i>				<p><b>15 of 18 (83%)</b></p>		
	<p>10/7/14</p>		<p>Develop after school tutoring program for the 2014-15 school year to provide additional support for low performing students.</p>	<p>Complete 03/27/2015</p>	<p>Chrissy Lovelace</p>	<p>04/30/2015</p>

*Notes:* We will have to determine what the tutoring program should look like to best meet the needs of the most students possible. Chrissy Lovelace will organize the targeted groups of students and organize the interventions being provided to students during the after school program. She will also organize the snack program for the meeting dates through the school district's nutrition services department.

2/24/15 Mrs. Lovelace designed computer based tutoring sessions. This year students were able to attend a morning session, Monday through Friday 8:30-9:00 am or an afternoon session that takes place Tuesdays, Wednesdays and Thursdays from 4:00-5:00 pm. The students do 3 days of Lexia and 2 days of Moby Max math practice (am session) and 3 days of Lexia and 1 day of Moby Max math (pm session). Teachers are also working with students one on one with fluency, comprehension and math fact practice. These tutoring sessions began on January 20, 2015 and ran until March 27, 2015.

5/1/15 The Before and After School Tutoring sessions ran from January 20, 2015 until March 27, 2015. A total number of 48 students utilized the program ranging from grades 1st through 5th grade. A comparison of the MAP and CPAA data in reading, language math and Literacy from the winter scores to the spring scores indicated growth for over 67% of the students in at least one area. Additional tutoring sessions are being looked at for the 2015-16 school year.

10/7/14 Implement the 2014-15 school year's Lego Robotics Program. This opportunity will be extended to students in grades 2-5 in an after school setting.

Complete 01/17/2015

Chrissy Lovelace

04/30/2015

*Notes:* Robin Gamble and Emily Earns will be heading up this after school opportunity and the STEPP team member, Chrissy Lovelace, will just assist them as needed.

2/24/15 Lego Robotics was extended to 2nd-5th grade students. It ran from October 2014 until January 2015. 2nd and 3rd graders had Legos scheduled for 2 days a week after school and 4th and 5th graders had Legos scheduled for 3 days a week. Each group worked on building and programming Lego Robotic creations. The 2nd and 3rd graders scheduled times ended in December 2014 and the 4th and 5th graders went on to participate in the state championship competition in Anchorage on January 17, 2015. The 4th and 5th graders participated in the robotics portion of the competition as well as the project design competition. Big Lake Elementary's Lego team won 1st place in the project competition.



5/4/15	Implement an after school Lego Robotics team will be developed for students in grades 2-5 to participate in the 2015-16 school year. Students in grades 4-5 will be able to participate in district and state competitions.	Complete 02/09/2016	Robin Gamble and Emily Earns	02/05/2016
<p><i>Notes:</i> 5/3/15 An after school legos program will be developed and managed by Robin Gamble and Emily Earns. The groups will meet weekly after school to learn about lego robotics construction and programming.</p> <p>9/16/15 The Lego Robotics program was completed for the 2014-15 school year in March of 2015. The 2015-16 school year's lego robotics after school program will begin in October 2015. It is developed and managed by Robin Gamble and Emily Earns.</p> <p>11/17/15 Mrs. Gamble and Mrs. Earns has begun the 4th and 5th competition team sessions and additional times will be scheduled for grades 2 and 3 after the competition groups are more underway.</p> <p>2/9/16 Mrs. Gamble and Mrs. Earns' Lego Robotics team won the project portion of the district competition and participated in the State Competition on January 16, 2016. These teachers are now heading up lego groups for two weeks each month, one grade level per month to develop a bigger interest in the Lego Team for upcoming years.</p>				
5/5/15	A Science Olympiad Coach will be established to lead a team of students in grades 3-5 to promote the application of scientific concepts.	Complete 04/11/2016	Chrissy Lovelace	04/01/2016
<p><i>Notes:</i> The Science Olympiad team will promote the application of scientific principles and concepts through projects and hands on activities with students. The team will meet after school and participate in the district and state competitions.</p> <p>11/17/15 Mrs. Leadbetter has been designated as our Science Olympiad teacher and Mr. Gardner provided her with the Science Olympiad information. Mrs. Lovelace will meet with Mrs. Leadbetter to finalize the schedule and plan for the activities.</p> <p>4/11/16 A team of 5th grade students attended and competed in the district's Science Olympiad on Saturday, April 9, 2016. Mrs Leadbetter and Mr. Mickelson was very proud of how hard their team worked both during weekly meetings to prepare as well as the at the competition.</p>				
5/4/15	Develop a before and after school tutoring program for the 2015-16 school year to provide additional support for low performing students.	Complete 04/22/2016	Chrissy Lovelace	04/29/2016

*Notes:* 5/3/15 Chrissy Lovelace will determine students in need for a before or after school computer based tutoring program. She will be implementing two sessions of tutoring one for primary students and one for intermediate students. One running for two months beginning in October 2015 and one running for two months beginning in January 2016

9/16/15 The first session of Before and After School Tutoring groups began work on Tuesday September 8, 2015 and runs until December 18, 2015. The second session will begin on January 4, 2016 and run through March 2015. This year we also implemented an after school homework club where a maximum number of 30 students meet to work on homework assignments, read, take AR tests or work on Moby Max and Spelling City with the assistance of staff members to monitor and teach/reteach material. This first session began on September 8, 2015 and runs through December 18, 2015 meeting three days a week. A second session of Homework club will also begin in January 2016.

11/17/15 Both Before and After school tutoring is going well. There have been a few attendance issues but reminders have gone out to parents. Mrs. Lovelace has organized additional intervention materials for supervisory personnel can use with students in a one on one situation. The small lessons are for areas they are having difficulties in the Lexia and Moby Max intervention programs.

4/25/16 Before and After School Tutoring was completed on Friday, April 22, 2016 for the school year. The programs utilized the computer based Lexia Core 5 and Moby Max programs to provide interventions in Reading and Math skills. Students worked hard and the teachers provided additional assistance through small group and one on one instruction as needed. Improvements were seen in almost all of the students who attended on a regular basis and it was definitely a positive experience for all involved. We look forward to utilizing it again next year.

8/25/16 A Battle of the Books Coordinator will be established to work with 3rd, 4th, and 5th grade teams of students participating in the District Wide Battle of the Books competition.

Complete 04/19/2017

Bre Reintsma

02/28/2017

*Notes:* The coordinator will organize student teams for each grade level and meet with students to discuss books being read and practice for the competition. The Coordinator will also attend the District Wide Competition to oversee and coach the teams during the event.

2/9/17 Robin Gamble and Connie Service have been coordinating the battle of the books teams. The competition is February 11, 2017

4/19/17 Battle of the Books competition was held on February 11th and the 3rd and 5th grade teams attended.

8/25/16 Develop a before and after school tutoring program for the 2016-17 school year to provide additional support for low performing students.

Complete 04/19/2017

Chrissy Lovelace

04/06/2017

*Notes:* The Instructional Coach will oversee the organization and implementation of the before and after school tutoring programs. Students will be invited based upon data, parent requests and teacher recommendations. Students will be provided computer based instruction and additional individualized instruction based upon needs.

9/27/16 The before and after school tutoring program began operation on September 6, 2016. The students are meeting 4 days a week (Monday through Thursday) and are utilizing the instructional web based programs, Lexia Core 5 and Moby Max (math) to work on individualized skills in literacy and math. Student progress is monitored weekly and students are provided additional support to assist struggling students in a one on one setting with an instructor. These tutoring sessions will last until December 20, 1016 and another group of interventions will run from January until April.

2/9/17 The second round of before and after school tutoring sessions have begun. This session runs from January 6th through April 13th. Students continue to work on literacy and math skills. At this time we have approximately 48 students participating in these programs. We are also running an after school homework club with approximately 10-12 students enrolled. These students are provided time to complete nightly homework assignments with help from school staff members as well as access computer programs and websites such as AR tests, Moby Max, Lexia and Spelling City.

4/19/17 The 2016-17 Before and After School tutoring programs ended on April 13th. We are looking forward to analyzing MAP and Aimsweb data to determine growth made by the students attending these programs.

4/28/16	Science O Coordinator will be assigned to instruct and lead a Science O Team from Big Lake Elementary in the District Competition.	Complete 04/19/2017	Bre Reintsma and John Gardner	04/14/2017
	<p><i>Notes:</i> A Science O Coordinator will be established and paid a stipend to organize and oversee the Big Lake Elementary Science O Team. This coordinator will work with students preparing them and lead them in the Annual District Competition.</p> <p>2/9/17 Science O started in January and Mrs. Jorgenson and Mrs. Leadbetter are heading that up. This year the program has had a large number of participants enroll in the program. The group meets every Monday after school.</p> <p>4/19/17 The Science O team participated in the district Science O Olympiad in April and the students enjoyed their weekly activities and the district competition of seventeen stem activities.</p>			
5/30/17	Before & After School Tutoring Program for 2017-18 School year	Complete 04/14/2017	Chrissy Lovelace	04/14/2017
	<p><i>Notes:</i> Develop a before and after school tutoring program for the 2016-17 school year to provide additional support for low performing students.</p>			
4/28/16	Lego Robotics program	Complete 04/26/2017	Chrissy Lovelace	04/28/2017
	<p><i>Notes:</i> Students will be provided the opportunity to participate in the Legos Robotics programs for grades 1-4 in building and programming lego creations. 5th Graders will build lego robotic creations, design projects, and participate in the District and State Lego Competitions.</p> <p>2/9/17 The Lego team went to the state competition in January and now the coordinators are working with groups of students at different grade levels with lego robotic kits and programs.</p> <p>4/19/17 After the state competition the Lego Robotics leaders provided grade level specific sessions that included their own designs and mini competitions. These sessions end on April 26th.</p>			
8/25/16	Purchase of Supplies for program instruction and art	Complete 04/28/2017	Bre Reintsma and Chris Sawyer	05/19/2017

*Notes:* Supplies will be purchased for teachers to provide proper instruction in the classroom for projects and activities throughout the year school-wide.

2/9/17 The team discussed what the Art Day fun would look like at our school. We discussed the each grade level would be provided a set amount of funds for projects chosen by the team. The whole school would be working on these projects during a set date. The date will be set for after spring testing around the beginning of May. The team will survey the staff to choose from two dates: 4/28/17 or 5/4/17.

4/20/17 Art day has been scheduled for April 28, 2017. Teachers submitted supply lists and materials are being delivered soon. A discussion was had as to having a single school wide art activity in the 2017-18 school year instead of grade level or classroom activities.

5/30/17 Battle of the Books Coordinator

Complete 11/13/2017

Bre Reintsma

10/13/2017

*Notes:* A Battle of the Books Coordinator will be established to work with 3rd, 4th, and 5th grade teams of students participating in the District Wide Battle of the Books competition.

11/2/17 Robin Gamble and Connie Service are serving as the 2017-18 Battle of the Books Coordinators for grades 3-5.

5/30/17 Lego Robotics Program

Complete 11/02/2017

Bre Reintsma

10/20/2017

*Notes:* Students will be provided the opportunity to participate in the Legos Robotics programs for grades 1-4 in building and programming lego creations. 5th Graders will build lego robotic creations, design projects, and participate in the District and State Lego Competitions.

11/2/17 The Competitive Lego Robotics teams has been established and has begun work for the district competition. Robin Gamble and Emily Earns are Coordinating the Lego Robotics team and additional Lego Robotics grade level sessions that follow the competition.

5/30/17 Science Olympiad Coordinator

Complete 11/02/2017

Bre Reintsma

10/27/2017

*Notes:* Science O Coordinator will be assigned to instruct and lead a Science O Team from Big Lake Elementary in the District Competition.

11/2/17 The Science Olympiad Coordinators for the 2017-18 school year will be Jackie Leadbetter and Heather Roberts  
2/21/18 Heather Roberts and Jackie Leadbetter are meeting with students weekly and their competition is in April 2018.

9/27/17	Before & After School Tutoring	Complete 09/27/2018	Chrissy Lovelace	03/29/2019
	<p><i>Notes:</i> Before and After School tutoring began on September 5, 2017. It runs through March 30, 2018. As of September 27th we have 20 students enrolled in the before and after school tutoring program. This number will fluctuate depending on additions based on student needs brought up by classroom teachers in grade level meetings. Chrissy Lovelace will monitor the tutoring assistants and student progress of the course of the the program's duration.</p> <p>2/21/18 Before and After school tutoring is going well. The number of students participating is not as high as last year but we continue to work diligently with students attending.</p> <p>Before and After School Tutoring is up and running. Approximately 30 students are participating in the program at this time. They meet Monday through Thursday weekly and participate in 45 minutes of individualized program instruction.</p> <p>5/1/18 Before and After school tutoring was completed on 3/30/18 for this school year. Approximately 26 students participated in the program throughout the year. They met Monday through Thursday from Sept 6th until March 30th. This program will be utilized in the 2018-19 school year so the target date has been extended to reflect that.</p> <p>9/27/18 No additional funding available for Before and After School tutoring. Scheduling was adjusted to meet the needs of those students attending this program.</p>			
9/27/18	Battle of the Books Coordinator		Bre Reintsma	03/30/2020
	<p><i>Notes:</i> Coordinator will provide practice sessions for the teams and oversee the District Competition.</p> <p>2/28/19 This coordinator works with students each year preparing for the district competition so the completion date has been extended to include the FY20 school year.</p>			
9/27/18	Lego Robotics Program		Bre Reintsma	04/30/2020

*Notes:* Students will be provided the opportunity to participate in the Legos Robotics programs for grades 1-4 in building and programming lego creations. 5th Graders will build lego robotic creations, design projects, and participate in the District and State Lego Competitions.

2/28/19 Students participate annually in the district Lego Robotics competition and additional Lego Robotic sessions are established for 2nd-5th grade so a coordinator is assigned each year. The completion date for the Lego Robotics coordinator has been extended to include the FY20 school year.

9/27/18 Science O Coordinator

Bre Reintsma

05/24/2020

*Notes:* Science O Coordinators provide practice sessions for students participating in the Science O program as well as oversee students during the Science O competition.

2/28/19 Students participate in the annual District Science Olympiad competition so a coordinator is assigned each year. The completion date for this coordinator has been extended to include the FY20 school year.

**Implementation:**

**Evidence**

4/9/2014  
Growth over time measurements will be taken from the Spring MAP and SBA scores. Attendance report will also be submitted regarding this program.

**Experience**

4/9/2014  
Mary Oberg identified students exhibiting below proficient skills using MAP data and SBA scores. These students were invited to participate in an after school extended learning program beginning January 21, 2014 and ending March 27, 2014. The targeted students were in 3rd, 4th, and 5th grades. The areas of instruction were reading, writing and math, both instructional and computerized. Bussing was arranged and snacks were planned with Nutrition Services.

**Sustainability**

4/9/2014  
This objective has been completed as of March 27, 2014. This use of this program will be revisited depending on need, budget and staffing in the 2014-15 school year.

Core Function:		Professional Development			
Effective Practice:		Domain 5.0- There is evidence that professional development is based on data and reflects the needs of students, schools, and the district.			
	5.05	Sufficient time and resources are allocated to support professional development outlined in the school improvement plan.(356)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Teachers are provided professional development opportunities within the building and district offered curricular PD. Professional development needs are determined through staff surveys and the school's instructional needs.	Limited Development 09/27/2016		
How it will look when fully met:		Professional Development is an ongoing need for teacher professional growth. It ensures the utilization of researched proven classroom management and instructional techniques and strategies used throughout the building.		Bre Reintsma	05/22/2020
Actions			1 of 2 (50%)		
	10/4/18	Teacher Attendance of ASTE conference	Complete 02/28/2019	Bre Reintsma and Jason Moen	04/30/2019
		Notes: The leadership team will send a number of teachers to the Alaska State Technology Expo (ASTE) conference in Anchorage, Alaska where teachers will learn additional strategies to enhance technology usage and program instruction.  2/28/19 Three teachers attended ASTE conference in Anchorage in February. These teachers returned to school invigorated to implement new technological techniques learned at the conference. The attendees also shared pertinent information to staff regarding digital citizenship. Attendance at next year's conference is dependent upon budgetary constraints.			
	2/28/19	Technology professional development		Chrissy Lovelace, Brenna Reintsma, and Jason Moen	05/20/2020
		Notes: 2/28/19 Additional professional development for technology integration in the classroom. Much in-district expertise will be utilized to reduce cost.			

Core Function:		Title Programs			
Effective Practice:		Parent Involvement (Title I)			



		8.02	There is a process for communicating with ALL members of the school and community who were not a part of the schoolwide planning team about the planning process, data collection, plan development, and plan approval.(2115)(FEP)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>The STEPP team has initiated a process for communicating with all members of the school and community in planning our Title I Plan. This process includes all members collecting data, the plan being initially developed by the team, but we need to improve the involvement of all members for the approval and final development of the plan to create a vested interest by all members. 9/24/14 The STEPP team discusses its meetings with our Big Lake staff during the staff meetings following the quarterly STEPP meetings. Bre Reintsma, the school's principal, will hold an annual Title meeting with the families and community of our school's area to discuss the Title plan's planning process, data collection, plan development and plan approval. We will also continue to provide parents additional information regarding areas of our title plan through the bi-weekly newsletters, connect-ed messages and the website as they happen. 4/12/16 The STEPP team disseminates information about the planning process, data collection, and plan development through weekly staff updates, staff meeting agendas and other committee planning opportunities that staff choose to participate in. We also provide information to parents through our PTA meetings and bi-weekly newsletters, connect-ed messages and the website as they happen.</p>	<p>Limited Development 04/16/2012</p>		

	Priority Score: 2	Opportunity Score: 3	Index Score: 6		
<b>How it will look when fully met:</b>	<p>Chrissy Lovelace will also serve as a team member who will manage and monitor progress toward meeting this objective. A secretary will be established for monthly STEPP/Title I meetings (Carol Turner) who will send information updates out to staff. Another team member (Chrissy Lovelace) will speak briefly to staff at staff meetings to provide additional updates and get staff input and feedback. Monthly updates will also be provided to parents and the community. These stakeholders will be informed via school newsletters (the team secretary will provide this information for the newsletter) and school website updates. A blogging component will be added to the school website to allow for community input and feedback. Mr. Simon, Principal of Big Lake, will continue to attend regular Big Lake Chamber meetings to inform the community of Big Lake's programs. A comment box will be placed in the front office as another opportunity for the community and parents to provide feedback and input. In an effort to increase readership of the school newsletter that is sent home on a weekly basis, a puzzle may be added that reviews articles in the newsletter that parents and their children can complete. Completed puzzles may be submitted to the office for a prize.</p>			<b>Bre Reintsma</b>	<b>05/22/2020</b>
<b>Actions</b>			<b>4 of 6 (67%)</b>		
	5/5/15	An Annual Title I meeting will be held to inform parents and community members about Big Lake Elementary's Title I budget and plan. This meeting will be informational for parents and community members but also used to gather feedback from the community to help guide the plan and direction of the school.	Complete 10/30/2015	Bre Reintsma	11/30/2015
	<p><i>Notes:</i> 5/4/15 A catered meal will be provided for parents and community members attending the Annual Title I meeting. This meeting will be lead by Mrs. Reintsma and will provide the community with information about Big Lake Elementary and the Title I programs being supported by our Title I funding. It will also be used to gather feedback from families and community members about the school's focus and direction.</p> <p>11/2/15 This meeting was established through the use of a video instead of a sit down dinner type situation. Mrs. Reintsma spoke with parents briefly about parent involvement at the open house and the parents were provided information regarding the Title funding through the presentation of the video during parent teacher conferences.</p>				
	9/27/16	2016-17 Annual Title I Meeting	Complete 09/26/2016	Bre Reintsma and Chrissy Lovelace	10/07/2016

*Notes:* 8/11/16 The Annual meeting informs parents about the Parent Involvement Policy, Data collection and usage, school funding and allocations of funds for staffing support, as well as school, program and student support. Input from parents is used to determine further appropriation of funding to support the needs of the school's students and staff.

9/26/16 The 2016-17 Title I meeting was held in conjunction with the school's Open House event on September 13, 2016. A group of 5th graders performed a skit that informed parents about their rights and responsibilities as parents of a Title I school. The skit was videoed and run continuously in the Library during the Open House. Parents were able to watch the video and have discussions with parents about the Title plan, school functions, and any other topics they were inquiring about. Parent involvement flipbooks, explaining the Parent Involvement Policy, were distributed to families as well.

12/13/16 Purchase and installation of a new large screen and projector system in the gym.

Complete 04/19/2017

Bre Reintsma and John Gardner

05/12/2017

*Notes:* A new pull down large screen and projector system will be purchased and installed in the gym to be utilized during parent involvement activities as well as being used to present information about our title plan, its development, and its implementation to parents, especially during our annual Title I Meeting with parents and the community.

2/9/17 The ceiling mounted projector and screen system have already been purchased and maintenance is working on the installation process. With the new screen and projector system we are now needing to look at the speaker system in the gym.

4/19/17 The new large screen and projector were installed in the gym on April 7, 2017 and have already been used multiple times during and after school.

5/13/16 Quarterly Family Involvement Events

Complete 05/15/2017

Bre Reintsma

05/26/2017

*Notes:* Each Quarter at least one family involvement event is scheduled to enhance family involvement in Educational Activities. These events will include activities related to informing parents about the classroom activities, and evening events designed to enhance the instruction of core content areas and promoting the continued use at home. Each event will be allotted an amount of money to provide for necessary materials to make it a success.

9/26/16 Ice Cream Social was held on August 11th. It went very well. Families were greeted and served ice cream then visited their students teachers. Class lists were set up in the grade level's hallway and teachers were sitting at tables outside their doors to meet and greet families. Families were able to walk their children to their classrooms, determine their child's teacher as well as meet them. It was a very successful event. We served over 400 bowls of ice cream to families.

9/26/16 Open House was held on September 13, 2016 from 5:30-7:00 pm. Families met in the gym for cupcakes prepared by the Career Tech Culinary Arts Program and then Parents were able to visit classrooms and talk with teachers. All teachers provided grade level specific informational flipbooks to families and discussed various topics and built relationships with the families of their students. It was quite successful.

10/27/16 Our Annual Camp Read-A-Lot took place on October 11, 2016. This is a change from previous years as it is usually held during the month of February. This year we added tents outdoors with a real campfire. Families were provided a camp type dinner with hot dogs, chips, and pink lemonade. Students received camping bracelets to place their stickers on after listening to stories in the different themed tents set up in the gym as well as outdoors. Students earned stickers in the tents to be their ticket to receive a free book and s'more package. This gym and outdoor areas were transformed with tents, lighting, backdrops and the staff manning the tents were dressed as campers and other themed attire. It was a fun time for staff, students and all family members who participated. The survey results were very positive about the event.

11/10/16 The Veteran's Day celebration was a huge success. We had many families, community members and veterans attend. Students gave a musical performance with a historical narration, songs, and band playing. This performance honored all the veteran's young and old. All in attendance visited classrooms, talking with students, viewing artwork that they had created and used as decorations in the hallways for the event and shared ice cream. We had over 700 in attendance. The students not only were giving something for someone else but also learned a lot about veterans and what it means to serve our country.

1/27/17 Pastries for Parents was held at 8:30 am on Friday, January 13, 2017. This event was very successful and held in conjunction with our 2 quarter AR Assembly. Families arrived and enjoyed donuts, coffee,

juice and milk. All students attending received a free book that they read with their parents during this event. Students went to class around 9:00 am and parents were able to enjoy a few moments of coffee and pastries before the beginning of the AR at 9:30 am.

2/28/17 Science Night was held on February 15, 2017 and was well attended. Families were involved in various science experiments set up in the gym and watched demonstrations presented by Houston High School Science teacher and his team of AP Chemistry students. A pasta dinner was purchased from the district's Nutrition Services for all families to enjoy free of charge and a fireworks display was donated and performed by Gorilla Fireworks. All families also took home an At Home Science bag containing the materials and directions for 10 additional science experiments to be enjoyed as a family at home.

4/19/17 Dr. Seuss Night was held on March 9, 2017. Thirteen different Dr. Seuss inspired activities were set up for families to enjoy. A taco dinner from Nutrition services was provided for families as well. Families made Oobleck, butter, wockets for their pockets, creative hats, and were challenged with physical activities and STEM building Challenges to name just a few things. It was well attended and enjoyed by families.

10/1/19 Purchase Scholastic Books to distribute at Parent Engagement Events

Chrissy Lovelace

05/15/2020

*Notes:* Books are distributed to families during Parent Engagement Events.

5/9/17 Quarterly Family Involvement Events

Chrissy Lovelace

05/20/2020

*Notes:* Each Quarter at least one family involvement event is scheduled to enhance family involvement in Educational Activities. These events will include activities related to informing parents about the classroom activities, and evening events designed to enhance the instruction of core content areas and promoting the continued use at home. Each event will be allotted an amount of money to provide for necessary materials to make it a success.

9/27/17 The Open House took place on August 31, 2017 from 5-6:30 pm. Families visited classrooms. Students showed their families what they are doing in class. Parents were able to speak with teachers and other staff members including the principal and assistant principal to learn more about the school as well as Title I and how it looks at Big Lake Elementary.

11/2/17 Camp Read-A- Lot was held on October 5th. It was a huge success! We had tents in the gym only because of weather conditions

but the families still enjoyed great stories, food and activities. We had special guests such as the Big Lake Fire Department and Iditarod musher Martin Buser in attendance. Wendy's donated chili for everyone which were served with hot dogs, chips and lemonade. Fun was had by all!

3/8/18 3rd quarter we had two parent engagement events. On January 19, 2018 we held the annual pastries for parents event at 8:30 am. Coffee, milk and pastries were served and books distributed to all children in attendance. This event coincides with the 2nd quarter AR and Student of the Quarter Assembly.

On March 8, 2018 the annual Dr. Seuss night was held. the event took place from 5-6:30 pm. New activities were created, a taco dinner was provided. Families participated in math, science creative, reading and physical activities designed for all age levels. Fun was had by all. Positive feedback was given from attending families

5/1/18 The school has completed Family Engagement events almost monthly throughout the year. They have been well attended and survey results have been very positive. Additional Family Engagement Events will be established for the 2018-19 school year also so the target date has been extended to reflect this.

9/27/18 The Title event purchases through Title I includes supplies for event activities as well as purchases from the District's Nutrition Services Dept for meal provisions and personnel.

11/6/18 In September the school held its open house and Title I Annual Meeting as the first quarter parent engagement event. This event was a success. It was well attended and parent surveys showed parents were pleased with the event. Camp Read-A-Lot was held on October 18th as the 2nd qtr Parent Engagement event. The topic of reading with your child was discussed, parents received flyers with ideas to help your child with reading, math, spelling and writing. The event was well attended and parents raved about the evening.

2/28/19 In January Pastries for parents was combined with the 2nd quarter AR awards assembly. Families enjoyed pastries, coffee, juice and milk with their children until the school day began. Each child received a free book so families read books and enjoyed their morning treats together. Mrs. Reinstma then addressed student reading achievement and student of the quarter awards during the AR

assembly. This event was well attended and families enjoyed talking with staff in a more informal atmosphere and attending the Award Assembly for their children.

The Dr. Seuss event occurred on February 21st this year. Families enjoyed various Dr. Seuss activities designed to encourage creativity and related to all academics areas. Families also enjoyed a catered taco dinner from the District's Nutrition Services. Fun was had by all and surveys reported many positive comments regarding the school and activity.

Parent engagement events are an integral part of the Title I budget. Providing parents with opportunities to engage with their students in creative and learning activities at the school are an essential part of linking school and home in the educational process so the completion date has been extended to include the FY20 school year.

**Implementation:**

11/18/2015

**Evidence**

9/5/2013

All events and dates have been recorded and will be shared with the staff at the next staff meeting. Input will be taken and adjustments will be made as the year goes on. Parents will be informed of any and all upcoming events biweekly with the school-wide newsletter and through connect ed phone calls. Parent involvement feedback will be collected at each event to make further improvements for future events.

11/18/2015

The Staff is informed about the developments of the STEPP plan through staff meeting discussions and informational weekly updates from the principal about upcoming Title events, activities and developments. Teachers are also providing data and input in regards to the continued efforts of assisting students within the school day and in before and after school interventions. The public is made aware of any Title I or STEPP developments, activities and programs through the use of bi-weekly newsletters, connect-ed messages, the activity board outside the school, classroom newsletters, and through access and posts on our school website.

**Experience**

9/5/2013

As a group the members of the STEPP and School Climate teams discussed and determined dates for quarterly parent involvement events for the 2013-14 school year. The dates are as follows:

Quarter 1: Open house Sept. 19th 6-7:30 pm

Quarter 2: Holiday Craft Night Dec. 12th 6-7:30 pm

Quarter 3: Cabin Fever Dinner/Dance Feb. 13th 5-6 eat 6-7:30 pm

Quarter 4: Chili Challenge/Attend to Win March 27th 6-7:30

Events and its association with our Title Plan was discussed and established.

The STEPP team was also established and meeting dates were also established at this meeting.

11/18/2015

There is a continuing effort on the part of the STEPP team and Big Lake Elementary's staff to inform all parties of the developments of the Title I or STEPP plan. The STEPP team meets regularly and provides updates to staff members and the staff provides information to parents in a variety of ways.



**Sustainability**

9/5/2013

As a group the members of the STEPP and School Climate teams discussed and determined dates for quarterly parent involvement events for the 2013-14 school year. The dates are as follows:

Quarter 1: Open house Sept. 19th 6-7:30 pm

Quarter 2: Holiday Craft Night Dec. 12th 6-7:30 pm

Quarter 3: Cabin Fever Dinner/Dance Feb. 13th 5-6 eat 6-7:30 pm

Quarter 4: Chili Challenge/Attend to Win March 27th 6-7:30

Events and its association with our Title Plans were discussed and established.

The STEPP team was also established and meeting dates were also established at this meeting.

Events and dates will be established for the next school year in the fall of 2014.

11/18/2015

The school staff will continue to communicate to parents about Title I or STEPP developments and activities through newsletters, messages and updating our website. Each year a team member will be given the duty of updating the website and all messages and school wide newsletters will be the responsibility of a separate team member. All staff members will be given opportunities for input in the plan development as well as communication of the information to families and community members.