

Portland Public Schools

2018 – 2019 School Success Plan DRAFT

Principal Name: Terry Young

In preparation for the 2018 –2019 school year, each school will (1) identify up to three priority areas for instructional focus, and (2) outline the school’s plan for supporting students, teachers, parents and community members to maximize student achievement (strategies for improvement). This will provide a focused plan of action to move your school to the next level of student achievement. The plan is a dynamic document and priorities may change during the course of the school year. This plan should integrate Title IA and other school-based plans.

Complete this template utilizing information from your school's data review

- Step 1: Summarize your school’s current strengths based on your review of data.
Step 2: Identify three (3) priority areas for improvement based on your review of data.
Step 3: Outline the specific supports and/or interventions that will be provided for students in each priority area. Be specific with your strategies for each student population (i.e. ELL, IEP, African-American, SES, GT, etc.)
Step 4: Outline how you will support teachers and build staff capacity in each priority area.
Step 5: Outline how you will engage parents/community members to support the school’s work in each of your priority areas.
Step 6: Describe the types of support that your school will need from central office in order for you to achieve your school goals in 2018-2019.

1. Current Strengths:

Communication- Longfellow is committed to communicating regularly with our families through web based media and print. The school, in conjunction with the PTO, sends home a monthly newsletter to families. We continue to work to use our school website to its fullest potential. For example, we have tried to regular post announcements about our school and its successes throughout the year.

Staff- our staff (teachers, ed techs, custodians, specialists and administrators) are dedicated professionals who are committed to the success of all of our students.

Climate Data (Students) 1.) 96% of students surveyed (3,4 and 5) believe: My school (often/always) wants me to do well. 2.) 96% of students surveyed (3,4 and 5) believe: Teachers at Longfellow (often/always) treat me with respect. 3.) 93% of students surveyed (3,4 and 5) (often/always) feel safe at school.

Our **PTO coordinates after school clubs** that allow children to have varied experiences throughout the school year. In the past, students have been offered opportunities such as yoga, pottery, dance or chess. They raise funds to provide cultural enrichment opportunities for all students in all grade levels throughout the year. Activities include residencies in African drumming, performance art, as well as many field trips to places like the Portland Museum of Art.

Green Team-Our club looks at the current recycling practices in our school and work to expand recycling focused on the principles of REDUCE, REUSE and RECYCLE. The club is student lead with adult guidance.

Volunteers- parents, Deering High School Students, and Foster Grandparents support the students at Longfellow. These adults (and young adults) support students who struggle academically as well as students who may need further enrichment opportunities. **Volunteers provide over 2000 hours each year.**

Intramural sports take place before and after school and provide students with opportunities to be physically active in a safe way. Students can participate as a player, captain, spectator, referee, and/ or timekeeper. This year Longfellow will offer soccer, floor hockey, basketball, and volleyball.

Longfellow supports community-building events like our **Back-to School Barbeque, Our Diversity Dinner and the Spring Fair** that serve as community building events.

2. Priority Areas for Improvement:

Longfellow Priority Area #1: Mathematics

District Goal 1: Achievement

Improve student achievement in mathematics as captured in common local (NWEA) and state assessments (MEAs)

Longfellow Priority Area #2: Social Emotional Learning

District Goal 2: Whole Student

Increase student success in school with a focus on Social Emotional Learning. Students will be better able to:

- Know and can manage themselves
- Understand the perspectives of others and relate effectively with those perspectives
- Make sound choices about personal and social decisions

Second Step Roll-Out

Teachers are actively involved in rolling out Second Step school-wide

Continued Focus on Growth Mindset

Support student learning in their understanding of what it means to have a Growth Mindset

PBIS

Work to become better aligned to district PBIS expectations.

1. Mathematics Instruction:	<i>Students need:</i>	<i>Teachers Need:</i>	<i>Parents Need:</i>
<p>Data Overview: Math- 2016-2017 45% made growth as measured by the NWEA Math- 2017-2018 55% will make growth as measured by the NWEA Math- 2018-2019 65% will make growth as measured by the NWEA</p> <p>Mathematics Goals A. Mathematics Instruction Longfellow will continue our momentum in math from 2017-2018 by working to institute the district-wide expectations of Focus, Coherence, and Rigor in mathematics through professional development and time working collaboratively with school based teams. Some areas of focus are as follows:</p> <p>a. Number Talks b. District Read Aloud c. Teaching Engaging Mathematics</p>	<p>Differentiated learning opportunities</p> <p>Opportunities to share mathematical reasoning with peers orally and in writing.</p> <p>Involvement in goal setting related to growth in mathematics.</p>	<p>Opportunities to participate in Professional Learning throughout the year.</p> <p>Use NWEA/CPAA data to establish Growth Goals for each grade level.</p> <p>Work collaboratively with teaching teams to identify the learning needs of all students, and design interventions to support growth.</p> <p>Continue to provide systematic interventions for students who are struggling in math.</p> <p>Continued opportunities to collaborate with colleagues around data and student work samples.</p>	<p>Opportunities to learn more about national/ state standards at each grade level as they relate to the instruction in Mathematics.</p>

<p>Priority Area 2. Social Emotional Learning: Data Overview: (See Elementary School Climate Survey)</p> <p>38% of students surveyed (3,4 and 5) believe: Students in my class (never/sometimes) behave so that teachers can teach.</p> <p>27% of students surveyed (3,4 and 5) shared: I (never/sometimes) like school.</p> <p>21% of students surveyed (3,4 and 5) believe: Good Behavior is (never/sometimes) noticed at my school.</p> <p>Social Emotional Goals A. Second Step Rollout a. Develop a pacing guide-K-5 Expectations b. Support teachers in adhering to the pacing guide and committing to the instructional requirements for Second Step. c. Community Meetings focused on the reinforcing concepts from Second Step d. November Check-In Successes/ Challenges for staff e. align our HOWLs with Second Step language f. Staff Reflection g. Assessments: School Climate h. Opportunities i. Survey/ TNTP</p>	<p>Students</p> <p>Opportunities to participate in the 2nd step curriculum.</p> <p>Opportunities to learn about the Importance of having a growth mindset.</p>	<p>Teachers Need:</p> <p>Participate in Professional Learning throughout the year related to social emotional learning</p>	<p>Parents Need:</p> <p>Updates of the various ways our school community is incorporating growth mindset into our work with children.</p>
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<p>B. Continue Focus on Growth Mindset with students. Growth Mindset language has been adopted and implemented in classrooms. We will continue to have a school-wide focus on the importance of students having a growth mindset in school and in life.</p> <ul style="list-style-type: none"> a. Provide teachers opportunities to share ways they have focused on growth mindset in their classrooms. b. Highlight student growth mindset in action...Share examples of what a growth mindset looks like. <p>C. PBIS Longfellow will continue with the initial steps of implementing PBIS.</p> <ul style="list-style-type: none"> a. As a staff, develop HOWLs for Longfellow. b. Develop a roll-out for HOWLs for staff and students c. Continue to refine playground, hallway, and lunchroom expectations. 			
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Data- MEAs

Mathematics 2015-2016

**Well Below State Expectations (15% 25 Students) Below State Expectations (27.04% 43 Students)
At State Expectations (37% 60 Students) Above State Expectations (20% 31 Students)**

Mathematics 2016-2017

**Well Below State Expectations (9.5% 14 Students) Below State Expectations (30% 44 Students)
At State Expectations (40% 59 Students) Above State Expectations (20% 30 Students)**

Mathematics Summary (Two Year)

2015-2016 At/ Above 57% 2016-2017 At/ Above 60%

Mathematics 2017-2018

**Well Below State Expectations
Below State Expectations**

At State Expectations
Above State Expectations

Reading

2015-2016

Well Below State Expectations (12% 20 Students)

Below State Expectations (20% 32 Students)

At State Expectations (31% 49 Students) Above State Expectations (36% 57 Students)

2016-2017

Well Below State Expectations (11% 17 Students)

Below State Expectations (14% 22 Students)

At State Expectations (32% 48 Students) Above State Expectations (41% 61 Students)

Reading Summary (Two Year)

2015-2016

At/ Above 67%

2016-2017

At/ Above 73%

Mathematics 2017-2018

Well Below State Expectations

Below State Expectations

At State Expectations

Above State Expectations