





Artondale Elementary School Improvement Teams 2016-2017

2016- 2017 SIP TEAMS	ELA 	MATH 	SCIENCE 	CLIMATE 
Kinder	KJ Colombini	Lead: Liz Vela	Sally Brandt	Hali French
First	Lead: Andrea Bailey	Rashelle Pratz	Rebecca Macrea	Cindy Eaglin
Second	Ann Stroud	Lead: Michelle Booth	Jessica Buchancan	Cheryl Mackay
Third	Lead Writing: Amy Waage	Jill DeYoung	Monica Belford (Kathy Wilcox)	
Fourth	Lead Reading: Delanie Oake	Kristina Johnston	Jessica Glogovac	
Fifth	Cindy Vaucher	Jackie Bray	Lead: Susan Willis	
Interventionist	Amanda Hill	Debra Hughes		Lead: Mimi Mathews Paula Canady
Specialist			Kathy Johnson Trish Verdella- Keenan	Mike Fabiani Lora Duncan

Smart Goal Worksheet

School: Artondale Elementary

Team: Math

Leader: Michelle Booth and Liz Vela

- **District Goal:** The primary focus of our work is for all students to meet or exceed rigorous standards. All students are challenged to perform at their highest level and will show continuous improvement.
- **Strategies:** Deliver an articulated K-12 core curriculum that is aligned with standards and taught with fidelity; Utilize assessment data that measures progress and informs instructional decisions; Provide additional instructional support for every student falling below achievement expectations; align resources for classroom support, professional development and evidence –based teaching strategies.
- **Measures:** Improvement in individual scores in reading, writing, math, and science as indicated by district and state assessments; Increased numbers of students moving up in level of achievement; Increased enrolment and success in AP and advanced courses and exams; Increased numbers of students prepared for success in the workplace, post-secondary education, and civic responsibilities; Increased number of ninth graders on track to graduate.

SMART Goal:

By June 2017 Artondale Elementary will increase the number of students meeting or exceeding proficiency from the 2015-2016 to the 2016-2017 school year as measured by the Math Smarter Balanced Assessment (3rd, 4th and 5th) and M-Comp (1st, 2nd). See the cohort chart below for goal outcomes.

AIMS M-Comp % in Tier I	2014-2105	2015-2016	GOAL for 2016-2017
1st gr	24	35	40
2nd gr	29	47	40
SBA % Proficient	2014-2105	2015-2016	GOAL for 2016-2017
3rd gr	73	83 (state 59)	AIMS: 52 SB:
4th gr	69	67 (state 58)	88
5th gr	69	62 (state 49)	72

By June 2017, the number of 2nd grade students at Artondale Elementary meeting or exceeding proficiency will increase by at least 5 percentage points from 1st grade to 2nd grade cohort (2015-16 to 2016-17 school year), from 35% to at least 40% proficient on the AIMSweb MComp.

By June 2017, the number of 3rd grade students at Artondale Elementary meeting or exceeding proficiency will increase by at least 5 percentage points from 2nd grade to 3rd grade cohort (2015-16 AIMSweb MComp to 2016-2017 AIMSweb MComp), from 47% to at least 52% proficient and/or at least 15% higher than the state, as measured by the 2017 Math Smarter Balanced Assessment.

By June 2017, the number of 4th grade students at Artondale Elementary meeting or exceeding proficiency will increase by at least 5 percentage points from 3rd grade to 4th grade cohort (2015-16 to 2016-17 school year), from at least 83% to at least 88%, and/or at least 15% higher than the state, as measured by the 2017 Math Smarter Balanced Assessment.

By June 2017, the number of 5th grade students at Artondale Elementary meeting or exceeding proficiency will increase by at least 5 percentage points from 4th grade to 5th grade cohort (2015-16 to 2016-17 school year), from at least 67% to at least 72%, and/or at least 15% higher than the state, as measured by the 2017 Math Smarter Balanced Assessment.

Rationale:

- AIMS Web OR data is being used for grades 2 and 3 because of the strong correlation between AIMS Web and SBA
- Schools that look at assessment together and modify the instruction based on student need and skills, have students who are more successful.
- Monitoring student progress allows teachers to provide interventions for struggling students and drive instruction for all students.
- The home school connection and parent education support student learning and help lead to increased student achievement

Attachment to the Pillars:

- E - engagement
- A - assessment
- C - collaboration
- COM - communication

Strategies & Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness	Professional Dev. & Support
Strategy: Implement a balanced Math block (60 minutes minimum) that includes best practices, a common curriculum, and assessments that drives instruction.				
<p>Action #1 Tier I</p> <p>Teachers will work together to provide a 60-90 minute math block.</p> <ul style="list-style-type: none"> ● A Follow the district adopted curriculum frameworks and assessments. ● Provide math fact fluency/computation ● E Use of high leverage engagement techniques ● E Implement best practice and instructional strategies. <p>COM</p> <p>K-2 Teachers will provide communication to families regarding topic introductions in weekly/monthly newsletters.</p> <p>3-5 Teachers will send home tests/work with notes on reteaching during weekly/monthly newsletters.</p>	<p>All classroom teachers</p>	<p>Throughout the 2016-2017 year</p>	<p>A Growth on the classroom and district assessments. Use Homeroom to track growth.</p>	<p>C/E Collaboration Wednesday conversations and communications about math data, RTI and engagement techniques..</p> <p>2017-2018</p> <p>C Professional development for application problems (Mathematical Practices 1 and 4: Makes Sense of Problems and Persevere in Solving Them and Model with Mathematics)</p> <p>2016-17</p> <p>C Professional Development for Mathematical Discussions (Mathematical Practices 2 and 3: Reason Abstractly and Quantitatively and Construct viable arguments and critique the reasoning of others</p> <p>E/ C 5th grade TDG work</p>
Strategy: Teachers will monitor student progress by administering formative assessment, providing opportunities to inform instruction				
<p>Action #2 Tier I, II and III</p> <p>A Teachers will identify students' performance levels through the use of:</p> <ul style="list-style-type: none"> ● AIMS WEB MCOMP and MCAP ● Envisions End of the Year Assessment 	<p>All classroom teachers</p> <p>AK - uses EOY in Jan. and June only</p>	<p>AEnd of the Year Assessment and AIMS Web needs to be given by end of September, January, and June. (see assessment calendar for dates to be entered)</p>	<p>AFact Fluency Assessments</p> <p>AAIMS WEB-M-Comp and M-Cap</p> <p>AEnvision End of the Year Assessment</p> <p>AKindergarten uses district assessments</p>	<p>CCollaboration Wednesday conversations on math data and RTI.</p> <ul style="list-style-type: none"> ● Data Teams-Use data to inform instruction.

<ul style="list-style-type: none"> • End of Topic assessments/per pacing chart • Formative Assessments: Quick Checks 				
<p>Action #3 Tier II and Tier III</p> <p>Provide intervention for struggling students in small groups who have not met standard on daily math instruction.</p> <ul style="list-style-type: none"> • Classroom based intervention • Envision Intervention Kit 	<p>A All classroom teachers will use formative and formative assessments and to determine Tier 2 and Tier 3 intervention groups.</p>	<p>Ongoing throughout the year.</p>	<p>A Teachers will reassess Tier 2 students and Tier 3 students on a regular basis based on the intervention goals set by teachers.</p>	<p>Teachers will learn and implement RTI strategies.</p> <p>C Collaboration Wednesday:</p> <ul style="list-style-type: none"> • Envision Intervention Kit • Math RTI--identifying the essential learning outcomes for each grade level in order to target interventions.

Additional information and notes to think about:

1. Math Rocks - provide additional resources to PTA that is current with CCSS.
2. Work with Angela May and Natalie Boyle to develop technology links/apps by grade level to support envisions and CCSS to post on our Website and publish in our newsletters.

Smart Goal Worksheet

School: Artondale Elementary

Team: ELA

Leaders: Delanie Oake, Amy Waage and Andrea Bailey

- **District Goal:** The primary focus of our work is for all students to meet or exceed rigorous standards. All students are challenged to perform at their highest level and will show continuous improvement.
- **Strategies:** Deliver an articulated K-12 core curriculum that is aligned with standards and taught with fidelity; Utilize assessment data that measures progress and informs instructional decisions; Provide additional instructional support for every student falling below achievement expectations; align resources for classroom support, professional development and evidence –based teaching strategies.
- **Measures:** Improvement in individual scores in reading, writing, math, and science as indicated by district and state assessments; Increased numbers of students moving up in level of achievement; Increased enrollment and success in AP and advanced courses and exams; Increased numbers of students prepared for success in the workplace, post-secondary education, and civic responsibilities; Increased number of ninth graders on track to graduate.

SMART Goal:

By June 2017 Artondale Elementary will increase the number of students meeting or exceeding proficiency from the 2015-2016 to the 2016-2017 school year as measured by the ELA Smarter Balanced Assessment (3rd, 4th and 5th) and AIMS OR (1st, 2nd). See the cohort chart below for goal outcomes.

AIMS OR % in Tier I	2014-2105	2015-2016	GOAL for 2016-2017
1st gr	35	49	51
2nd gr	26	48	54
SBA % Proficient	2014-2105	2015-2016	GOAL for 2016-2017
3rd gr	70	84 (State 55)	AIMS OR: 53 SBA: 89
4th gr	64	69 (State 58)	89

5th gr	64	78 (State 49)	74
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By June 2017, the number of 2nd grade students at Artondale Elementary meeting or exceeding proficiency will increase by at least 5 percentage points from 1st grade to 2nd grade cohort (2015-16 to 2016-17 school year), from 49% to at least 54% proficient on the AIMSweb OR.

By June 2017, the number of 3rd grade students at Artondale Elementary meeting or exceeding proficiency will increase by at least 5 percentage points from 2nd grade to 3rd grade cohort (2015-16 AIMSweb OR to 2016-2017 AIMSweb OR), from 48% to at least 53% proficient and/or at least 15% higher than the state, as measured by the 2017 ELA Smarter Balanced Assessment.

By June 2017, the number of 4th grade students at Artondale Elementary meeting or exceeding proficiency will increase by at least 5 percentage points from 3rd grade to 4th grade cohort (2015-16 to 2016-17 school year), from at least 84% to at least 89% proficient, and/or at least 15% higher than the state, as measured by the 2017 ELA Smarter Balanced Assessment.

By June 2017, the number of 5th grade students at Artondale Elementary meeting or exceeding proficiency will increase by at least 5 percentage points from 4th grade to 5th grade cohort (2015-16 to 2016-17 school year), from at least 69% to at least 74% proficient, and/or at least 15% higher than the state, as measured by the 2017 ELA Smarter Balanced Assessment.

Rationale:

- AIMS Web OR data is being used for grades 2 and 3 because of the strong correlation between AIMSWeb and SBA
- Schools that look at assessment together and modify the instruction based on student need and skills, have students who are more successful.
- Monitoring student progress allows teachers to provide interventions for struggling students and drive instruction for all students.
- The home school connection and parent education support student learning and help lead to increased student achievement

Attachment to the Pillars:

- E - engagement
- A - assessment
- C - collaboration
- COM - communication

Strategies & Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness	Professional Dev. & Support
Strategy: Implement a balanced literacy block (120 minutes minimum) that includes best practices, a common curriculum, and assessments that drives instruction in Reading and Writing.				
<p>Action #1</p> <p>Tier I</p> <p>E/A/C</p> <p>Teachers will provide a literacy block of 120 minutes.</p> <ul style="list-style-type: none"> Follow the district adopted Reading Wonders curriculum (Reading and Writing), pacing charts and assessments. Continue to use the leveled book room for differentiated instruction in reading. Use strategies for student engagement Implement best practice and instructional strategies. 	<p>All classroom teachers</p>	<p>Throughout the 2015-2016 year</p>	<p>A</p> <p>Growth on the classroom assessments.</p>	<p>C A E</p> <p>Collaboration Wednesday conversations regarding reading instruction, formative assessment, best practices (such as small group guided reading instruction) and engagement strategies..</p> <p>C E</p> <p>Share with staff how we're differentiating our instruction and engaging all students..</p> <p>C</p> <p>Continue to learn more about the new Common Core Standards.</p> <p>C</p> <p>Peer observations within grade-level teams with time to pre-conference and debrief after.</p> <p>C E</p> <p>Provide CW time to discuss what the best practices are in ELA education.</p>

<p>Action #2 Tier II and III A/C</p> <p>Teachers will use small group instruction in their classrooms to provide differentiated instruction.</p>	<p>All classroom teachers</p>	<p>Throughout the 2015-2016 year</p>	<p>A Growth on the classroom assessments.</p>	<p>C A Collaboration Wednesday regarding guided reading instruction with differentiation and the use of Reading Wonders leveled readers and other available resources</p>
<p>Strategy: Teachers will monitor student progress by administering formal and informal assessment, providing additional opportunities for learning for struggling students, and collaborating with other staff members to inform instruction.</p>				
<p>Action #3 Tier I, Tier II and Tier III A/C</p> <p>Teachers will use district adopted assessments to monitor student growth and progress.</p> <ul style="list-style-type: none"> • Primary Portfolio (K only) • Fountas and Pinell • LAP (Tier II and III only) • STAR test for grades 1 - 5 • AIMS WEB K-5 • End of Unit Reading Wonders Assessments K-5 	<p>All classroom teachers</p>	<p>See the assessment calendar for: AIMSWeb RW Grade-Level Pacing Chart</p>	<p>A Indicators of student, classroom, grade-level and school growth on all assessments.</p> <ul style="list-style-type: none"> • Primary Portfolio (K only) • Fountas and Pinnell • STAR test for grades 1 - 5 • AIMSWeb K-5 	<p>C A Collaboration Wednesday conversations and training about assessments and assessment protocol.</p> <p>C A Professional Development with use of anchor papers and RW rubrics</p> <p>C A Professional development in using collaborative formative assessments for data collection and teaming (PLC)</p>
<p>Action #4 Tier II and Tier III E/A/C</p> <p>Teachers will participate in Grade Level Data Collection and RTI meetings.</p> <ul style="list-style-type: none"> • Data will be collected to monitor student progress for Tier II and Tier III students. • During data team meetings grade level team will share most current data and strategies to improve student progress. • During RTI Meetings teachers will work with the RTI team to 	<p>All classroom teachers.</p> <p>LAP for grades K – 5.</p> <p>RTI team members: Grade level teachers LAP teacher SPED teacher Dean Counselor Principal</p>	<p>Throughout the 2015-2016 school year.</p> <p>See Data Team /RTI schedule built into Collaboration Wednesday schedules.</p>	<p>A Teachers will use district assessments and our school assessment calendar to measure student progress.</p> <ul style="list-style-type: none"> • Primary Portfolio (K only) • STAR test for grades 1 - 5 • AIMSWeb K-5 <p>A Teachers will use the RTI and DATA team worksheets for monitoring progress.</p>	<p>C A Staff will continue learning about data teaming/taca/RTI (PLC)</p>

share concerned students and progress.				
<p>Action #5 Tier II and Tier III E/A/C</p> <p>Provide intervention for struggling students who have not met standard on daily reading instruction.</p> <ul style="list-style-type: none"> ● Classroom based intervention <ul style="list-style-type: none"> ○ Small flexible group instruction based on student level and need. ○ Tier 2 Reading Wonders intervention curriculum based on student level and need. ● LAP <ul style="list-style-type: none"> ○ Small flexible group instruction based on student level and need. ○ Students will be qualified using the school wide assessments and teacher recommendation 	<p>All classroom teachers.</p> <p>LAP for grades K – 5.</p>	<p>Throughout the 2015-2016 school year.</p>	<p>A</p> <p>Teachers will use district assessments and our school assessment calendar to measure student progress.</p> <ul style="list-style-type: none"> ● Primary Portfolio (K only) ● STAR test for grades 1 - 5 ● AIMSWeb K-5 ● Fountas and Pinnell 	<p>C E</p> <p>Collaboration Wednesday teachers will continue to learn about and implement strategies for classroom based interventions. An emphasis will be on differentiation and engagement with small-group instruction</p>
STRATEGY: Provide opportunities for families to be involved in their child’s education.				
<p>COM</p> <p>Provide two events for parents to participate in with their children:</p> <ol style="list-style-type: none"> 1. Holiday Read In - DEC 2. Camp Read A Lot - MAY 	<p>LAP teacher</p> <p>ALL classroom teachers</p>	<p>Holiday Read In - DEC</p> <p>Camp Read A Lot - MAY</p>	<p>Exit slips from families</p>	<p>None</p>
<p>COM</p> <p>Newsletter - Provide information about reading</p>	<p>Teachers</p>	<p>Throughout</p>		<p>None</p>
<p>COM</p> <p>Inform parents of ELA learning targets on a weekly basis in newsletters</p> <p>5th grade will present information through planner.</p>	<p>K-4 teachers</p> <p>5th</p>	<p>Throughout</p>		<p>None</p>

Smart Goal Worksheet

School: Artondale Elementary

Team: Science

Leader:

- **District Goal:** The primary focus of our work is for all students to meet or exceed rigorous standards. All students are challenged to perform at their highest level and will show continuous improvement.
- **Strategies:** Deliver an articulated K-12 core curriculum that is aligned with standards and taught with fidelity; Utilize assessment data that measures progress and informs instructional decisions; Provide additional instructional support for every student falling below achievement expectations; align resources for classroom support, professional development and evidence –based teaching strategies.
- **Measures:** Improvement in individual scores in reading, writing, math, and science as indicated by district and state assessments; Increased numbers of students moving up in level of achievement; Increased enrolment and success in AP and advanced courses and exams; Increased numbers of students prepared for success in the workplace, post-secondary education, and civic responsibilities; Increased number of ninth graders on track to graduate.

SMART Goal:

By June 2017, Artondale 5th graders will increase the percentage of students meeting or exceeding proficiency by at least 5 % points, from 79% to 84% and/or will be at least 15 % (81%) points above the state average, as indicated by the 2017 MSP scores.

Rationale:

- Schools that look at assessment together and modify the instruction based on student need and skills, have students who are more successful.
- Monitoring student progress allows teachers to provide interventions for struggling students and drive instruction for all students.
- The home school connection and parent education support student learning and help lead to increased student achievement

Connection to the Pillars:

- E - engagement
- A - assessment
- C - collaboration
- COM - communication

Strategies & Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness	Professional Dev. & Support
Strategy: Implement a balanced Science block based on standards, including Next Generation.				
<p>Tier I A/C/E Action #1 Science teacher will provide 40 minute blocks of instruction</p> <ul style="list-style-type: none"> Teacher/Science District Team created units Implement best practice and instructional strategies. 	Science teacher Science Team	Throughout the 2016-2017 year	<p>A State Science Assessment</p> <p>A Classroom based formative assessments (Pre & Post)</p> <p>A Trimester Science Tests</p>	<p>C Ongoing STEM Specialist Professional Development through our PLC</p> <p>C Provide CW time to discuss what best practices in science education.</p>
<p>E Action #2 Classroom teachers will integrate science content into the literacy block.</p>	Classroom Teacher	Throughout the 2016-2017 year	<p>A Classroom based assessment will include Performance Expectations met according to NGSS</p>	<p>A/C Teachers will become familiar with the NGSS for their grade level. All classroom teachers will have a NGSS book to help with integration and assessment.</p> <p>C Provide CW to work on and become familiar with frameworks.</p>
Strategy: Teachers will monitor student progress by administering formative assessment, providing opportunities to inform instruction				
<p>Tier 1 A Action #1 Teachers will identify students' performance levels through the use of :</p> <ul style="list-style-type: none"> Classroom Based Assessments. 	STEM Specialist and classroom teachers	Ongoing throughout the year.	<p>A District pre and post tests State Science Assessment</p> <p>A Classroom based formative assessment (Science Journals)</p>	.

<p>Action #2 Identify standards/concepts that students still have misconceptions about and provide additional lessons.</p> <ul style="list-style-type: none"> Classroom based intervention 				
<p>Tier 2 A Action #3 Identify students who need differentiation to understand science concepts</p> <ul style="list-style-type: none"> Different learning modalities Modified assignments Additional supports like advanced organizers, graphic organizers Different ways of assessing 	STEM Specialist and Classroom teachers	Ongoing throughout the year.	A Classroom Formative Assessments	
<p>Strategy: Staff will provide opportunities for parents to learn about science instruction and ways to help their students with science while celebrating their successes.</p>				
<p>Tier 1 E/A/C/COM Action #4</p> <ul style="list-style-type: none"> NGSS Orientation <p>E/COM</p> <ul style="list-style-type: none"> Stem Clubs and STEM night. 	STEM Specialist	TBD	Attendance	None
<p>COM Teachers will include science information into the newsletters.</p>	All Teachers	Throughout		none
<p>COM Teachers will send home Science Weekly. Students will have a chance to do</p>	All Teachers	Throughout		none

the activity on the back at home and bring it back to school for a prize.				
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Smart Goal Worksheet

School: Artondale

Team: Climate

Leader: Mimi Mathews

District Goal(s): Select one or more that your school is addressing with the SMART goal on this worksheet.

- Provide a safe learning environment for all students and staff
- Provide challenging educational programs which prepare all students for global living, learning and working
- Provide quality facilities and technology to support and strengthen student learning and protect the community investment
- Provide communication which informs and invites community participation, parent and staff involvement, and which encourages partnerships

SMART Goal: By June 2017 Artondale will maintain a high level of school climate (defined as: a place where all people feel safe honored, and welcomed) as measured by the PBIS (SWIS) behavior and attendance documentation.

Rationale:

- When parents are involved with school, student's academic performance and behavior improve.
- When families, staff and students feel safe and welcomed, the school becomes a well-mannered and healthy place for everyone.

Connection to the Pillars:

- **E - engagement**
- **A - assessment**
- **C - collaboration**
- **COM - communication**

Strategies & Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness	Professional Dev. & Support
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Strategy #1

Maintain a school that is safe and welcoming to everyone.

<p>TIER I E COM Action #1 - Provide classroom lesson by the Counselor and supported by the classroom teacher.</p> <ul style="list-style-type: none"> • Terrific Kids Character Building Program 	<p>C Counselor, classroom teachers and support staff.</p>	<p>E Classroom lessons Bi-Monthly</p>	<p>A 5th grade CBA- Kelso's Choice SWIS behavior data (Monthly) Check In Check Out data</p>	<p>C BPD - review by the counselor/climate committee</p>
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<ul style="list-style-type: none"> • Implementation of Kelso's Choices in the classrooms • Second Step Classroom Lessons • Add word of the month to the school Website and monthly newsletter or as needed.. • Hallway displays about TK words 				
<p>TIER I E Action #2 - Provide an alternative recess for 3rd 4th and 5th grade students who need/want a different setting for recesses.</p>	Mimi Mathews and Paula DeMoss	2 X per week Monday and Wednesday	A Attendance in the RACK	None
<p>TIER I E/C Action #3 - Provide opportunities for teachers to learn about Trauma and Adverse stress on Students</p>				C Provide inservice during BPD on ACES. Throughout school year during CW provide inservice on ACES and strategies that teachers can use to help all students be successful in their classrooms.

Strategy #2
Maintain a school that is based on positive interventions.

<p>Action # 1 TIER I E/A/C/COM E/C/COM Implementation of a school wide positive behavior program (PBIS)</p>	All Staff	All school year	A SWIS data (Monthly)	PBIS presentations during BPD for review and CW
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<ul style="list-style-type: none"> ● School Wide common expectations ● SPLASH positive reinforcement tickets ● Add the information for parents to the school Website. ● Celebrations in newsletters and website. Jacque Postcards. 				
<p>TIER II and TIER III E/A/C/COM</p> <p>Action #2 Response to Intervention:</p> <ul style="list-style-type: none"> ● Teachers report on students who need support Team decide on appropriate interventions. 	RTI team along with classroom teacher	As needed	<p>A</p> <p>RTI minutes and notes Other data as needed:</p> <ul style="list-style-type: none"> ● SWIS ● Attendance ● Academic 	PBIS presentations during BPD and CW throughout year
<p>TIER II and TIER III E/A/COM</p> <p>Action #3 Check in/ check out - dependent upon the student needs.</p> <ul style="list-style-type: none"> ● Communication with families throughout. 	RTI team/Classroom teachers. CICO may be monitored by Dean or Counselor	As needed	<p>A</p> <p>SWIS data (Monthly) RTI data</p>	<p>A</p> <p>Swis presentation during BPD and CW throughout</p>

Other activities/events to support climate and school culture:

E/A/C/COM

For Parents:

- **Parent In The Know** - provided to give families information about our school, which might include teacher hosted curriculum events
- **Meet the Teacher/Open House** - provided to give parents a chance to meet the teacher and first glance of classrooms
- **Parent Teacher Conferences** - October goal setting conference and March followup for at risk students.
- **Monthly Newsletters**
- **Music Programs:** Winter Program, Veteran's Day, Talent Show, Instrumental Recital

For Students:

- **During School Activities:** Jump Rope Club, Recess Runners, Field Day, Student Council
- **PBIS event to support school efforts:**

○ **Splash/Terrific Kids Assembly**

For Staff:

- **Provide opportunities for recognition and celebration**
- **Provide opportunities for social sharing (weekly lunches, TGIF, staff parties)**
- **Daily Bulletins to keep us**