

School Success Plan

School Name	Principal /School Leader Name
<u>Longfellow School</u>	Terry Young, Principal Holly Johnson, Assistant Principal

In preparation for the 2015 – 2016 school year, each school will (1) identify up to three priority areas in ELA/literacy and math/numeracy 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 increasing student achievement/outcomes and closing the opportunity gap. The plan is a dynamic, living document and priorities may change during the course of the school year. **Include all strategies/goals and other targets on your School Scorecard and submit electronic copies of both the SSP and School Scorecard to Patty Apon and Jeanne Crocker by no later than Thursday, April 16th.**

SSP strategies and goals should be aligned with the District Goals and Scorecard as we chart our course to becoming the Best small urban school district in the country by 2017: **120 more students reading at/above grade level by the end of 3rd grade| 60 more high school graduates| 40 more post secondary finishers.**

Portland Public Schools Vision

All learners will be fully prepared and succeed in a diverse and ever-changing world.

District Goals

1. All Portland Public School students will graduate from high school.
2. All Portland Public School graduates will demonstrate college readiness in the areas of academics communication, and critical thinking.
3. All Portland Public Schools students will participate in activities that demonstrate service to our community, individual creativity, and physical wellness.

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 including quantitative and qualitative e.g. School Scorecard (achievement and growth data) and Parent Survey, Student Survey (where applicable), Climate and Culture Survey, Mass Insight School Audits, etc.
- Step 2:** Describe the collaborative process used to develop the schedule for the use of the additional 180 minutes per week and outline the schedule of how the time will be used to achieve the building/district goals (PEA contract article 10 E).
- Step 3:** Outline how your school plans to maximize student learning with the increase in the instructional day by 20 minutes.
- Step 4:** Using SMART (specific, measurable, actionable, relevant, and timely) goals, identify up to three (3) priority areas/strategies in both English, language arts (literacy) and mathematics (numeracy) based on your review of data to improve student outcomes and close the opportunity gap.
- Step 5:** 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, Black/African-American, SES, GT, etc.) including how will you monitor implementation and when will you monitor (specific dates).
- Step 6:** Outline how you will support teachers and build staff capacity in each priority area.
- Step 7:** Outline how you will engage parents/community members to support the school’s work in each of your priority areas.
- Step 8:** Outline school’s plan to involve all students and student groups (i.e. ELL, IEP, Black/African-American, SES, GT etc.) in a comprehensive academic education by providing access to high quality programs/studies/services beyond reading and math to include physical education, music, art, world language, health, technology, honors, advanced placement, dual enrollment, academic extended learning time, extended learning opportunities (connect students to careers), mentoring, college and career counseling, and academic related co-curricular teams.
- Step 9:** Outline your school’s current practices related to student-centered learning.
- Step 10:** Outline how the school will use current behavior supports and systems to ensure a positive learning environment (i.e. attendance data, suspension data, positive behavior supports, advisor-advisee, school safety, strategy to increase graduation rate, and climate teams etc.).
- Step 11:** Outline the strategies you will use to increase the involvement and engagement of a broad base of parents and community at the school level.
- Step 12:** Describe the types of support that your school will need from the Academic Office in order for you to achieve your school goals in 2015-2016.

1. Current Strengths:

Overall 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 bi-weekly newsletter to families. We are anxiously await the updated version of our website so we can better utilize this medium as a means to communicate our successes with families and the greater community of Portland.
- Staff- our staff (teachers, ed techs, custodians, specialists and administrators) is comprised of dedicated professionals who are committed to the success of all of our students.
- 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.
- Our PTO raises 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.
- **Recycling Club**-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.
- **Green Team**- A student centered leadership team that works to make Longfellow more community centered.
- 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.
- We provide community-building events like our **Back-to School Barbeque and the Spring Fair** that serve as community building events.

Smarter Balanced

ELA/Literacy

Grade	Number of Students Tested	Percent Level 3 or above
Grade 3	42	52%
Grade 4	60	45%
Grade 5	51	63%

Mathematics

Grade	Number of Students Tested	Percent Level 3 or above
Grade 3	42	52%
Grade 4	61	44%
Grade 5	51	47%

(NECAP)

- Over the past 5 years in Science, more than three-quarters of our students have scored “Proficient with Distinction” and “Proficient.” In the 2011-2012 academic year, 84% of students scored “Proficient” or better on the MEA Test in Science, with 28% reaching the “Proficient with Distinction.” In the 2012-2013 academic year, 85% of students scored “Proficient” or better on the MEA Test in Science, with 25% reaching the “Proficient with Distinction.” In the 2013-2014 academic year, 96% of students scored “Proficient” or better on the MEA Test in Science, with 44% reaching the “Proficient with Distinction.”
- In each academic year between 2008-2009 and 2012-2013, Longfellow met all AYP targets. Longfellow has been consistently one of the highest performing schools in the district.
- In 2013-2014, Longfellow received an A from the state. Within that measure, 72% of students in Grades 3-5 scored proficient or above in math and 80% scored proficient or above in reading.
- Grade 3 NECAP Reading Results

	Level 4	Level 3	Level 2	Level 1
2010-11	15%	66%	11%	8%
2011-12	27%	51%	18%	4%
2012-13	23%	36%	21%	10%
2013-14	26%	44%	25%	5%

- Grade 4 NECAP Reading Results

	Level 4	Level 3	Level 2	Level 1
2010-11	40%	41%	16%	3%
2011-12	47%	39%	5%	9%
2012-13	46%	39%	12%	3%
2013-14	40%	38%	17%	5%

- Grade 5 NECAP Reading Results

	Level 4	Level 3	Level 2	Level 1
2010-11	30%	48%	22%	0%
2011-12	18%	64%	12%	6%
2012-13	23%	36%	21%	10%
2013-14	52%	40%	8%	0%

Strengths based on the Longfellow School Scorecard

NECAP

- Grade 5 Writing 84% of students were proficient in writing which exceeded the target of 64%
- Grade 5 Reading 92% of students were proficient in reading which exceeded the target of 86%. 72% of economically disadvantaged students were proficient in Reading which exceeded the target of 63%

NWEA

- Grade 3 Math Students are exceeding the mean projection.
- Grade 3 Reading Students are exceeding the mean projection.
- Grade 4 Math Students are exceeding the mean projection.

- Grade 4 Reading Students are exceeding the mean projection.
- Grade 5 Reading Students are exceeding the mean projection.

Areas of Improvement based on the Longfellow School Scorecard

NECAP

- Grade 3 Math 63% of students were proficient in Math which was below the target of 72%
- Grade 3 Reading 68% of students were proficient in Reading which was below the target of 77% (3 students)
9% of economically disadvantaged students were proficient in Reading and this was below the target of 57% (1 student)
- Grade 5 Math 79% of students were proficient in Math which was below the target of 83% (2 students).
45% of economically disadvantaged students were proficient in Math and this was below the target of 56% (1 student)

NWEA

- Grade 5 Math Students are lagging slightly behind the mean projection at 9.6 Mean Growth compared to a Projected Mean Growth of 9.7.

Identified by the Staff through a Data Walk Protocol

NECAP Tests

Strengths:

(Reading)

- No more than 5% of students are at Level 1 (Substantially Below Proficient) in grades 3 and 4.
- In grade 5, 0% of students are at Level 1, 8% of students (5) are at Level 2.
- In grade 5, 92% of students scored at Level 3 or 4.

(Math)

- In grade 5, 80% of students are at Level 3 or 4
- In grade 4, 72% of students are at Level 3 or 4

Areas for Improvement:

(Reading)

- Grade 3 students scored lower than Grades 4 and 5 students (Grade 3/ 70%, Grade 4/ 78% and Grade 5/ 93% were at a 3 or 4
- Grade 4 students with an IEP- 91% scored a 1 or a 2.
- Across the grade levels, students have difficulty with constructed response questions. (See Below)

Grade 3 Students

15 Students Scored a 4 for Overall Achievement in Reading

- 3/15 Received 4 pts on Question #12-Constructed Response
- 8/15 Received 3 pts on Question #12-Constructed Response
- 2/15 Received 2 pts on Question #12-Constructed Response
- 2/15 Received 1 pt on Question #12-Constructed Response

Grade 4 Students

23 Students Scored a 4 for Overall Achievement

- 4/23 Received 4 pts on Question #12-Constructed Response
- 16/23 Received 3 pts on Question #12-Constructed Response
- 3/23 Received 2 pts on Question #12-Constructed Response
- 0/23 Received 1 pt on Question #12-Constructed Response

Grade 5 Students

34 Students Scored a 4 for Overall Achievement

- 2/34 Received 4 pts on Question #12-Constructed Response
- 10/34 Received 3 pts on Question #12-Constructed Response
- 16/34 Received 2 pts on Question #12-Constructed Response
- 5/34 Received 1 pt on Question #12-Constructed Response
- 1/34 Received 0 pts on Question #12-Constructed Response

(Math)

- Data, Statistics and Probability (Lowest scores across grades 3-5.)
- Grade 3 students scored lower in 2013 (62% @ Level 3 and 4) than in 2012 and 2011.
- SES Students- Grade 3 (91% scored a Level 1 or 2), Grade 4 (42% scored a Level 1 or 2) and Grade 5 (64% scored a Level 1 or 2)

2. Describe Collaborative Process and Outline Schedule for 180 minutes:

180 Minutes Proposal

Process:

- 1.) Teacher contract and 180 minutes per week change were reviewed and discussed in leadership team.
- 2.) Leadership team brainstormed ideas about after School/ before school opportunities for children. (See Attached)
- 3.) Explained the change to the contract at a staff meeting. Shared ideas about after school/ before school opportunities for children. (See Attached)
- 4.) Leadership team- Discussed the idea of dedicating 120 minutes per week to professional learning with individual teachers being provided with flexibility to provide support/ enrichment to students.
- 5.) Designed a **draft** of a Longfellow Professional Calendar that represents the professional work that teachers will participate in throughout the week. For example, on green weeks RTI, PLT, and the Literacy PLT might meet. On white weeks, Leadership Team, PLT and RTI. (See Attached)
- 6.) Designed a draft of the Longfellow Planning Sheet (Attached) that will serve as a working plan so teachers can plan how their commitment will be allocated. For example, a teacher might serve on the RTI team (1 hour), attend a PLT meeting (1 hour), and provide homework support on Tuesdays and Thursday for 30 mins each day. (This is not a formal contract. It is a planning document that may change throughout the year. This is for the purposes of planning.)
- 7.) Shared at a staff meeting and received feedback.

3. Maximizing Student Learning Time:

4. Priority Areas for Improvement ELA (literacy) and mathematics (numeracy):

ELA Priority Area/Strategy and Goal #1:

Writing

- Continue to implement and refine the Lucy Calkins writing program.

ELA Priority Area/Strategy and Goal #2:

Reading

- Align literacy practices with “Best Practices” in reading instruction.
- Develop an implementation timeline for Reading Workshop based on work with the Longfellow ELA/ PLC.

- Begin implementation of Reading Workshop in the Fall of 2015

ELA Priority Area/Strategy and Goal #3:

Mathematics Priority Area/Strategy and Goal #1:

Academics

Priority Area #1:

Math

- Continue to implement the Envision Math Program with fidelity in grades K-5. Identify areas for improvement (Data, Statistics and Probability- Lowest scores across grades 3-5) and develop strategies for improving in these areas.

Mathematics Priority Area/Strategy and Goal #2:

- Provide a formalized support structure for struggling math students by using our Intervention Specialist to work with students and with teachers around meeting the needs of our at-risk math learners.

Mathematics Priority Area/Strategy and Goal #3:

Leadership

Priority Area #1:

Teacher Evaluation

- Continue to support staff in understanding and participating in the implementation of the Danielson Framework as our teacher evaluation system.

Further Develop a Leadership Team at Longfellow School

- Continue to develop the role of teachers in overall school leadership. School administration will work collaboratively to make decisions and solve problems that impact students, teachers and parents.

Further Develop an ELA PLC at Longfellow School

- Teachers and school administration will work collaboratively to learn about best practices in literacy instruction, incorporate those practices into participants' classrooms, and then serve as a

teacher leaders who will support classroom teachers as they transition to a Reader’s Workshop approach to literacy instruction.

5-7. Interventions and Support for Improvement for:

ELA PRIORITY AREA/STRATEGY AND GOALS	HOW WILL YOU MONITOR IMPLEMENTATION AND WHEN WILL YOU MONITOR	STUDENTS	TEACHERS/ED TECHS	PARENTS/COMMUNITY
<p>1. WRITING 80% of students will meet or exceed the standard by earning a 3 or a 4 on the TC Writing Rubric for Narrative, Informational, and Opinion Writing.</p>	<p>Writing Prompt Scores, 2x a year</p>		<p>Participate in all site based professional development. Implement the program with fidelity. Use student writing to inform instructional practices.</p>	<p>Support children as writers by asking them about their writing and supporting them with writing homework</p>
<p>2. READING 80% of students will meet or exceed their RIT Score in the Spring of 2016</p>	<p>CPAA (K-2) NWEAs (3-5)</p>		<p>Participate in all site based professional development. Implement the program with fidelity</p> <p>Teachers from each grade level have agreed to participate in our ELA/ PLC. Agree to incorporate some of the literacy practices that they have learned into their classrooms. Support teachers as they continue to move to Reading Workshop model of instruction.</p>	<p>Support children as readers by asking them about their writing and supporting them with writing homework</p>

MATH PRIORITY AREA/STRATEGY AND GOALS	HOW WILL YOU MONITOR IMPLEMENTATION AND WHEN WILL YOU MONITOR	STUDENTS	TEACHERS/ED TECHS	PARENTS/COMMUNITY
1. <i>80% of students will meet or exceed their RIT Score in the Spring of 2016</i>	CPAA (K-2) NWEAs (3-5)		<i>Implement the Envision Math Program with fidelity. Work collaboratively with teacher teams to identify struggling learners and identify interventions to support these students. Provide systematic interventions for students who are struggling in math.</i>	<i>Support children as math students by asking them about their learning in math, supporting them with math homework and encouraging them to use First in Math.</i>
2.				
3.				

8. Ensure all students have access and opportunity to a comprehensive academic education program:

9. Current Student-Centered Learning Practices:

Student voice and ownership:

We developed a student leadership team, the Green Team, to work on issues facing the community. The team is involved in promoting recycling, having a clean playground, and spearheading fundraisers like a change drive for Prebble Street.

Learning is personalized:

Learning is proficiency based:

Learning happens anytime, anywhere:

10. Positive Learning Environment:

Research based strategy to promote positive school climate and culture:

Student Attendance:

Working with CountMe In to decrease the number of students who are tardy each day.

Currently 28% of our students have been tardy 5 or more times this year.

School Safety Team (ensure staff is safe in the workplace):

LONGFELLOW SCHOOL

CRISIS RESPONSE PLAN

Level 3 Crisis Team Members:

Principal

Asst. Principal

School Secretaries (1 or 2)

Intervention Specialist (1)

Custodian(s)

Social Workers (1 or 2)

Nurse

Notification

1. As soon as a staff member becomes aware of a situation (example: person with a weapon, chemical leak, etc.) the staff member shall immediately notify the office by fastest possible means (intercom, cell phone, direct communication).
2. If appropriate: Administration calls 911. *See attached "Crisis Plan Call List"
"This is (-----). I am reporting an emergency crisis at Longfellow School, 432 Stevens Ave. The emergency is (describe). Assistant Principal/Designate will meet you at the front door. S/He is wearing (give description)."

3. Someone stays on phone line until police arrive.
4. If appropriate: Crisis Team is notified to convene in assistant principal's office or clinic by the parking lot door. "Level 3 team, would you report to the (location)?" Secretary will notify members by intercom, cell phone, office phone, in person, 2 way radios, and/or beepers. Team members will bring emergency folders, 2 way radios, cell phones and keys. All adults not with students at the time should report to nurse's office for further instruction.
5. Administration calls Superintendent – 874-8111.
6. Notify Deering (874-8260) and Lincoln (874-8145) of an evacuation.
7. Communication will refer to 1) all, 2) individual classrooms, or 3) clusters of rooms.

Team Assignments

1. Team convenes, assigns and quickly reviews responsibilities:

Administrators Go to crisis scene

Custodians Lock and check rooms and bathrooms. Ask two additional staff members to assist.

Intervention Specialist Direct and bring Master Folder to evacuation site (take 2 way radio and lists)

Social Worker Meet the police

Staff not with students _____

-
1. Principal proceeds to crisis scene and communicates information back to team.
 2. Crisis Team decides to evacuate, secure the campus, or combination, based on the situation.
 3. When Police arrive, they will assess, evaluate and decide whether to evacuate or lock down. Only the Police Department can declare a lockdown.

Plan Implementation

Evacuation

1. Signal teachers to evacuate - by intercom or door to door.
2. Staff and students move to Deering High School (or Lincoln gym). Adjust your route to avoid the crisis location. Lock room as you leave. (Office notifies evacuation site that students and staff are on the way.)
3. Exit building using fire drill procedure. Follow teacher to the Evacuation Site.
4. Do not use pagers, cell phones or 2 way radios.
5. Teachers bring their red Emergency Folder containing class lists with home telephone numbers and written Crisis Response Plan.
6. Classroom doors should be closed and locked when you leave. Window shades should be up. Do not kick or touch any unfamiliar objects as you exit.

7. Develop an individual plan for disabled students, if needed, by nurse, teacher and custodian. (See attached)
8. Site leader – Intervention Specialist (or someone assigned at Level 3 Team Meeting) establishes communication with Superintendent’s office from the evacuation site.
9. Site Leader designates two staff members to help check off Teachers and numbers of their students present and accounted for at evacuation site.

Secure the Campus

1. Signal teachers to secure the campus, full or partial – communicating by intercom or room to room.
2. Staff implements plan.
 - Students remain in classroom
 - Stay out of sight, away from doors and windows
 - Lock classroom door
 - Cover all windows and doors (keep a cover for windows in the folder if one is not on window now)
 - Report to office any missing students by intercom or phone.
3. Custodians lock exterior doors.
4. Students out of their own classrooms - find the nearest adult or proceed to the nearest classroom or supervised area.
5. Teachers report to the office any students who have come into their classrooms by intercom or phone as soon as they can safely do so.
6. Everyone stays in their classrooms until directed to do otherwise by a member of the Level 3 Team.

Playground Plan

1. If a crisis begins on the playground while students are outside, everyone should enter the building as quickly as possible.
2. Notify the office immediately. A 2 way radio from the office will be taken outside to facilitate communication.
3. One ring of the bell is a signal for students to enter the building by the usual procedure.
4. A series of rings of the bell is a signal for students to line up outside at a predetermined spot with their teacher and/or lunch coverage person. The evacuation plan would then go into effect.

Crisis Follow Up: Evaluation and Communication

1. Police, Superintendent and Level 3 Team meet to debrief
2. Informational meeting with staff
3. Counselors and social workers available for students
4. Letter to parents
5. General address to students

6. Press conference: Superintendent is the only spokesperson. Police, administration and Superintendent decide what to communicate and will use the reverse 9-1-1 system and send out a written communication.

7. Follow up communication with parents and students will occur in public meetings.

CRISIS RESPONSE PLAN

STUDENTS ACCOUNTED FOR – Check List

Check if all kids are accounted for. Write missing kids opposite class. Verify whereabouts. Communicate via 2 way radio.

Kindergarten:		Zidle	_____
Lawrence	_____		
Gillis	_____	Second:	

Chiodo _____

Marinaccio _____

Marsh _____

First:

Romano _____

Kerns _____

Holmes _____

Fourth:

Pellerin _____

Ardito _____

Third:

Markgren _____

Py _____

Rasmussen _____

Fifth:

Johnson _____

Connolly _____

Pratt _____

Crisis Plan Call List:

Police	911		
Dispatcher	874-8300	Non Emergency Dispatch	874-8479
Superintendent	874-8111	Central Office Switchboard	874-8100
Deering HS	874-8260	_____	
Lincoln MS	874-8145	_____	
Longfellow	874-8195	_____	

Attached:

Staff List – current year

Telephone Extensions list for Classrooms – current year

Other:

11. Strategies to increase a broad base of parents and community involvement at the school

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- Welcome Back to School Barbecue for families, Open House
 - Promotion of Volunteerism (Parents involvement during the school day.)
 - Future Teachers-Deering High School Students working in classrooms to support student learning.
 - Monthly Newsletters
 - Reading Tutors: Ms. Johnson provided a two hour training to parents who want to volunteer to read with students.
 - Involving the PTO in designing learning opportunities for students.
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ACADEMIC OFFICE SUPPORTS NEEDED

Funding to support our move to a Reading Workshop Model of instruction. Funds are needed to supplement our bookroom and our classroom reading materials in our classroom libraries.

Longfellow Professional

Planning Sheet

2015-2016

I will allocate 180 minutes per week as a member of the Longfellow Professional Learning Community as outlined below. My plan aligns with Longfellow School's Professional Calendar plan.

On Green weeks, I will be a contributing member of

_____ for _____ minutes per week.

On WHITE weeks, I will be a contributing member of

_____ for _____ minutes per week.

Additionally, if needed, I will

Name: _____ Role: _____

180 MINUTES IDEAS

Support

Homework Help/ Before and After School

Multiplication Club

First In Math Club

Meetings that Support Learning

RTI

School Based Technology Team

Clubs for Students

Girls On the Run

Healthy Exercise

Cultural Enrichment

Book Clubs

Science

Community Service Opportunities

Outdoor Club

Theatre

Robotics

Longfellow Professional Calendar
2015-2016 (180 Minutes)

Week	Monday	Tuesday	Wednesday	Thursday	Friday
GREEN	Leadership Team	Professional Learning Teams (K-2 and 3-5)	Staff Meeting	RTI	
WHITE	RTI	Team Meetings	Professional Development	Literacy PLC	
GREEN	Leadership Team	Professional Learning Teams (K-2 and 3-5)	Professional Development	RTI	
WHITE	RTI	Flex Time	Professional Development	Literacy PLC	

- Monday, Tuesday and Thursday meeting times will be from 3:15-4:15
- Wednesday Professional Development will meet from 2:10-3:10 each week.
- Flex Time is designed as an opportunity for teachers to meet if they were unable to meet on a previous Tuesday during that month.
- Teachers are required to attend PLT meetings on Tuesdays, and Professional Development on Wednesdays. Teachers must also choose one other committee on which to serve so as to meet 120 of the 180 minute requirement.
- Teachers will then determine how they will meet the remaining 60 minute requirement.
- Technology Team will determine when they will meet.

