

In March 2010, Friend Public School completed its review accreditation process and cycle with the AdvancED external QAR team visiting. Friend's focus was on the improvement of reading and comprehension. A variety of assessment systems such as MAP (Measures of Academic Progress), NeSA (Nebraska State Accountability) and DIBELS scores were used within our school district to analyze student performance in the core curriculum areas like reading. The school's current goal is to realign the (K-12) reading curriculum to match new state standards. This will clearly articulate what the students need to know and be able to do will increase learning opportunities. This past summer the School Improvement Team was established and met several times to set-up this year's schedules, Wednesday team meetings and committees. The School Improvement Team consists of the superintendent, elementary principal, secondary principal and three certified teachers. On Wednesdays, PLC's (professional learning communities) work together to help one another support learning. This helps to ensure success at the next grade level. The school improvement goal is to align reading curriculum to state standards. Friend's reading scores are below state average and the school needs as an elementary district to focus on the student's needs. Through multiple interventions and the SAT/RtI process, the staff can improve student's reading abilities and test scores. Friend Elementary has a multitude of assessments that are used to monitor student progress and help with school interventions. The school currently utilizes DIBELS testing three times per year and monthly progress monitoring in the area of reading. In the school's reading program, Reading Mastery, staff has regular weekly check-outs and mastery level tests to ensure proper placement of students within the reading program. NeSA testing will also provide evidence of proficiency and areas of needed improvement. Initially, MAP assessments were given three times per year to all grades, but over the last three years, MAP assessments are given in grades 2-11 two times per year. The elementary meet on Tuesday afternoons after school and use some Wednesday teaming sessions to review and discuss recent test scores. The staff compares and contrasts results and develops plans to help students attain the desired goal. As elementary education staff looks at placement tests, DIBELS scores and mastery tests/check-outs help with ability group placement. Within their ability group the teacher monitors progress through fluency testing, mastery and check-out testing. Weekly and quarterly tests are also administered to students. For students having difficulty meeting their goal and who are recognized as needing intensive or strategic interventions, the school has one-on-one paraprofessional help or TA (Teacher Assistant from high school level) to provide assistance daily. The elementary school has one special education teacher, Title I, speech and language, Pre-Kindergarten and classroom teachers are working on the implementation of the reading program. The elementary has added eight paraprofessionals and additional support staff to work on the language portion of the program. All twenty-two individuals are dedicated and committed to making this program and the interventions a success. All students in Grades 7 and 8 receive additional, daily instruction in the regular reading class to improve their reading achievement. This additional reading class is in its sixth year of implementation and aligns to our state standards, which is working to the process of RtI. This reading curriculum is an instructional, research-based program. With the secondary reading program, classroom teachers

emphasize reading strategies for their discipline. Two Language Arts teachers, one media center specialist, and one special education teacher focus on the specific standards that coincide with their disciplines. Additional reinforcement strategies in the ASI program focus on below benchmark students. These are important steps in the requirement of RtI. Friend Staff is committed to helping all students reach "Benchmark" level. These questions are criteria for teacher discussions regarding individual students: 1. What is being done at the kindergarten level to address letter recognition, sounds and formation writing of letters as the foundation of their formative schooling? 2. Do DIBELS, NeSA, and MAP scores correspond for each child? 3. How many students are at Benchmark, Strategic and Intensive Levels? 4. What types of reading skills do students struggle with? 5. What other interventions can be done to help students succeed?

Timeline of SIP Activities:

Selection of the intervention team-August-September 2011

Stanford Diagnostic Reading-Grade 7-September 2011-2012, Grades 7-11-April 2012

Regular Scheduled Meetings-September 2011-March 2012

Research and materials-September-October 2011

Gathering data-October-November 2011, 2012, 2013, 2014

Complete Weekly & Quarterly Tests-August 2011 – March 2012

Complete DIBELS Testing-September, December 2011, 2012, 2013, 2014-, March 2012, 2013, 2014

Progress Monthly Testing-September-May 2011-2015

MAP Testing-September, April 2011 -2014

NeSA Testing-April 2012, 2013, 2014

Gather, review, analyze and graph test results-September-March 2011-2014

Lesson Plans-August-March 2011-2015

Implementing interventions based on data results-September-March 2011-2015

Analyze and report all results-March 2015