

---

---

# Longfellow Elementary

Trustees/Central Admin Luncheon  
February 22, 2022

---

---

# Thank you ...

**Lunch:** Longfellow Parent Association

**Space:** Laura Couture, Karen Hancock

**Teacher Speakers:** Laura Couture, Josie Breault, Chris Garton, Dawn Perry

**Tour Guides:** Longfellow Student Council



# Snapshot of Longfellow

## Students & Families

- 288 Students
- 31 Students receiving SPED
- 7 - 504 Plans
- 1 - ELs
- 34 New Students (1-5)
- 43 Kindergartners
- Socioeconomic diversity

## Teachers & Staff

- 12 K-5 Classrooms
- Full-Time certified Teachers
  - SPED/Intervention Staff
    - 2 SPED Teachers
    - 1 Intervention Teacher
  - 3 Specialists (1 Orchestra)
- .4 Counselor
- .6 Full-Time Psychologist .4 Counselor
- Classified Staff
  - 4 SPED Paraprofessionals
  - 3 Instructional Paraprofessionals
  - 1 Overflow Paraprofessionals



# Overview

- ELA and Math Goals
- Resource Mapping
- Tier 1 Math/Reading
- PLC/Data Meetings
- Tier 2 Reading
- Social/Emotional Groups

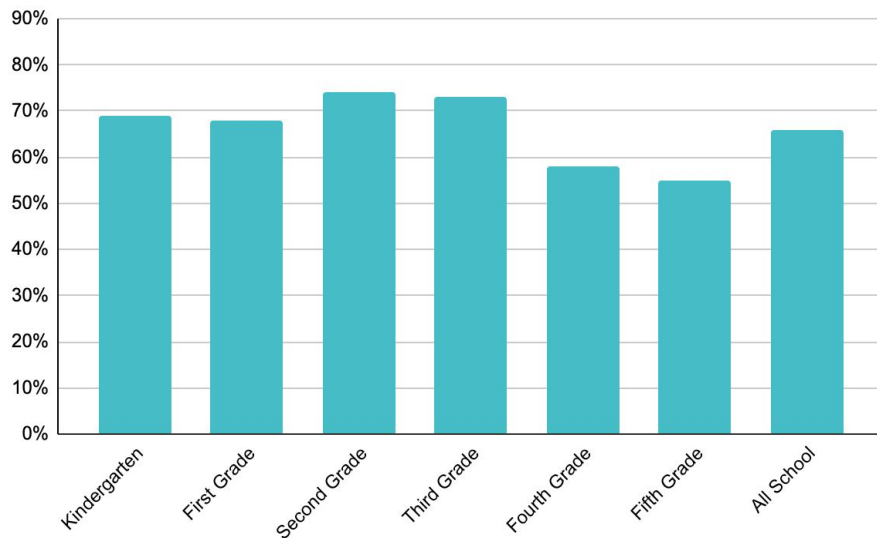
“ You do not rise to the level of your goals, you fall to the level of your systems.” - James Clear



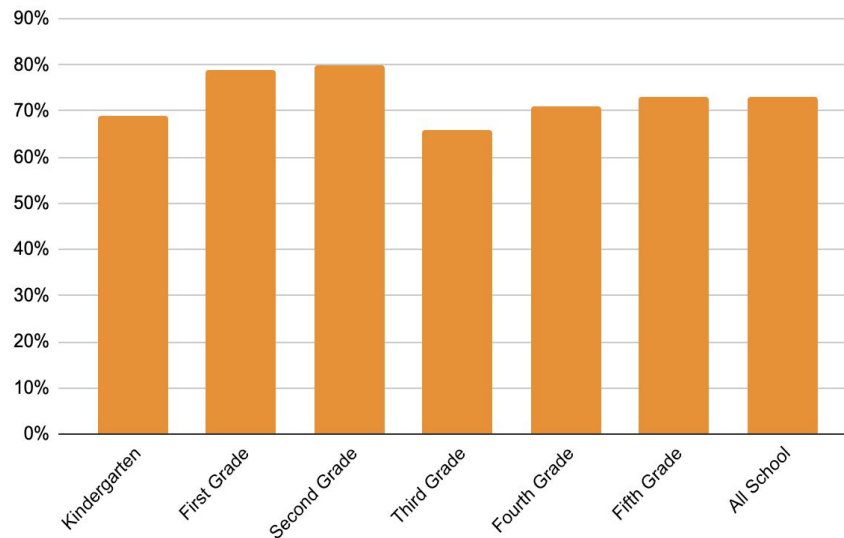
# Longfellow School-Wide ELA Goal

In each grade level, 90% of students will reach a reading composite score at benchmark or above benchmark on the Spring Acadience assessment.

Fall Data



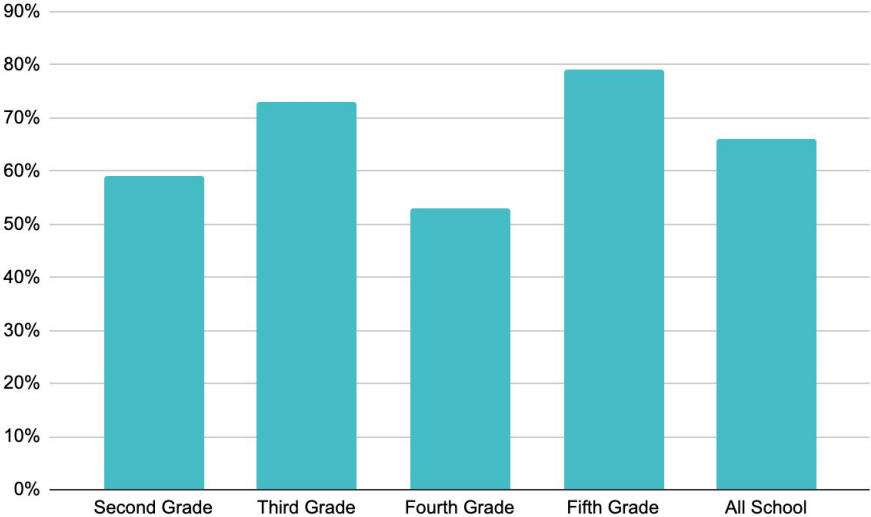
Winter Data



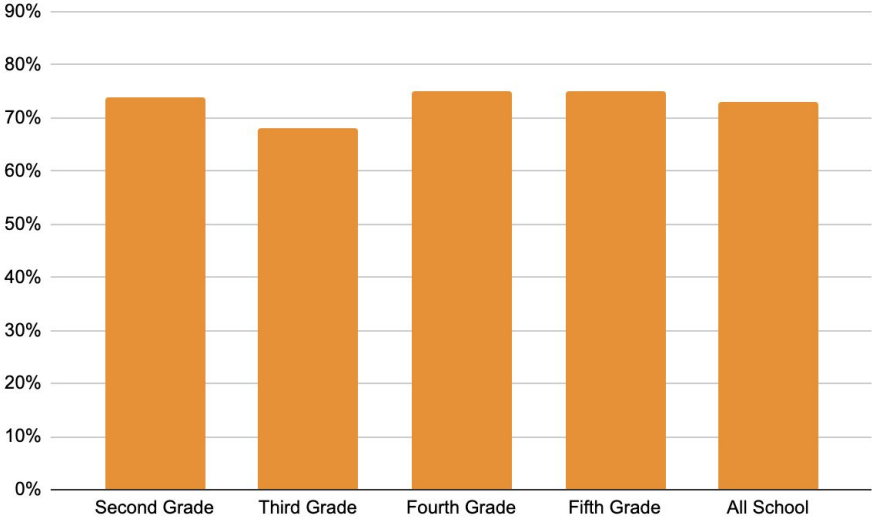
# Longfellow School-Wide Math Goal

In each grade level, 90% of students in grades 2-5 will reach a reading composite score of at benchmark or above benchmark on the Spring STAR assessment.

Fall Data



Winter Data



# MTSS- Resource Mapping

## Personnel

- Survey to celebrate strengths of staff
- Full time interventionist
- Utilizing floating specialist

## Time

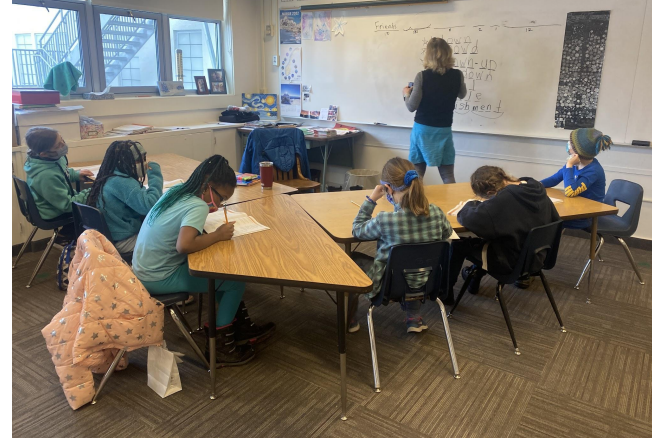
- Prioritizing 40-50 min Walk to Read blocks
- Flooding WTR with support - no overlapping
- Math support in every classroom
- Core instructional blocks

## Facilities

- Utilizing all spaces to serve students
- Schedule spaces to ensure smooth transitions

## Instructional Resources

- Take stock of what resources are available to target specific needs
- Supplementary resource vetting process



# Morning Schedule

1		K	1st	2nd	3rd	4th	5th	
2	8:00-8:15		Teacher Time	Teacher Time	Teacher Time	Teacher Time	Teacher time	8:00-
3	8:15 - 8:20	Transition	Transition	Transition	Transition	Transition	Transition	8:15 -
4	8:20 - 8:30	Number Corner Laura progress monitoring 1x/wk	Number Corner	8:20-9:10 Core ELA	Number Corner	Specials 8:20-9:10	Core Math Dylan 8:45-9:15	8:20 -
5	8:30 - 8:40							8:30 -
6	8:40 - 8:50	8:40-9:15 Core ELA	8:45-9:35 WTR Laura, Clarissa, Cathy, Leslie	8:20-9:10 Core ELA	8:40-9:45 Core Math Dylan 9:15-9:45	Specials 8:20-9:10	Core Math Dylan 8:45-9:15	8:40 -
7	8:50 - 9:00							8:50 -
8	9:00 - 9:10	Recess-S 9:15-9:35 covered by Specialists	8:45-9:35 WTR Laura, Clarissa, Cathy, Leslie	8:20-9:10 Core ELA	8:40-9:45 Core Math Dylan 9:15-9:45	Specials 8:20-9:10	Core Math Dylan 8:45-9:15	9:00 -
9	9:10 - 9:20							9:10 -
10	9:20 - 9:30	Recess-S 9:15-9:35 covered by Specialists	8:45-9:35 WTR Laura, Clarissa, Cathy, Leslie	8:20-9:10 Core ELA	8:40-9:45 Core Math Dylan 9:15-9:45	Specials 8:20-9:10	Core Math Dylan 8:45-9:15	9:20 -
11	9:30 - 9:40							9:30 -
12	9:40 - 9:50	WTR 9:35-10:20 Laura, Clarissa, Cathy, Leslie	Recess- S 9:35-9:55 covered by Specialists	Specials 9:10-10:00	Recess- N 9:45-10:00 covered by Dylan	Specials 8:20-9:10	Core Math Dylan 8:45-9:15	9:40 -
13	9:50 - 10:00							9:50 -
14	10:00 - 10:10	WTR 9:35-10:20 Laura, Clarissa, Cathy, Leslie	Recess- S 9:35-9:55 covered by Specialists	Specials 9:10-10:00	Recess- N 9:45-10:00 covered by Dylan	Specials 8:20-9:10	Core Math Dylan 8:45-9:15	10:00 -
15	10:10 - 10:20							10:10 -
16	10:20 - 10:30	10:20-11:00 Core Math Dylan in Lycan 10:30-11:00 Specialist in Watson 10:30-11:00	9:55-11:00 Core ELA	Recess-S 10:00-10:20 covered by Teachers	Recess- N 9:45-10:00 covered by Dylan	Specials 8:20-9:10	Core Math Dylan 8:45-9:15	10:20 -
17	10:30 - 10:40							10:20 -
18	10:40 - 10:50	10:20-11:00 Core Math Dylan in Lycan 10:30-11:00 Specialist in Watson 10:30-11:00	9:55-11:00 Core ELA	Recess-S 10:00-10:20 covered by Teachers	Recess- N 9:45-10:00 covered by Dylan	Specials 8:20-9:10	Core Math Dylan 8:45-9:15	10:30 -
19	10:50 - 11:00							10:30 -
20	11:00 - 11:10	Lunch/Recess 11:00-11:50	9:55-11:00 Core ELA	WTR 10:20-11:10 Laura, Clarissa, Cathy, Leslie	Recess- N 9:45-10:00 covered by Dylan	Specials 8:20-9:10	Core Math Dylan 8:45-9:15	10:50 -
21	11:10 - 11:20							11:00 -
22	11:20-11:30	Lunch/Recess 11:00-11:50	9:55-11:00 Core ELA	WTR 10:20-11:10 Laura, Clarissa, Cathy, Leslie	Recess- N 9:45-10:00 covered by Dylan	Specials 8:20-9:10	Core Math Dylan 8:45-9:15	11:20 -
23	11:30-11:40							11:20 -
24	11:40 - 11:50	Lunch/Recess 11:00-11:50	9:55-11:00 Core ELA	WTR 10:20-11:10 Laura, Clarissa, Cathy, Leslie	Recess- N 9:45-10:00 covered by Dylan	Specials 8:20-9:10	Core Math Dylan 8:45-9:15	11:30 -
25	11:50 - 12:00							11:30 -
26	12:00 - 12:10	Quiet Transition	Quiet Transition	Number Corner	11:30-12:00 In-class Study Hall/MTSS	10:30-11:30 Science/SS & integrated Writing	10:30-11:30 Core ELA	11:50 -
27	12:10 - 12:20					Lunch/Recess 11:30-12:20	Lunch/Recess 11:30-12:20	12:00 -
28	12:20 - 12:30		12:00-12:30 In-class Study Hall/MTSS					12:20 -



# Afternoon Schedule

	K	1st	2nd	3rd	4th	5th	
11:30-11:40	Lunch/Recess 11:00-11:50	Lunch/Recess 11:00-11:50	In-class Study Hall/MTSS	11:30-12:00 In-class Study Hall/MTSS			
11:40 - 11:50			Number Corner				
11:50 - 12:00	Quiet Transition	Quiet Transition	Number Corner				
12:00 - 12:10	12:00-1:00 Core ELA	12:00-12:30 In-class Study Hall/MTSS		Lunch/Recess 12:00-12:50	Lunch/Recess 11:30-12:20	Lunch/Recess 11:30-12:20	
12:10 - 12:20							
12:20 - 12:30							
12:30 - 12:40			Lunch/Recess 12:00-12:50	Lunch/Recess 12:00-12:50		Number Corner	
12:40 - 12:50				Quiet Transition			
12:50 - 1:00							
1:00 - 1:10	Recess-N 1:00-1:20 covered by teachers	12:30-1:30 Core Math Cathy in Bunkers 12:30-1:00 Specialist in Hood 1:00-1:30	12:50-1:50 Core Math Dylan 1:20-1:50	1:00-1:50 WTR Laura, Clarissa, Leslie, Christi	12:20-1:20 Core Math Dylan 12:50-1:20	5th Specials 12:40-1:30	
1:10 - 1:20							
1:20 - 1:30	Read Aloud		Recess-N 1:50-2:10 covered by Dylan	Recess-S 1:50-2:10 covered by teachers	Recess-N 1:20 - 1:50 Teachers 1:20-1:35 Specialists 1:35-1:50		
1:30 - 1:40	1:40-2:20 Developmental/Math Stations/In-class MTSS	Specials 1:30-2:20	Writing or additional ELA		1:50-2:30 WTR Laura, Clarissa, Specialist, Christi	1:30-2:30 Science/SS & ELA	
1:40 - 1:50							
1:50 - 2:00							
2:00 - 2:10			Recess-N 2:20-2:40 covered by teachers				
2:10 - 2:20							
2:20 - 2:30							
2:30 - 2:40	Specials 2:20-3:10	Writing or additional ELA	Read Aloud	2:10-3:10 Core ELA	In-class Study Hall/MTSS	2:30-3:10 WTR Laura, Clarissa, Specialist, Christi	
2:40 - 2:50							
2:50 - 3:00							
3:00 - 3:10							
3:10 - 3:15	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	
3:15 - 3:30	Collab, Teacher Planning or Building-wide Meetings	Collab, Teacher Planning or Building-wide Meetings	Collab, Teacher Planning or Building-wide Meetings	Collab, Teacher Planning or Building-wide Meetings	Collab, Teacher Planning or Building-wide Meetings	Collab, Teacher Planning or Building-wide Meetings	
3:30 - 3:45							
3:45 - 4:00							

# Math - Dawn

## Systems have allowed continued growth in math

- Enrichment and intervention support
- District level Bridges Enrichment Project

## Investment in teacher knowledge has been key

- 2019 Math Institute for Leadership - Denver, CO
- Bozeman has become the “go-to” district for Bridges implementation

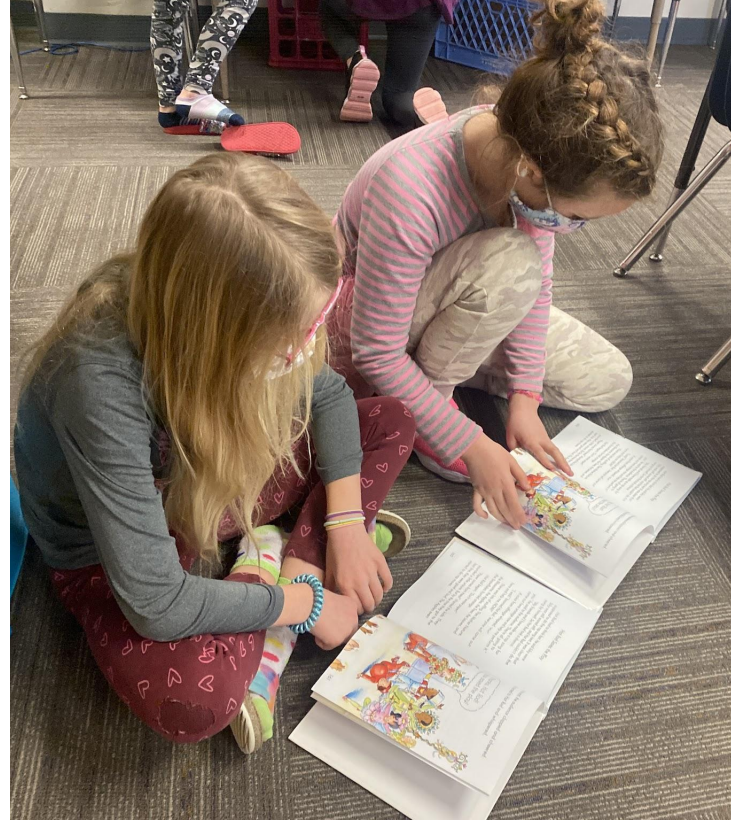
\*Our district has adopted effective, research-based curriculums in ELA & Math. More importantly, we have invested in the teacher knowledge it takes to implement them.



# Tier 1 Instruction - Josie

## Whole Group Instruction

- Phonemic awareness
- Phonics skills
- Spelling practice
- SuperKids stories
  - Connection to SuperKids characters
  - Social/Emotional learning





# Professional Learning Communities - Chris

**Grade Level PLC's** - ongoing conversations about our students, sharing of instructional strategies and materials, problem-solving & troubleshooting around the day-to-day at our grade level

**Grade Band PLC's** - addressing of developmental issues (academic and social/emotional), alignment of standards, strengthening the culture of *"all of the kids are all of our kids"*

**Specialists/Other Supports PLC's** - specialists and aides are now much more central to the targeted work we are doing with kids; expanding the team for our students

**Data PLC's** - closely examine student data, uncover current needs, making instructional decisions in response to those needs



April Agendas

December Agendas

February Agendas

January Agendas

Kindergarten Intervention Tr...

March Agendas

May Agendas

November Agendas

October Agendas

September Agendas

Files

### Developing Our Team Norms

Points to Consider:	Our Team Norms
Time	
When will we meet?	
Where will we meet?	
Tardiness and absences?	
Participation	
Who will participate?	
To what level will members participate?	
Confidentiality	
What is confidential?	
Do we need a confidentiality policy?	
What if confidentiality is broken?	
Speaking	
Will everyone be encouraged to speak?	
What if one person dominates the meetings?	
What WILL be discussed?	
What WILL NOT be discussed?	
Respect	
How are we going to address each	

DevelopingOurTeamNorms.p...

First Grade Data Spreadsheet

### Longfellow PLC SMART Goal Template

**8007 Description Goal**  
 Student Public Domain used to provide an authentic annotation that respects and engages high achievement as every student will succeed and create a difference in a single change need scenario.

<b>School:</b> Longfellow	<b>Team Members:</b> Mary Burkers and Amy Hood	<b>Date:</b> October 19, 2021	<b>Start:</b> January 27, 2022
---------------------------	--	-------------------------------	--------------------------------

---

District Goals:	School Goals:
<ul style="list-style-type: none"> <li><b>Early Literacy Goal:</b> By 2025, 85% of all children entering kindergarten will have requisite literacy skills as measured by kindergarten.</li> <li><b>Grade-Level Reading Goal:</b> By 2025, 90% of all 8007 1st-Grade Students will demonstrate grade-level reading skills by achieving a proficient score on the Academic Reading assessment at the end of the school year.</li> <li><b>PLC Goal:</b> By spring of 2022 all 8007 schools PLC will have fully implemented PLC in a state that will support the majority of the achievement gap. Plus qualifying 8007 as a District Tier Model PLC District.</li> </ul>	<ul style="list-style-type: none"> <li><b>Learning Achievement:</b> <ul style="list-style-type: none"> <li>Find and define the solutions, use of Science of Reading tools and pedagogy, targeted content lessons/activities, access to appropriate and sufficient high quality diagnostic assessments/observations and instructional resources of SHIPC1 curricula</li> </ul> </li> <li><b>PLC:</b> <ul style="list-style-type: none"> <li>Collaborative teams engaged in data analysis, setting specific and measurable student self-assessment goals in relation to writing habits and cited literacy issue, and engaging professional development.</li> </ul> </li> </ul>

---

**Team's Current Reality (Including Date):**

FALL Academic			
Class 1 (Burkers)	80% (Lack of PLC)	90% (Lack of PLC)	90% (Lack of PLC)
Class 2 (Hood)	80% (Lack of PLC)	90% (Lack of PLC)	90% (Lack of PLC)

First Grade Longfellow SMA...

### Team PLC Agenda

**Our Team Norms:**

- Listen attentively with an open mind and acceptance of varied perspectives.
- Follow through on action items and offering responsibility as our primary goal. Do not discuss or discuss on PLCs; include on when those come up to discuss on PLCs.
- It's always confidential. Trust is the foundation of our PLCs.
- We are a team through interpersonal relationships on each other which makes us better.

**Day's PLC Focus:**

- Align
- Shared Goal
- Interact Standards
- Assessments
- Data Analysis
- Lesson Design
- Observations, Planning or Review

**Agenda:**

**Mary's room (MOR)**

- Open's room (7:30)
- Review recess schedule

Longfellow PLC Agenda DRA...

# Tier 2 Instruction

## Science of Reading

Simple View of Reading:

Decoding X Comprehension of Language = Reading to Gain Meaning

## Scarborough's Rope:

WORD RECOGNITION: Phonological Awareness, Decoding, Sight Recognition

LANGUAGE COMPREHENSION: Background Knowledge, Vocabulary, Language Structures, Verbal Reasoning, Literacy Knowledge

# Focus of Tier 2 Instruction

## Phonemic Awareness

- David Kilpatrick and knowledge of orthographic mapping
- Kilpatrick's book and manual created significant changes in our approach to teaching phonemic awareness
- PAST allows for targeted instruction

## Phonics

Mapping -concrete way to address phonics skills

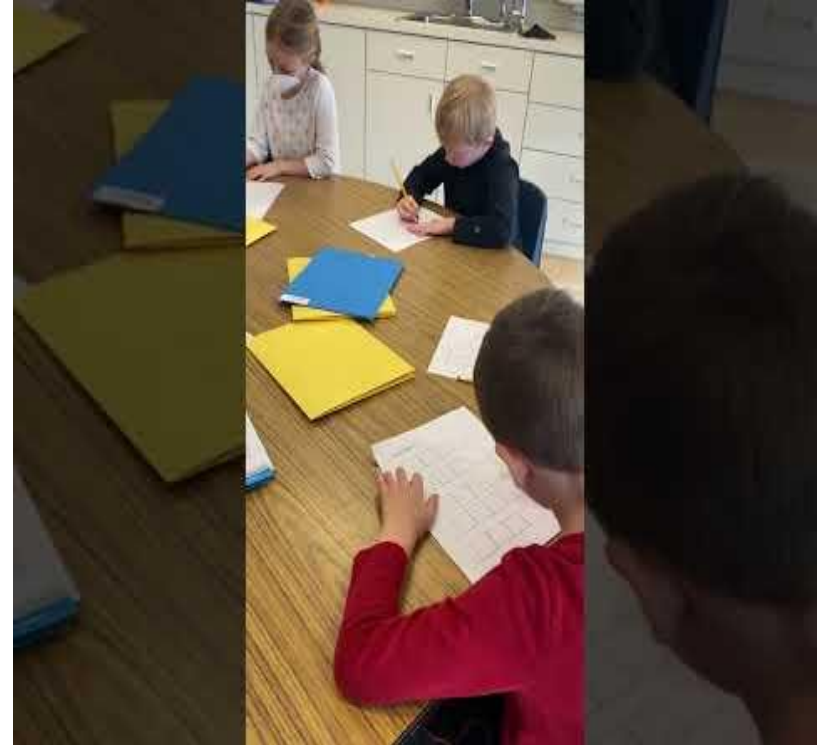




# Phonemic Awareness



# Phoneme-Grapheme Mapping



# Social Emotional Learning

## Systems of Support

### Tier I:

- Weekly K-5 counseling lessons, implemented by school counselor
- School-wide positive behavior supports
- Active Supervision on playgrounds & lunchroom
- Thrive Partnership: Kindergarten, 3rd Grade, New Students & Families

### Tier II:

- CAP Mentors (34 mentors) /Parent Liaison
- Friendship & Skill-Based Counseling Groups - every grade
  - Adoption Group
  - Divorce Group
  - Anxiety Group
- Nurture Groups- First Grade

### Tier III:

- 1:1 school-based counseling
- Individualized social-emotional/behavior and/or counseling plans



# Celebrations & Challenges

## Celebrations:

- Full-time interventionist
- Flexible staff that cares about students
- Walk to Read groups flooded with support
- Superkids Curriculum
- Highly qualified paraeducators
- Specialist pushing into support classroom instruction
- A team that is always willing to learn and improve our practice
- Supportive families
- Strong partnership with Thrive and our CAP program

## Challenges:

- Prioritizing time - balancing student social/emotional needs and academics
- Appropriate connected text for Tier 2 4th and 5th grade
- Lack of ELA Core Curriculum for 3-5
- Varying socioeconomic demographics
- Ups and Downs of COVID
- Internet connectivity



# Questions?

## Student Led Longfellow Tours

Reece and Harper - Kindergarten Superkids (Mrs. Lycan's Classroom), 3rd Grade Edelen (1:00)

Gunner and Liv - 5th Grade Band, 3rd Grade WTR - Mrs. Couture (1:00)

Max and Liam - First Grade Math (Mrs. Hood), Mrs. McGeehan (1:00)

Kitty and Juniper - Fourth Grade Math (Mrs. Shafer's Classroom)