



Tod Wood	Principal	Katie Burris	Year 2 Parent Rep
Cathy Andrews	K-1 Teacher Rep	Ram Sarma	Year 2 Parent Rep
Robyn Lundberg	2-3 Teacher Rep	Bisa Meek	Year 1 Parent Rep
Emily Kallevig	4-5 Teacher Rep	Heather Ackermann	Year 1 Parent Rep
Karen Nelson	Specialist Rep	Nicole Anderson	PTA Rep
Laura Korsgaard	Classified Rep		

## Newcastle Elementary Site Council January 31, 2020

Absent Members: Cathy Andrews

Community Members in Attendance: Priscilla Hooke

### I LAP Program Review

*Priscilla Hooke shared information regarding the Newcastle Elementary LAP program.  
(see LAP/Reading Club notes below)*

### II Changes in Kindergarten Orientation Timeline

*Newcastle will be providing registration support next Wednesday from 2:00 until 6:00 PM.  
At 6:00 PM, there will be a Parent Orientation for incoming kindergarten students.  
There will be an additional orientation including student participation in the Spring.*

### III Snow Makeup Days

*The current plan is to add any days missed during the school year to the end of the calendar.  
At this point, that would mean that our year would be extended by 3 school days.*

### IV Student Transitions

*Newcastle 5<sup>th</sup> grade teachers participated in an exchange with Maywood Middle School.  
A teacher from MMS visited at Newcastle for one morning, visiting 5<sup>th</sup> grade classrooms.  
Our 5<sup>th</sup> grade team and Dr. Wood visited 6<sup>th</sup> grade classrooms at MMS that same afternoon.  
Valuable insights and understanding were gained with the hope that this partnership will  
grow and strengthen our ability to support students throughout this transition.*

### V Open Discussion/Input

*The importance of building our parent volunteer support team was discussed. One possibility  
could include expanding our PTSA awareness by engaging students as part of our PTSA  
general meeting sessions.*

Meeting adjourned at: 8:55

Next Dates:     Friday, March 13, 8:00-9:00  
                      Friday, May 8, 8:00-9:00

# **Newcastle Elementary LAP/Reading Club 2019-2020**

## **Building Plan Components-**

### **Component 1-Needs assessment**

- Assessments used to identify students-F&P, Kindergarten screener, previous report card scores, SBA scores, teacher input, parent input

### **Component 2-Identification of Students**

- LAP teacher, paraeducator and teachers meet to discuss students that qualify for Jumpstart (Kindergarten and 1<sup>st</sup> Grade)-September to October
- Students are identified and put in a rank order, the rank order is created by beginning/middle of October
- LAP teacher meets with every grade level to discuss which students should be in the program based on availability of space
- Concentration is focused on the primary grades

### **Component 3-Practices and Strategies**

- Best practices and strategies are used so that students receive a “double dose” of small group reading instruction in the classrooms and in Reading Club
- Curriculum-F&P Leveled Literacy Intervention
- Supplemental Materials-Making Words, Sight Word Games, Word Ladders-depending on the needs of the students
- Focus on letters, letter sounds sight words, rhyming, decoding, fluency and comprehension (Primary and Intermediate Grades)
- LEXIA Learning-computer program used for 3<sup>rd</sup> & 4<sup>th</sup> grade to help boost up Reading Skills (this will start in February)
- Building-wide schedule and coordinating with other Specialists (ELL, SPED, Library, Music and PE) are critical

### **Component 4-Coordination and Transitions**

- LAP teacher and paraeducator work closely with Kindergarten to help transition students into Kindergarten appropriately
- We use WA Kids data and Kindergarten Screener to help identify and work with students that need extra academic support in Jumpstart

- Paraeducator helps Kindergarteners in the classroom

**Component 5-Parent and Family Engagement**

- ELL/LAP Family Engagement Night
- Celebration of Learning-March 5
- LAP teacher sends out bi-monthly newsletters, attends conferences and emails parents

**Component 6-Professional Development**

- Continued Professional Development at Newcastle
- Continued Professional Development at the district with other Title 1/LAP teachers
- Dyslexia Conference-January 23<sup>rd</sup>, 2020

**OUR PROGRAM at Newcastle**

- Serves Kindergarten-5<sup>th</sup> Grade
- The Kindergarten LAP program is funded through PTSA with PARA, Nikki Wiebe
- Generally we try to pull students out, close to the classroom

<b>Grade Level</b>	<b>Literacy</b>	<b>Notes</b>
<b>K</b>	15 w/PARA	5 groups of 2-3 with PARA-5x/wk
<b>1</b>	12	3 groups-4x/wk LAP teacher
<b>2</b>	8	2 groups-4x/wk
<b>3</b>	6	1 group-2x/wk (40 mins) 1 group 2x/wk (40 mins)
<b>4</b>	4	1 group-2x/wk (40 mins)
<b>5</b>	7 w/PARA	1 student 1:1 (1x/wk-30 mins) 3 students (2x/wk-30 mins) 3 students (1x/wk-30 mins)
	52	

- Push-in-
  - LAP teacher and PARA go into classrooms to assist/observe students on an as-needed basis at the beginning of the year

- All students are ranked using F&P scores, grades, standardized test scores and teacher recommendations. Student data is placed in a rank-order list and students are selected for service, beginning with students of highest need.
- Main focus is early intervention in the primary grades K-2.
- Kindergarten Jumpstart-after the Kinder screener, we ranked all of the students and took the lowest scoring students along with teacher recommendations
- First Grade Jumpstart based on Kindergarten Screener/Fountas and Pinnell scores and teacher recommendations. We worked on letters, letter sounds putting letters in alphabetical order sight words and beginning books.
- Fountas and Pinnell reading assessments are given to all Reading Club students three times a year (beginning, middle and end). Two progress reports are sent home throughout the year (March and June).
- Progress updates/notes are sent to teachers bi-weekly.
- Students in Reading Club should not miss reading instruction in the classroom. They should receive a "double dose" of reading instruction along with some writing instruction.
- A student is not exited from the program unless the classroom teacher feels the student is academically performing "in the middle of the class" without needing extra support and parents are notified.
- We are constantly looking at students, monitoring their progress and exiting as needed to get the student back into the classroom and make space for new students.
- All Title 1/LAP teachers meet every other month with Alaina S. (Director of Equity)
- PTSA dollars fund PARA, Nikki Wiebe and she helps with all Reading Club services, specially Kindergarten and 5<sup>th</sup> grade
- The goal this year is to really focus on early intervention and closing the achievement gap (along with our SIP goal and Building LAP plan) especially with ELL students.
- Our SIP goal focuses on math (increasing the number of students meeting standard in Math on the SBA)...which is intertwined with Reading and Writing.

