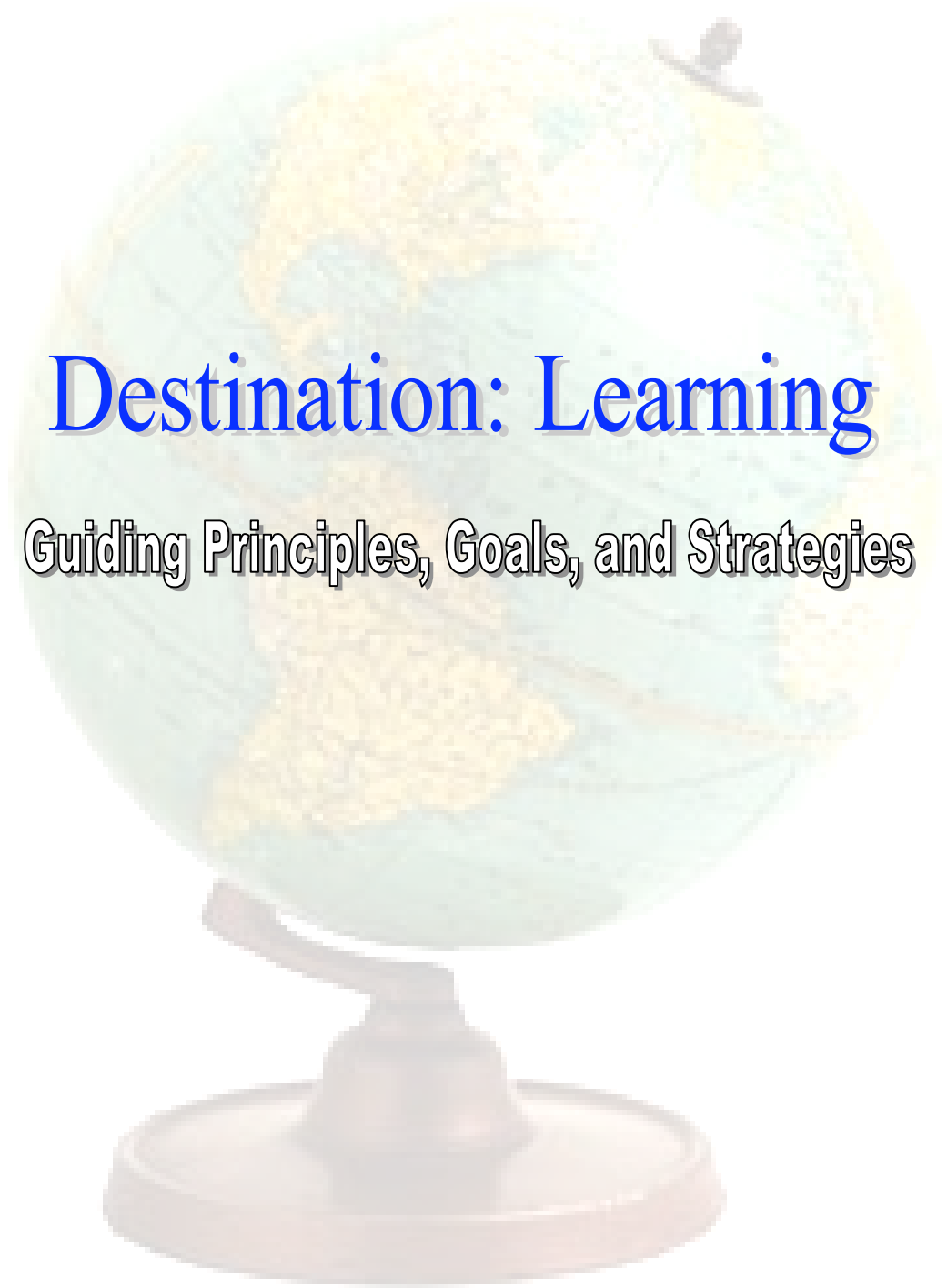




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Destination: Learning

Guiding Principles, Goals, and Strategies



Spring 2007



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PARKVIEW TEAM MEMBERS

Literacy Team

Jana Vetterly, Kindergarten
Heather Irwin, Kindergarten
Annette Hulder, 1st Grade
Kari Lemke, 2nd Grade
Lisa Davis, 3rd Grade
Susan Rogers, 4th Grade
Deanne Richardson, 5th Grade
Dorothy Willmon, 6th Grade
Denise Wymore, SPED
Ilene Ramirez, EA
Trela Rupp, EA
Debbie Barnard, Media Specialist
Maria Smith, ASC

Numeracy Team

Melissa Equia, Kindergarten
Lisa Gershon, 1st Grade
Kathy Shallenberger, 1st Grade
John Vistine, 2nd Grade
Doris Ford, 3rd Grade
Julie Howell, 4th Grade
Vicki Young, 5th Grade
Carrie Geiser, 6th Grade
Carol Stidham, EA

Character Counts! Team

Jennifer Westfall, Kindergarten
Pat Cheville, 1st Grade
Jana Wornell, 2nd Grade
Jana Fields, 3rd Grade
Mark Williams, 4th Grade
Jody Self, 6th
Lori Atkinson, Music
Ashley Wagner, SPED
Robin Eberhardt, Counselor
Diane Smith, EA
Denise Pusateri, EA
Jill Denton, EA
Sharette Kitzhaber, EA



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PARKVIEW SITE TEAM MEMBERS

Jana Vetterly-K
Melissa Equia-K
Annette Hulder-1
Pat Cheville-1
Kathy Shallenberger-1
Kari Lemke-2
Jana Wornell-2
Doris Ford-3
Susan Rogers-4
Julie Howell-4
Deanne Richardson-5
Dorothy Willmon-5
Carrie Geisler-6
Xondria Self-6
Denise Wymore-SPED
Lisa Gershon-SPED
Ilene Ramirez-EA
Robin Eberhardt-Counselor
Carol Stidham-EA
Debbie Barnard-EA
Penny Anderson-EA
Alfreda Sigala-Instructional Coach
Jennifer Whitehead-Principal



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PARKVIEW MISSION STATEMENT

Our mission at Parkview Elementary, an enthusiastic and cohesive team of visionaries; is to create a school community where individual potential and positive character are nurtured, unique differences are embraced, and students are empowered to become successful life-long learners; through academic excellence and a committed partnership with students, staff, family, church, and community.



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GUIDING PRINCIPLES

We believe family and community involvement is crucial to the social, emotional, and academic development of children.

We develop literacy skills through daily reading and writing activities, which are integrated across the curriculum enabling students to make real life connections in context.

We teach numeracy by working with numbers daily in the form of words, pictures, numbers, signs, symbols, manipulatives, or explanations enabling students to apply these skills to real life situations in context.

We expect everyone to be a person of good character in daily interactions/situations, which will enhance a positive social culture conducive to personal development and academic progress.



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NUMERACY GOAL

School Goal: The percentage of students showing proficiency in mathematics will increase 7%, from 38% to 45%, by March 2008, as measured by the NMSBA.

Team Goal: By May 2008, 80% of Parkview students will communicate mathematics in the form of words, pictures, or numbers as measured by the score of 2 on the teacher created rubric based on Number Literacy.

Strategies:

All Grade Levels:

1. Administer and score word problems 3 times a year (Beginning, Middle, End) using the Number Literacy rubric to inform instruction.
2. Utilize color coded vocabulary word wall to ensure consistent reading, writing, and speaking of math vocabulary across grade levels throughout the year.
3. Analyze SME data and provide interventions at least 2 times a week.
4. Utilize Number Literacy tools (ie; What's My Place/What's My Value, DOTS, monthly baits, number patterns, *Opening Eyes To Mathematic* in grades 3-4, and *Visual Mathematics* in grades 5-6) and *Math Expressions* daily to develop mathematical concepts.
5. Utilize words, pictures, numbers, signs, symbols, or explanations daily to develop mathematical concepts.
6. Implement a Family Math Night in the fall to inform parents/guardians of key components of number literacy.
7. Develop and utilize a team of on-site math resource personnel to meet with grade level teachers and across grade levels a minimum of once a month.



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LITERACY GOAL

School Goal: The percentage of students showing proficiency in reading will increase 16%, from 51% to 67%, by March 2008, as measured by the NMSBA.

Team Goal: By May 2008, 80% of Parkview students will read at or above grade level as measured by SME.

Strategies:

All Grade Levels:

1. Utilize Guided Reading components, based on Fountas & Pinnell, daily to develop literacy skills. (components defined as: reading, writing, and word study-phonics, spelling, vocabulary).
2. Implement a Family Literacy Night in the fall to inform parents/guardians of key components of literacy.
3. Develop and utilize a team of on-site literacy resource personnel to meet with grade level teachers and across grade levels a minimum of once a month.
4. Utilize thematic units to teach across the disciplines.
5. Identify and implement a writing program by August 2007.

Grade K:

1. Utilize *Waterford* computer program daily to increase vocabulary, phonemic awareness, and explicit phonics instruction.
2. Analyze *Waterford* computer program data at least 2 times a week and provide interventions based on that data.

Grades 1-6:

1. Analyze SME data and provide interventions at least 2 times a week.



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Grades K-2:

1. Analyze DIBELS data 3 times a year and progress monitoring bi-weekly to inform instruction.
2. *Utilize *Recipe for Reading* to increase vocabulary, phonemic awareness, and explicit phonics instruction.

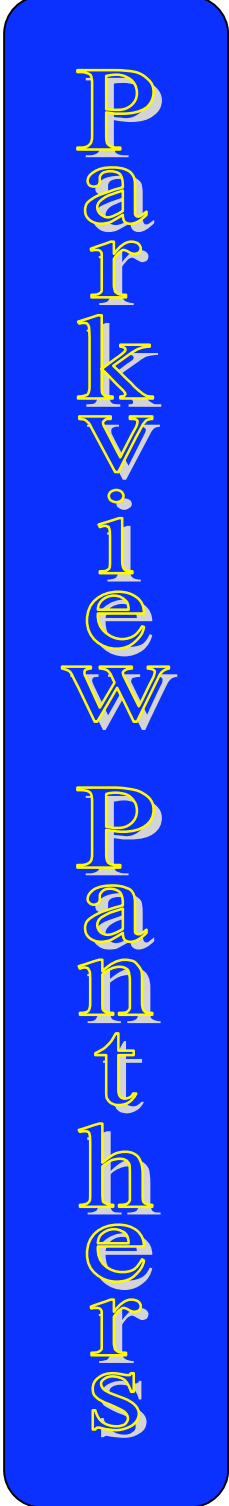
Grades 2-6:

1. *Utilize *Words Their Way* daily to increase vocabulary, phonemic awareness, and explicit phonics instruction.
2. Analyze *Words Their Way* data 3 times a year (Beginning, Middle, and End) and provide interventions.

*As developmentally appropriate.

Special Education:

1. Utilize the *Language!* program with fidelity in grades 4-6 daily to develop literacy skills.



CHARACTER COUNTS! GOAL

School Goal: By May 2008, 80% of Parkview students will internalize and demonstrate appropriate character in daily interaction/situations as measured by teacher created criteria recorded daily and monthly.

Strategies:

1. Utilize the school PBS behavior matrix that correlates to the Character Counts! traits daily to discuss and reinforce appropriate behavior.
2. Record daily and monthly in each classroom the behavior of individual students to recognize appropriate behavior each 9 weeks *(each teacher will report criteria to office and parents in classroom handbook).
3. Discuss Character Counts! traits demonstrated by characters in daily class reading.
4. Model Character Counts! traits through daily interactions with peers and students.
5. Implement the use of natural consequences/choices daily when modeling and teaching appropriate character in daily interactions/situations.