

Union Center Elementary
Where our teachers T.E.A.C.H
and our students L.E.A.R.N.



PL221
School Improvement Plan
2016-2019

(Reviewed and Revised 2017-18 School year)

TABLE OF CONTENTS**Pages 1-2**

	<u>Pages</u>
I: <u>Introduction</u>	3-7
Directory of Committee	3
Directory of Certified Staff	4
Directory of Non-Certified Staff	5
Location	6
Type	6
Description and Location of Curriculum	6
Assessment Instruments	6-7
II: <u>Statement of Mission</u>	8
Corporation Vision and Mission Statement	8-9
Corporation Goals and Strategies	9
III: <u>Summary of Data</u>	10
Graphs of Annual Performance Report	10
IV: <u>Conclusions</u>	11-16
Union Center Curriculum	11
Educational Programs	11
Technology	11
Art	11-12
Music	12
Choir	12
Physical Education	12
Media	12
Accelerated Reading	12
In School Remediation	13
Parental Participation in the School	13
Technology as a Learning Tool	14
Safe & Disciplined Learning Environment	14-15
Professional Development	15-16
V: <u>Student Achievement Objectives/Goals</u>	16
Attendance Rate	16
Percentage of Students Meeting Academic Standards	16
Language Arts and Math grades 3-5	16
VI: <u>Specific Areas Where Improvement is Needed</u>	17

VII:	<u>Benchmarks for Progress</u>	17-30
	Math 1A	18-19
	Math 1B	20
	Math 1C	21
	Writing 2A	22-25
	Writing 2B	26
	Writing 2C	27
	Attendance	28-30
VIII:	<u>Academic Honors Diploma and Core 40</u>	31
IX:	<u>Proposed Interventions</u>	31
X:	<u>Professional Development</u>	31
XI:	<u>Statutes and Rules to be Waived</u>	31
XII:	<u>Three Year Time Line</u>	31

I. **INTRODUCTION**

Administration

Principal: Patrick Fuller

School Board Member: Stacey Buehler

Parents

Stephanie McNamara

(T) Trusted Collaboration-*reviewing our school's process in collaboration in the classroom, across grade levels and even within the district.*

Laura Klimczak

Darlene Alonzo

Diana Reed

Marty Hill

(E) Engagement of students- *reviewing current and new strategies that best serve student engagement*

Matt Gage

Amy Vanderzee

Jamie Parks

Nevenka Schumacher

(A) All levels of learners- *reviewing our school's strategies to differentiate within the classroom and how student success is being measured on different levels.*

Allison Edwards

Susan Sharkey

Maddie Miller

Stephanie Kearney

Cathy Taylor

(C) Clear Objectives- *reviewing how clear objectives can be delivered and how students can be involved with establishing their own goals and reviewing growth.*

Kerri Taylor

Jayne Leonelli

Jen Weiss

Matt Dickey

(H) Higher level questioning- *reviewing how strategies to ask higher level questions can help with overall growth in a classroom.*

Chris Uskert

Marilyn Gonzales

Alexis Gage

Olivia VanBeek

Samantha Allen

CERTIFIED STAFF

<u>NAME</u>	<u>DEGREE/LICENSE</u>	<u>YEARS EXPERIENCE</u>
Hill, Marguerite	Masters/Life	40
Leonelli, Jayme	Bachelors 7/13/15	33
Sharkey, Susan	Masters/Life	32
Reed, Diana	Masters/Life	30
Alonzo, Darlene	Bachelor 6/10/2018	29
Taylor, Cathy	Masters	28
Uskert, Christine	Bachelors 6/07/12	19
Schumacher, Nevenka	Masters 6/23/16	18
Edwards, Allison	Masters 6/01/26	15.5
Parks, Jamie L.	Bachelors 7/18/13	13
Weiss, Jennifer	Masters 8/01/22	12
Gage, Matt	Bachelors 8/09/12	12
Gage, Alexis	Bachelors 5/08/14	11
Taylor, Kerrie	Masters 8/01/2022	11
Klimczak, Laura	Bachelors	11
Fuller, Patrick	Masters 5/06/18	8
Dickey, Matt	Bachelors	5
Vanderzee, Amy	Bachelors	3
VanBeek, Olivia	Bachelors	4
Gonzales, Marilyn	Bachelors	2
Miller, Madelaine	Bachelors	1
Kearney, Stephanie	Bachelors	1
Allen, Samantha	Bachelors	0

NON-CERTIFIED STAFF

<u>NAME</u>	<u>POSITION</u>
Beverly Malone	Secretary
Ana Brocksmith	Home/School Advisor
Kim Camplan	Kitchen Manager
Paula Spoljaric	Kitchen
Sheryl Passauer	Kitchen
Brenda Raleigh	Kitchen
Michelle Forrest	Special Education Para
Kathy Mackovyak	Special Education Para
Mitzi Davis	Nurse
Dave Gast	Maintenance
Pat Krawczyk	Custodian
Ray Hill	Custodian
Kerri Ramirez	Instructional Aide
Lisa White	Instructional Aide
Julie Hurley	Lunch/Recess Aide
Tonda Underwood	Lunch/Recess Aide
Joy Nordyke	Lunch/Recess Aide
Bridget Owens	Media Aide
Phyllis Knoblock	Head of Transportation
Tracy Gallagher	Driver
Dale Naggatz	Driver
Bridget Govert	Driver
Melissa Rose	Driver
Kim Metros	Driver
Karen Tucker	Driver
Susan Salakar	Driver
Jerry Poradzisz	Driver
Lisa Sullivan	Driver

Location – Union Center Elementary School is located in unincorporated Union Township, Porter County, in Northwest Indiana, approximately fifty miles southeast of Chicago, Illinois. UCE is located two tenths of a mile north of Highway 30 on 600 West. The mailing address is 272 North 600 West, Valparaiso, Indiana 46385.

Type – Union Center Elementary School is part of the Union Township School Corporation, which is a thirty square mile school district comprised of Union Center Elementary, John Simatovich Elementary School, Union Township Middle School, and Wheeler High School, with total enrollment of approximately 1700 students. The district is composed of rural and suburban areas with a total population of about 7,000. The township's largest employer is the school corporation. Many of our residents commute daily to work in communities such as Merrillville, Michigan City, Portage, Hobart, Valparaiso, and Chicago.

Description and Location of Curriculum – Our current curriculum, textbooks and materials are aligned with the Indiana Standards. When reviewing new series and materials for adoption, only those aligned with the standards are considered. All teachers have a copy of the Indiana Academic Standards for all curricular areas. Additional curriculum information is located on the web.

Assessment Instruments

Assessment instruments are used by administration and faculty to help determine individual strengths, weaknesses, and needs of students (ie: Special and High Ability Classes, Grade Level Placement). Assessments are summative and formative in nature.

Adopted Textbook Related Assessments

- Reading Unit Tests - Harcourt
- Accelerated Reading Comprehension Quizzes
- Chapter Tests

Teacher-Based Assessments

- Enterprise Star (reading, math)
- Oral Assessments by teacher (retelling stories, phonics, fluency)
- Informal classroom observations by teachers (re-teach)
- Teacher based written tests and quizzes in all subjects
- Writing rubrics for assessment and for portfolio use
- Worksheets
- Book Reports
- Projects
- DIBELS as resources are available (K-1)

Corporate Level Assessments

- Standards based report card
- Progress Reports
- Star Reading, Math
- CoGat

Computer Assisted Instructional Assessments

- Accelerated Reader Quizzes
- Comprehension Expedition
- Enterprise Star
- Reading Eggs
- Splash Phonics
- STAR

State Assessments

- ISTEP+ – Grades Third, Fourth, and Fifth
- IRead -3 – 3rd grade

II.

STATEMENT OF MISSION

Our teachers are charged to T.E.A.C.H.

- T-Trusted Collaboration
- E-Engaging students
- A-All levels of learning
- C-Clear objectives
- H-Higher level questioning

Our students are charged to L.E.A.R.N.

- L- Listen to students and adults
- E- Explore new ideas
- A- Ask questions always
- R- Respect each person you meet
- N- Never give up today

UTSC Mission Statement

Every student . . . every day.

UTSC Vision Statement

Union Township School Corporation is a place where students are eager to learn, parents are actively involved, and highly effective personnel desire to work. Our schools are the focal point of the community and a source of pride. Every student is challenged to accomplish exemplary levels of achievement through a rigorous, diversified curriculum provided in a safe and supportive educational environment.

We believe:

- every student will have the opportunity to reach their highest level of personal success;
- every student learns best when instructional practice is varied and accommodates individual learning styles;
- every student achieves through applying new skills, being fully engaged in classroom situations, and developing higher levels of thinking;
- parents/guardians are vital to the success of every student and our schools;
- in attracting, hiring, developing, and retaining highly effective employees;
- all personnel are valued contributors to student achievement;
- our schools are the focal point of the Union Township community;
- our schools must effectively communicate with our community;
- responsible budgeting and financing maximizes the educational investment in each student;
- facilities that are well-maintained enable the school corporation to offer exemplary programs;
- every student and staff member deserves a safe school environment protected from violence, bullying, and substance abuse.

We value:

- a rigorous, diversified curriculum that includes meaningful literacy activities;
- technology that is utilized as an essential tool for students, staff, and the community to enhance thinking, learning, and life skills;
- extra-curricular and co-curricular programs that enhance the educational experience of every student;

- long range financial planning that safeguards the community's investment in education;
- school facilities that are safe and well-maintained, that promote student learning and are sources of pride for our community;
- a positive school and community relationship.

UTSC Goals and Strategies

- **Motivate every student to realize their growth potential**
 1. Utilize incentive programs to motivate students
 2. Communicate with parents regarding student's potential and need for parental support
- **Attract, develop, and retain highly effective personnel**
 1. Support staff with effective professional development
 2. Market accomplishments of Union Township School Corporation
- **Maintain a culture of Bearcat Pride**
 1. Celebrate successes of all schools to indicate unity
 2. Foster a team culture
- **Provide a safe and supportive school environment**
 1. Establish a support system for students who need assistance
 2. Diligently train all staff in the implementation of school safety procedures
- **All students engage in challenging and appropriate instruction to maximize achievement**
 1. Continue to assess instructional strategies that engage all learners
 2. Engage teachers in the practice of purposeful planning, rich curriculum development, and effective teaching strategies.
- **Develop a financial plan that maximizes educational opportunities and maintains fiscal responsibility**
 1. Work within the budget as proposed
 2. Develop a three year plan that prioritizes needs
- **Union Township School Corporation provides comprehensive and effective communication**
 1. Publish newspaper articles highlighting school success
 2. Maintain up to date student data base and parental interface
 3. Utilize ongoing communication with parents regarding school related programs, activities and achievement

III

SUMMARY OF DATA

See Appendix for data/graphs

**Breakdown may be viewed at:

<http://compass.doe.in.gov/dashboard/overview.aspx?type=school&id=6845>

IV**CONCLUSIONS****Union Center Curriculum**

The ISTEP results for Union Center Elementary School show that we are maintaining exemplary status. Last year, 85.3% of our students met standards in both Language Arts and Math.

We are very happy with our Language Arts results and plan to continue with our current strategies. This will include the implementation of the Harcourt Language Arts Series to enhance the learning process. We will continue to use and support *Accelerated Reader* and the 6-Traits writing process.

We will continue to use Morning Block time and Public Law 221 meetings to pinpoint areas of concern and develop strategies to best increase student achievement, specifically focusing on vertical articulation within English and Math disciplines.

We will continue to provide professional development. All professional development is focused on practices that support the achievement of Common Core, the Indiana Academic Standards, their assessment, and Best Instructional Practices. We meet in committees and groups to discuss, gain knowledge, and improve educational strategies to further achieve Indiana Academic Standards.

Our staff takes pride and remains positive as we continue to analyze our current instructional programs.

Educational Programs

Meeting the educational needs of all students is our top priority at Union Center. Differentiated Instruction, based on Best Teaching Practices and Brain Research, is used to meet the diverse needs of our students.

Technology

Technology skills are essential for the success of our students. These skills are acquired through projects using a variety of programs and tools to reinforce state standards and curriculum. They also further develop problem-solving skills, express individual creativity, and offer opportunities to create means of sharing information.

Art

Art instruction at Union Center focuses on introducing students to a variety of skills. Our students have an opportunity to develop an appreciation for Art. Students are actively

engaged in producing artwork that reflects knowledge of cultural exploration and individual creativity. A variety of artists are introduced, and their style of work discussed.

Music

Union Center's music program strives to prepare students for a lifetime of enjoyment and participation. A love of music through creation, performing, listening, and observing is a primary goal. Weekly classes give students the opportunity to sing, dance, listen, play music instruments (keyboards and other various rhythm instruments) and observe a variety of music.

Choir

Fourth and Fifth graders at Union Center have the unique opportunity to be members of the Union Center Choir. Members practice Mondays after school for 60 minutes. The Choir performs at the Veteran's Day Program, Holiday Celebration and at the school's annual Talent Show. Some of its members have also participated in "Circle the State with Song".

Physical Education

The goals of the Physical Education Curriculum are to develop skills related to physical fitness and life-long activities. Large motor skill development, self-expression, and social skills are stressed.

Media

Students at Union Center Elementary School visit the Media Center each week. During this time students may check out and return books. This includes books from our Accelerated Reading Program. Media research skills are also taught to children during this time. The media aide, along with the classroom teachers, create and promote reading and writing through Dr. Suess Day, the Book Fair, Accelerated Reading, Holiday Reading Program, and other reading contests and promotions.

Accelerated Reader Program

Accelerated Reader is a reading comprehension program used by staff and the media aide at our school. Books are matched up with software quizzes and stored in our media center. Students check out the books that are appropriate for their individual reading level, students read the books, and students then take a quiz over the book. Passing the quiz gives the student points that instructors use for credit and awards. This program is mandated for students that did not pass the ISTEP+ for summer remediation.

In-School Remediation

Students identified as at risk are given opportunities in the classroom to remediate skills. Classroom teachers identify these students and implement remediation within the school day using textbooks and other materials upon the results of ISTEP Testing and textbook assessments.

Parental Participation in the School

Union Center Elementary encourages parental and community involvement in the education of our students. Union Center will continue to support new programs that utilize this invaluable resource.

1. PARENT VOLUNTEER SERVICES (100% Teacher Usage)

- a. Room Parents
 - b. Field Trips
 - c. Holiday Parties
 - d. Art Appreciation Program
 - e. P.T.O. Sponsored Projects and Events
 - f. Information Distribution (Weekly Folders, etc.)
 - g. Fund Raising Events
 - h. Enrichment Activities (Cultural Awareness, Community Awareness, etc.)
 - i. School Environmental/Beautification Projects
 - j. School Remodeling Projects
- (25%-75% Teacher Usage)
- k. Work with Individual Students
 - l. Work with Small Groups of Students
 - m. Work with the Entire Class
 - n. Activity Guidance
 - o. Clerical Activities (duplication, and making lists, etc.)
 - p. Reference Work
 - q. Unique Classroom Event Assistant (Thanksgiving Feast; Birdfeeders; Buddy Up Programs; Media Events, etc.)

2. BENEFITS TO STUDENTS

- a. Increase of Teacher – Pupil Academic Time
- b. Increase of Teacher Time to Plan Curriculum, Projects, Activities, etc.
- c. Additional Student Remediation
- d. Additional Academic Guidance
- e. Different Levels of Enrichment
- f. Additional Time for Meeting Student Needs
- g. Additional Opportunities for Individual/Class Educational Growth

Technology as a Learning Tool

Technology is an integral part of our learning environment at Union Center.

Technology programs include:

1. Accelerated Reader
2. Phonics
3. Inspiration
4. Internet
5. Jump Start
6. Kid Pix
7. Kidspiration
8. Math Blaster
9. Microsoft Word
10. Music Ace
11. PLATO
12. Power Point
13. Publisher
14. Reading Eggs
15. Typing Web.com

Safe and Disciplined Learning Environment

Union Center Elementary School is committed to providing both students and staff with a safe and healthy school environment conducive to learning and teaching.

Administration and staff are working toward relationships of open communication, respect, and dedication to improvement. Current brain research is implemented to create classroom climates and a school climate that is physically and emotionally non-threatening.

Union Center's school day starts with announcements followed by a school pledge that stresses respect for oneself and others, as well as responsibility.

Union Center parents and students acknowledge, by signature, that they have received and reviewed the Student Handbook; which contains School Board policies, rules, and procedures. This can also be viewed on our website. Policies, rules, and procedures are geared toward student safety. An Internet Policy Agreement is signed, monitored, and enforced by teachers and administration to protect children from illegal and immoral content on the Internet.

Union Center has a Home School Advisor whose duties include, but are not limited to:

- Conflict management
- Social and home issues

- Safety issues
- Little Bear Program
- Monitors attendance
- Enforces attendance policies stated in our handbook
- Red Ribbon Program
- Drug Awareness
- Safe internet/cell phone usage

Union Center, as part of Union Township Schools, participates in the Indiana Department of Education Safe Schools Training. Union Center has a well-developed crisis plan to meet all possible situations. Examples are: fire, tornado, bomb threat, violence, bus crisis, hazardous events, and chemical emergency. These procedures are posted in every room. Evacuation (fire or hazardous events), lock in, and tornado drills are practiced on a developed schedule. Additionally, once a month, the UCE staff meets to review school safety topics and are educated on the most updated strategies. Union Center will continue to analyze our crisis plans and revise all areas of our school safety plan whenever new information warrants.

Professional Development

Our staff will promote Best Practices through professional development.

Math

Professional development will include but not limited to:

- Math Remediation and Intervention
- Math Problem Solving Activities/Strategies
- Curriculum Mapping
- Common Core implementation
- Alignment of Curriculum and Assessment
- Differentiated Instruction

Professional development will be implemented in the area of Math.

Language Arts

Professional development will include but not limited to:

- School-Wide Reading Program
- Rubrics
- Remediation and Interventions
- ISTEP Writing Scores

- Curriculum Mapping
- 6 Traits
- Differentiated Instruction

Professional development will be implemented in the area of Language Arts.

Professional development will include but not limited to:

- Books to enhance 6 Traits for writing (ie: 6+1 Traits of Writing for Primary and Intermediate Grade by Ruth Culham)
- Differentiated Instruction Readings

The principal and PL221 committee, along with the help of the assistant superintendent, will implement the continued study of these resources.

Top of Form

Bottom of Form

V

Student Achievement Objectives/Goals

See Table 3 Below for:

- A. Attendance Rate
- B. Percentage of Students Meeting Academic Standards
- C. Language Arts and Math Grades 3-5

VI SPECIFIC AREAS WHERE IMPROVEMENT IS NEEDED

The areas that are targeted for immediate improvement are based on ISTEP+ scores and DOE Drill Down Website. ISTEP+ indicates a need for improvement in problem solving/geometry/computation and writing applications. DOE Drill Down Website indicates need for attention emphasizing attendance. Achievement in the district must address the Special Education population to further our improvement.

VII BENCHMARKS FOR PROGRESS

See Matrixes below.

<u>Prioritized Strategy</u>	<u>Action Steps</u>	<u>Persons Responsible</u>	<u>Resources</u>	<u>Start/End Dates</u>	<u>Notes</u>
Implement activities daily that include verbal, written, pictorial, graphic, and concrete form	Problem of the Day Daily Practice Assessment: Formal and informal observations by teachers.	Math Teachers VAT in Math	Text Lesson Plans Problem Solving black line masters Smart board	Sept. 2016 May 2019 (reviewed annually)	
	Real Life Applications Activities Weekly Practice Assessment: Formal or informal observation by teachers.	Staff Principal Students Parents/ Guardians	Lesson Plans Text Smart board	Sept. 2016 May 2019 (reviewed annually)	Professional Development time is needed: Both building-wide and grade level meetings will occur.

Table 1A: Mathematics Goals, Benchmarks, Strategies and Action Steps

Targeted Goal: During the 2016-17, 2017-18 and 2018-19 school years, students will perform at or above 84%, 85% and 86% (respectively) in the areas of Geometry, Computation, and Number Sense/Measurement on the ISTEP and other annual assessment.

<u>Prioritized Strategy</u>	<u>Action Steps</u>	<u>Persons Responsible</u>	<u>Resources</u>	<u>Start/End Dates</u>	<u>Notes</u>
	<p>Incorporating Math into technology</p> <p>Assessment: Formal and Informal observations.</p>	<p>Staff</p> <p>Student Body</p> <p>VAT in Math</p>	<p>Text On-line</p> <p>Tech Support</p> <p>Various Sites & Software</p> <p>Text</p> <p>Manipulatives</p> <p>Chart/pictures A.V. Equipment Smart board</p>	<p>Sept. 2016 May 2019 (reviewed annually)</p>	<p>Professional Development is given: Both building-wide and grade level meetings will occur.</p>
	<p>Math Vocabulary</p> <p>In-class activities</p> <p>Assessment: Students will have fewer errors during activity.</p> <p>Assessment: Formal and Informal observations.</p>	<p>Staff</p> <p>VAT in Math</p>	<p>Lesson Plans</p> <p>Text</p> <p>Vocabulary Kit</p> <p>Manipulatives Smart board</p>	<p>Sept. 2016 May 2019 (reviewed annually)</p>	
	<p>Increase use of manipulatives</p> <p>In-class games and activities</p> <p>Assessment: Students will have a better understanding during guided practice exercises.</p>	<p>Staff</p> <p>Student Body</p> <p>VAT in Math</p>	<p>Lesson Plans</p> <p>Manipulatives</p> <p>Text Smart board</p>	<p>Sept. 2016 May 2019 (reviewed annually)</p>	

	<p>Incorporate activities that encompass geometry skills in Specials. In-class activities</p> <p>Assessment: Students will readily acknowledge geometry in their environment.</p>	<p>Staff Parents Community</p>	<p>Instrument Pictures 3-D Shapes Paint Shop Art Appreciation Smart board</p>	<p>Sept. 2016 May 2019 (reviewed annually)</p>	
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Table 1B: Mathematics Goals, Benchmarks, Strategies and Action Steps

Targeted Goal: During the 2016-17, 2017-18 and 2018-19 school years, students will perform at or above the 84%, 85% and 86% (respectively) in the areas of Geometry, Computation, and Number Sense/Measurement on the ISTEP and other annual assessment.

<u>Prioritized Strategy</u>	<u>Action Steps</u>	<u>Persons Responsible</u>	<u>Resources</u>	<u>Start/End Dates</u>	<u>Notes</u>
Facilitate remediation for students who did not pass math standards or those identified as needing additional help outside of the regular math classroom	<p>Include an ISTEP Remediation Program within the school day/after school & home Work throughout the year</p> <p>Assessment: ISTEP and annual testing</p>	<p>Staff</p> <p>Principal</p> <p>Parents/ Guardians</p>	<p>Remediation Materials</p> <p>Spiral Review Intervention Sheets</p> <p>Textbook Series</p> <p>Math Games</p> <p>Concrete, hands-on Lessons</p> <p>Lesson Plans</p> <p>Report Card</p> <p>Teacher's Notes</p>	<p>Sept. 2016</p> <p>May 2019 (reviewed annually)</p>	Harmony
	Math – Morning Announcements that will coincide with curriculum	<p>Staff</p> <p>Student Body</p> <p>Parent/ Guardian</p> <p>Office Staff</p>	<p>Text</p> <p>Manipulative</p> <p>Charts</p> <p>Pictures</p>	<p>Sept. 2016</p> <p>May 2019 (reviewed annually)</p>	A Mathematical Geometric/Measurement Concepts will be introduced or reviewed weekly on camera as part of morning announcements.

Table 1C: Mathematics Goals, Benchmarks, Strategies and Action Steps

Targeted Goal: During the 2016-17, 2017-18 and 2018-19 school years school years, students will perform at or above 84%, 85% and 86% (respectively) in the areas of Geometry, Computation, and Number Sense/Measurement on the ISTEP and other annual assessment.

<u>Prioritized Strategy</u>	<u>Action Steps</u>	<u>Persons Responsible</u>	<u>Resources</u>	<u>Start/End Dates</u>	<u>Notes</u>
Number sense/measurement activities through the use of technology, text and hands-on manipulative will be implemented by staff.	Math problem solving activities/strategies related to geometry, vocabulary, computations and number sense for each grade level. Used throughout the year. Assessment: ISTEP and annual testing.	Staff Principal	Text Measurement Smart board Workshops Manipulatives Resource Personnel	Sept. 2016 May 2019 (reviewed annually)	Professional development will be used to expand ideas and strategies during both building-wide and grade level meetings will occur.
	Mastering Math Facts Grades 1 through 5 Assessment: ISTEP and annual testing.	Staff Office Staff Parents/ Guardian	Mastering Math Facts Packet Software/ Internet Sources Flashcards Smart board Math Games	Sept. 2016 May 2019 (reviewed annually)	Supplies need to be copied and organized per section.

Table 2A: Writing Process Goal, Benchmarks, Strategies and Action Steps

Targeted Goal: During the 2016-17, 2017-18 and 2018-19 school years, students will perform at or above 86%, 87% and 88% (respectively) in the Language Arts area of the ISTEP and other annual assessments.

<u>Prioritized Strategy</u>	<u>Action Steps</u>	<u>Persons Responsible</u>	<u>Resources</u>	<u>Start/End Dates</u>	<u>Notes</u>
Implement activities to expose students to different Writing Genres	School-Wide Writing Program *Six Traits Assessment: Informal or Formal Observation, Book Sharing, Reading Tests, Six Traits Rubrics	Staff Students Volunteers Parents/ Guardians	Dictionaries Current and past word lists Thesaurus Resource Materials K-1 Reading Log	Sept. 2016 May 2019 (reviewed annually)	
	Reinforce Spelling Words through various activities Words are based on review words and appropriate grade level lists Assessment: Spelling Tests	Staff Students Principal	Text Word Wall 6-Traits Rubric Computers/ Internet Research Journals Story Writing	Sept. 2016 May 2019 (reviewed annually)	Include items/activities at a staff meeting to inform Purchase Quick Notes
	Story Starters Students will write stories using provided prompts Assessment: Daily Work	Staff	Text 6 Traits Rubric Lesson Plans Journals Ipads/ Personal Tablets	Sept. 2016 May 2019 (reviewed annually)	

			<p>Computers</p> <p>DOE Prompts</p>		
	<p>School-Wide Reading Program Accelerated Reader School-Wide and/or grade level goals for Accelerated Reader (1-5). Individual goals for Accelerated Reader will be implemented Assessment: STAR Reading</p>	<p>Staff</p> <p>Students</p> <p>Parent/Guardian</p> <p>Principal</p>	<p>Computers</p> <p>Library</p> <p>Scholastic Reading Books</p> <p>Scholastic Reading & Accelerated Reading Software</p> <p>Text</p> <p>Leveled Readers</p> <p>Ipads/ Personal Tablets</p>	<p>Sept. 2016</p> <p>May 2019 (reviewed annually)</p>	<p>Professional Development time is needed to share strategies for implementing School Wide Reading Program and incentives.</p> <p>A reward will be planned at the end of each 9 weeks.</p> <p>Principal's Choice Award</p>

Table 2A: Writing Process Goal, Benchmarks, Strategies and Action Steps

Targeted Goal: During the 2016-17, 2017-18 and 2018-19 school years, students will perform at or above the 86%, 87% and 88% (respectively) in the Language Arts area of the ISTEP and other annual assessments.

<u>Prioritized Strategy</u>	<u>Action Steps</u>	<u>Persons Responsible</u>	<u>Resources</u>	<u>Start/End Dates</u>	<u>Notes</u>
Implement activities to expose student to different Writing Genres	<p>Music Newspaper Critique</p> <p>Writing after Special Programs</p> <p>Assessment: ISTEP and annual testing</p>	<p>Music Teacher</p> <p>Students</p> <p>Computer Teacher</p>	<p>Music Programs</p> <p>Newspapers</p> <p>Staff</p> <p>6-Traits Rubric</p>	<p>Sept. 2016</p> <p>May 2019 (reviewed annually)</p>	
	<p>Group Writing within classroom settings – using webs and other graphic organizers with emphasis on enhanced word choices and punctuation marks.</p> <p>Using 6 Traits Model</p> <p>Assessment: ISTEP and unit tests</p>	Staff	<p>Text</p> <p>Unit Reading Tests</p> <p>Story Web</p> <p>Graphic Organizers</p> <p>Journals</p>	<p>Sept. 2016</p> <p>May 2019 (reviewed annually)</p>	
	<p>A sample of each student’s writing will be graded by teachers using a rubric in Sept. and May. All other monthly portfolio writing will be either assessed formally or informally.</p> <p>Assessment: ISTEP</p>	Staff	<p>DOE Rubric</p> <p>IDOE/6-Traits Builder</p> <p>6 Traits Smekkenized Rubric</p> <p>Text</p>	<p>Sept. 2016</p> <p>May 2019 (reviewed annually)</p>	Distribute IDOE/6-Traits Rubric to staff in September.

	Rubric		Rubistar		
	Use Technology for writing Assessment will be through formal and informal observation	Staff	Computer Lab	Sept. 2016 May 2019 (reviewed annually)	

Implement activities to expose student to different reading comprehension skills	Group Reading/Writing within classroom settings –with emphasis on context clues, figurative language and root words. Using 6 Traits Model Assessment: ISTEP and unit tests	Teacher	AR Textbook Readables Journal Staff 6-Traits Rubric
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Table 2B: Writing Process Goal, Benchmarks, Strategies and Action Steps

Targeted Goal: During the 2016-17, 2017-18 and 2018-19 school years, students will perform at or above the 86%, 87% and 88% (respectively) in the Language Arts area of the ISTEP and other annual assessments.

<p>Formalize a procedure to facilitate remediation for students who did not pass Language Arts standards.</p>	<p>Remediation within the school day that includes writings across the curriculum that are informally and formally individually assessed. Class work throughout the year</p> <p>Assessment: ISTEP and remediation material testing</p> <p>Reading Block will occur each day.</p>	<p>Staff</p> <p>Principal</p> <p>Superintendent</p> <p>Teachers, students, volunteers, parents/ guardians</p>	<p>IDOE</p> <p>School personnel</p> <p>Resource time</p>	<p>Sept. 2016</p> <p>May 2019 (reviewed annually)</p>	<p>Investigate options for remediation</p> <p>Reading texts, worksheets, graphic organizers, level readers, library books</p>
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Table 2C: Writing Process Goal, Benchmarks, Strategies and Action Steps

Targeted Goal: During the 2016-17, 2017-18 and 2018-19 school years, students will perform at or above the 86%, 87% and 88% (respectively) in the Language Arts area of the ISTEP and other annual assessments.

<u>Prioritized Strategy</u>	<u>Action Steps</u>	<u>Persons Responsible</u>	<u>Resources</u>	<u>Start/End Dates</u>	<u>Notes</u>
Design and Implement a Staff Development Program that focuses on Best Practices in Writing using the 6-Traits Model.	<p>Staff Development will continue to provide strategies to implement 6-Traits.</p> <p>Staff Feedback on professional development will be distributed</p> <p>Vertical Articulation</p>	<p>Writing VAT</p> <p>Professional Development Committee</p> <p>Staff</p>	<p>6-Traits Rubric</p> <p>ISTEP Writing Anchor Papers</p>	<p>Sept. 2016</p> <p>May 2019 (reviewed annually)</p>	<p>Staff development time needs to be given to share strategies for 6 Traits</p> <p>Purchase 6 Traits Books for Grade Levels (PTO)</p>
	<p>Staff Development will provide the staff a breakdown of ISTEP writing scores and samples.</p>	<p>Writing Committee</p> <p>Professional Development Committee</p> <p>Staff</p> <p>Principal</p>	<p>IDOE website 6-Traits Websites</p> <p>ISTEP writing prompts</p> <p>ISTEP interpretation guide</p> <p>Returned ISTEP writing applied skills test</p>	<p>Sept. 2016</p> <p>May 2019 (reviewed annually)</p>	<p>Professional Development time will be allotted along with staff meetings.</p> <p>Textbook Adoption Committee</p>

Table 3: Attendance Goal, Benchmarks, Strategies and Action Steps

Targeted Goal: During the 2016-17, 2017-18 and 2018-19 school years, students will maintain an attendance rate equal to or higher than 97%

<u>Prioritized Strategy</u>	<u>Action Steps</u>	<u>Persons Responsible</u>	<u>Resources</u>	<u>Start/End Dates</u>	<u>Notes</u>
<p>Activities which include maintaining attendance</p>	<p>Students will:</p> <p>Take responsibility for consistently attending school</p> <p>Take responsibility for consistently attending school on time</p> <p>Review handbook on attendance policy</p> <p>Notify parents at registration and/ or “Bearcat Tracker” of attendance policy.</p>	<p>Students</p> <p>Parent</p> <p>Teachers</p>	<p>Student Handbook available on-line or hard copy</p>	<p>Sept. 2016</p> <p>May 2019 (reviewed annually)</p>	<p>At the beginning of the school year teachers will review handbook in class</p>
	<p>Parents will:</p> <p>Call students off from school</p> <p>Notify school in advance of extended absences from school</p> <p>Refrain from taking vacations during school time</p> <p>Communicate with Home School</p>	<p>Parents</p> <p>Home School Advisor Office Personnel</p>	<p>Registration-Poster</p> <p>Phone System</p> <p>Open House</p> <p>Weekly “Bearcat Tracker” newsletter</p>	<p>Sept. 2016</p> <p>May 2019 (reviewed annually)</p>	<p>Parents are informed of attendance procedures through the “Bham Buzz” in our newsletter. State importance of submitting Dr. notes when absent.</p>

	<p>Advisor regarding absences.</p>				
	<p>UCE will: Call home when students are not here Make home visits to check on students Take daily attendance to monitor students presence in classes Refer students to Project Attend when absence is excessive. Notify parents at registration and/or "Bearcat Tracker" newsletter of attendance policy, state importance of submitting Dr. notes when absent. Give incentives to students with perfect attendance semester and end of the year Create engaging educational activities for students before vacation days to encourage children to stay in school</p>	<p>School Nurse Home School Advisor Principal Teacher County Project Attend Student Services Committee Parents Staff</p>	<p>Project Attend Handbook (on-line or hard copy) Resource officer Harmony Phone System "Bearcat Tracker" newsletter Open House Student Council</p>	<p>Sept. 2016 May 2019 (reviewed annually)</p>	<p>HSA will send attendance letters to parents HSA will submit student referral to Project Attend Parents will be informed of attendance information at registration and/or "Bearcat Tracker" newsletter. All parents will be offered a Handbook at registration which is also available online. Enforce in the Bearcat Tracker the importance of bringing in doctor's notes.</p>

	Announce on daily announcements and post in "Bearcat Tracker" newsletter about weekly Perfect Attendance for level classes.				
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VIII **ACADEMIC HONORS DIPLOMA**

Academic Honors diploma and Core 40 do not apply.

IX **PROPOSED INTERVENTIONS**

Refer to section VII, Benchmarks for Progress.

X **PROFESSIONAL DEVELOPMENT**

Cultural Competency

The method to improve cultural competency of teachers, administrators, staff, parents, and students will focus on inclusion of special education students. Professional development will focus on the Best Practices for the area of special education and integration of strategies that will improve student learning. Professional development will also focus on differentiated instruction and identifying students with disabilities and how to implement strategies.

Refer to section IV, Conclusions, for additional professional development.

XI **STATUES AND RULES**

Statues and Rules to be waived do not apply.

XII **THREE YEAR TIME LINE**

Refer to section VII, Benchmarks, for Progress