PL221
School Improvement Plan
2016-2019
(Reviewed and Revised 2017-18 School year)
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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
Jayme 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
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<th>NAME</th>
<th>DEGREE/LICENSE</th>
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<td>Hill, Marguerite</td>
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## NON-CERTIFIED STAFF

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<tr>
<td>Beverly Malone</td>
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<td>Ana Brocksmith</td>
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<tr>
<td>Kim Camplan</td>
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<td>Lisa White</td>
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<td>Julie Hurley</td>
<td>Lunch/Recess Aide</td>
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<td>Joy Nordyke</td>
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<td>Media Aide</td>
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<td>Dale Naggatz</td>
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<td>Bridget Govert</td>
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<td>Jerry Poradzisz</td>
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<td>Lisa Sullivan</td>
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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.

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.

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

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<td>Smart board</td>
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</tbody>
</table>
Incorporate activities that encompass geometry skills in Specials.
In-class activities

**Assessment:** Students will readily acknowledge geometry in their environment.

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<thead>
<tr>
<th>Staff</th>
<th>Parents</th>
<th>Community</th>
<th>Instrument</th>
<th>Instrument</th>
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<td>Pictures</td>
<td>3-D Shapes</td>
<td>Paint Shop</td>
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<td>Art</td>
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<td>Appreciation</td>
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<td>Smart board</td>
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Sept. 2016
May 2019 (reviewed annually)
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.

<table>
<thead>
<tr>
<th>Prioritized Strategy</th>
<th>Action Steps</th>
<th>Persons Responsible</th>
<th>Resources</th>
<th>Start/End Dates</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitate remediation for students who did not pass math standards or those identified as needing additional help outside of the regular math classroom</td>
<td>Include an ISTEP Remediation Program within the school day/after school &amp; home Work throughout the year Assessment: ISTEP and annual testing</td>
<td>Staff Principal Parents/Guardians</td>
<td>Remediatio Materials Spiral Review Interventio n Sheets Textbook Series Math Games Concrete, hands-on Lessons Lesson Plans Report Card Teacher’s Notes</td>
<td>Sept. 2016 May 2019 (reviewed annually)</td>
<td>Harmony</td>
</tr>
<tr>
<td>Math – Morning Announcement s that will coincide with curriculum</td>
<td>Staff Student Body Parent/Guardian Office Staff</td>
<td>Text Manipulative Charts Pictures</td>
<td>Sept. 2016 May 2019 (reviewed annually)</td>
<td>A Mathematical Geometric/Measurement Concepts will be introduced or reviewed weekly on camera as part of morning announcements.</td>
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</tbody>
</table>
Table 1C: 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.

<table>
<thead>
<tr>
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<th>Resources</th>
<th>Start/End Dates</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number sense/measurement activities through the use of technology, text and hands-on manipulative will be implemented by staff.</td>
<td>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.</td>
<td>Staff Principal</td>
<td>Text Measurement Smart board Workshops Manipulatives Resource Personnel</td>
<td>Sept. 2016 May 2019 (reviewed annually)</td>
<td>Professional development will be used to expand ideas and strategies during both building-wide and grade level meetings will occur.</td>
</tr>
<tr>
<td>Mastering Math Facts Grades 1 through 5</td>
<td>Staff Office Staff Parents/Guardian</td>
<td>Mastering Math Facts Packet Software/Internet Sources Flashcards Smart board Math Games</td>
<td>Sept. 2016 May 2019 (reviewed annually)</td>
<td>Supplies need to be copied and organized per section.</td>
<td></td>
</tr>
</tbody>
</table>
### 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.

<table>
<thead>
<tr>
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<th>Notes</th>
</tr>
</thead>
</table>
| 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) |  

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<tr>
<th>Computers</th>
<th>DOE Prompts</th>
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| School-Wide Reading Program | Staff | Computers Library Scholastic Reading Books Scholastic Reading & Accelerated Reading Software Text Leveled Readers Ipads/Personal Tablets | Sept. 2016 May 2019 (reviewed annually) | Professional Development time is needed to share strategies for implementing School Wide Reading Program and incentives. A reward will be planned at the end of each 9 weeks. Principal's Choice Award |

School-Wide and/or grade level goals for Accelerated Reader (1-5). Individual goals for Accelerated Reader will be implemented. Assessment: STAR Reading | Students | Parent/Guardian | Principal |
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.

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<th>Resources</th>
<th>Start/End Dates</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>Implement activities to expose student to different Writing Genres</td>
<td>Music Newspaper Critique Writing after Special Programs Assessment: ISTEP and annual testing</td>
<td>Music Teacher Students Computer Teacher</td>
<td>Music Programs Newspapers Staff 6-Traits Rubric</td>
<td>Sept. 2016 May 2019 (reviewed annually)</td>
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<tr>
<td>Group Writing within classroom settings – using webs and other graphic organizers with emphasis on enhanced word choices and punctuation marks. Using 6 Traits Model Assessment: ISTEP and unit tests</td>
<td>Staff</td>
<td>Text Unit Reading Tests Story Web Graphic Organizers Journals</td>
<td>Sept. 2016 May 2019 (reviewed annually)</td>
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<tr>
<td>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. Assessment: ISTEP</td>
<td>Staff</td>
<td>DOE Rubric IDOE/6-Traits Builder 6 Traits Smekenized Rubric Text</td>
<td>Sept. 2016 May 2019 (reviewed annually)</td>
<td>Distribute IDOE/6-Traits Rubric to staff in September.</td>
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<td>Use Technology for writing</td>
<td>Staff</td>
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<td>Assessment will be through formal and informal observation</td>
<td>Computer Lab</td>
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<td>Implement activities to expose student to different reading</td>
<td>Group Reading</td>
<td>Teacher</td>
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<td>comprehension skills</td>
<td>Writing within</td>
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<td>classroom</td>
<td>Textbook</td>
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<td>settings –with</td>
<td>Readables</td>
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<td>root words.</td>
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<td>Using 6 Traits Model</td>
<td>Assessment:</td>
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<td>6-Traits</td>
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<td>Rubric</td>
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</table>
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.

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

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

<table>
<thead>
<tr>
<th>Prioritized Strategy</th>
<th>Action Steps</th>
<th>Persons Responsible</th>
<th>Resources</th>
<th>Start/End Dates</th>
<th>Notes</th>
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</table>
| **Activities which include maintaining attendance** | Students will: Take responsibility for consistently attending school  
  Take responsibility for consistently attending school on time  
  Review handbook on attendance policy  
  Notify parents at registration and/or “Bearcat Tracker” of attendance policy. | Students  
  Parent  
  Teachers | Student Handbook available online or hard copy | Sept. 2016  
  May 2019 (reviewed annually) | At the beginning of the school year teachers will review handbook in class |
| **Parents will:**  
  Call students off from school  
  Notify school in advance of extended absences from school  
  Refrain from taking vacations during school time  
  Communicate with Home School | Parents  
  Home School Advisor  
  Office Personnel | Registration-Poster  
  Phone System  
  Open House  
  May 2019 (reviewed annually) | Parents are informed of attendance procedures through the “Bham Buzz” in our newsletter. State importance of submitting Dr. notes when absent. |
<table>
<thead>
<tr>
<th>Advisor regarding absences.</th>
<th>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.</th>
<th>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.</th>
<th>Sept. 2016 May 2019 (reviewed annually)</th>
<th>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.</th>
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<tbody>
<tr>
<td></td>
<td>School Nurse Home School Advisor Principal Teacher County Project Attend Student Services Committee Parents Staff</td>
<td>Project Attend Handbook (on-line or hard copy) Resource officer Harmony Phone System “Bearcat Tracker” newsletter Open House Student Council</td>
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<td><strong>Announce on daily announcements and post in “Bearcat Tracker” newsletter about weekly Perfect Attendance for level classes.</strong></td>
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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