

Revised Date: June 13<sup>th</sup>, 2011

Strategic and Continuous  
Title I Schoolwide Program  
School Improvement and Achievement Plan

2011-2014

School Name	George L. Myers Elementary School
School Address	3100 Willowdale Road Portage, Indiana 46368
School Telephone Number	219-763-8035
School Fax Number	219-764-6742
School Number	6877
School Corporation Number	6550

Jeff King  
Principal

Michael J. Berta, Jr.  
Superintendent

Terry Hufford  
School Board President

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## School Improvement Committee Members

Member's Name	Affiliation
<b>Jeff King</b>	<b>Principal</b>
<b>Pam Cochran</b>	<b>Kindergarten Teacher</b>
<b>Charlena Dan</b>	<b>1<sup>st</sup> Grade Teacher</b>
<b>Sara Porter</b>	<b>2<sup>nd</sup> Grade Teacher</b>
<b>Emily Bayer</b>	<b>3<sup>rd</sup> Grade Teacher</b>
<b>Barb Smith</b>	<b>4<sup>th</sup> Grade Teacher</b>
<b>Carrie Pack</b>	<b>5<sup>th</sup> Grade Teacher</b>
<b>Rebecca Lackey</b>	<b>LD Teacher</b>
<b>Rebecca Wiater</b>	<b>Music Teacher</b>
<b>Deb Hallenbeck</b>	<b>Computer Coordinator</b>
<b>Dalia Delgado</b>	<b>Classroom Asst/Recess</b>
<b>Dede Bairaktaris</b>	<b>Home School Advisor</b>

## Title I Schoolwide Planning Team Original Team Used during 2009-10 School Year

Name	Position
<b>Jeff King</b>	<b>Principal – Chair</b>
<b>Janet Cantrell</b>	<b>Kindergarten Teacher</b>
<b>Connie Gilbert</b>	<b>4<sup>th</sup> Grade Teacher</b>
<b>Diane Samardzija</b>	<b>Title One / ESL</b>
<b>Deb Hallenbeck</b>	<b>Computer Coordinator</b>
<b>Brenda Guth</b>	<b>Parent Representative</b>

## Part 1 - Introduction

*1. Describe your school's educational program plan. Include information regarding grade level composition and the school's mission, vision and core beliefs. Identify the racial, ethnic, language minority, cultural, exceptional learning and socio-economic groups that are included in the school's student population (demographics). (PL221) (SWP-CNA) (Current Reality)*

**Our Mission: To provide all students with a quality education in a positive learning environment supported by cooperative efforts of the school, family, and community that meets the students' needs and aspirations while preparing them to become respectful, productive citizens who view learning as a lifelong process.**

### *Our Core Values:*

- *We believe that all children can learn, we can teach all students, and there are no exceptions.*
- *We recognize, respect, and value diversity as a positive learning influence.*
- *We create an environment in which continuous improvement is embedded in our culture.*
- *We believe in an environment where all stakeholders are given the opportunity for on-going, open, two-way (listening/talking) communication.*
- *We believe in consistent identification, learning, and implementation of best policies, practices, and procedures.*
- *We believe that every employee and parent understands their role to actively support student learning and other district goals.*
- *We believe that decisions based on facts, data and parent/teacher input are in the best interest of the student.*
- *We believe a safe, clean and healthy environment is necessary for learning.*

Myers Elementary School, part of the Portage Township Schools Corporation, is located at 3100 Willowdale Road in Portage, Indiana. Myers Elementary is a K-5 school with a diverse staff that is proud to serve a diverse student population. Myers Elementary School has been recognized by the state of Indiana as an EXEMPLARY school since 2005, and more recently as a 4-Star School in 2008-09, based on continuous academic improvement on the ISTEP+ annual assessment and attendance expectations. This EXEMPLARY status is a reflection of our commitment to academic excellence each and every day. For the 2010 school year, Myers Elementary was recognized as a National Blue Ribbon School by the US Department of Education because of significant increases in academic achievement with a Free & Reduced lunch population greater than 40%. Myers Elementary School has a professional staff with tremendous teaching talent. This teacher talent, along with the active involvement of our parents and community members, further enables us to achieve significant educational goals. The belief that achievement matters, and it's MY effort that makes a difference serves as the starting point for all of our goals and successes.

Myers Elementary School offers a rigorous curriculum for grades K-5. The curriculum is integrated into the 8-Step Instructional Process that emphasizes the importance of student assessment and differentiated instruction. Each staff member is committed to meeting the needs of all learners through tutorials, maintenance, and enrichment lessons. Within this 8-Step Process, our teachers use the Madeline Hunter lesson design to model expected learning and provide students with learning opportunities. Best practices and brain-compatible strategies are also embedded into lesson design. Standards-based formative assessments have been developed to gauge the extent to which students are adequately demonstrating proficiency relative to the Indiana Academic Standards. Within our curriculum is a commitment to continuous improvement and learning to increase overall student achievement.

Students have internalized the importance of learning, effort, and education. Students strive for excellence as they practice essential academic skills, demonstrate proficiency through standard and computer-based assessments, and hold themselves accountable for learning. In order to reward learning, Myers Elementary School celebrates academic successes on a monthly basis. Students are recognized at school wide convocations for their achievements on ISTEP+, Accelerated Reading, Science Fair, Social Studies Quiz Out, and numerous other academic programs. Student recognition for academic successes that stem from a high level of effort serve as natural motivators for our students to continue emphasizing the importance of learning in their lives.

Myers Elementary School provides after school programs that add to the overall educational experience. Such programs include: student council, a 4<sup>th</sup> and 5<sup>th</sup> grade choir, Circle the State with Song members, a Calculator Club, a Drug Free Club, Drama Club and an Art Attack Club. These offerings provide a means for students and parents to become more involved with the school.

Myers Elementary School is committed to providing the best educational experience for all students. High academic expectations have been established, as has the love for learning. Both students and staff take tremendous pride in the school, and live the mission statement.

## Student Demographics

**Figure 1**

NCLB Student Sub-Groups	Kindergarten # and %	1 <sup>st</sup> Grade # and %	2 <sup>nd</sup> Grade # and %	3 <sup>rd</sup> Grade # and %	4 <sup>th</sup> Grade # and %	5 <sup>th</sup> Grade # and %	Overall Total #	Overall Total %
Overall	68 (100%)	67 (100%)	62 (100%)	72 (100%)	68 (100%)	72 (100%)	409	100%
Caucasian	49 (72%)	46 (69%)	38 (61%)	43 (60%)	49 (72%)	50 (69%)	275	67%
African-American	2 (3%)	1 (1%)	3 (5%)	2 (3%)	0 (0%)	5 (7%)	13	3%
Hispanic	11 (16%)	13 (19%)	13 (21%)	18 (25%)	14 (21%)	8 (11%)	77	19%
Asian	0 (0%)	0 (0%)	2 (3%)	0 (0%)	2 (3%)	0 (0%)	4	1%
Multiracial	6 (9%)	7 (10%)	6 (10%)	9 (13%)	3 (4%)	9 (13%)	40	10%
Free/Reduced	31 (46%)	35 (52%)	30 (48%)	39 (54%)	35 (51%)	49 (68%)	219	54%
ESL	0 (0%)	1 (1%)	3 (5%)	4 (6%)	3 (4%)	1 (1%)	12	3%
General Education	63 (93%)	62 (93%)	55 (89%)	62 (86%)	59 (87%)	63 (87%)	364	89%
Special Education	5 (7%)	5 (7%)	7 (11%)	10 (14%)	9 (13%)	9 (13%)	45	11%

*2. Include summary information regarding the school's Language Arts, Mathematics, Science and Social Studies program offerings. Describe how the school's curriculum and instructional strategies support and are aligned to the Indiana Academic Standards.*  
**(PL221)/(SI-Component #1) (Current Reality)**

### **Reading Curriculum**

A copy of the Reading Curriculum is located in the Principal's Office, in each classroom, and on the PTS website. The reading curriculum is comprised of Exit Level Power Indicators at each grade level. Power Indicators are identified per trimester. Standards-based materials to support learning to read include: a reading series, special programs, technology and computer-based learning programs, along with additional supplemental resources.

Embedded in our reading curriculum are formative and summative assessments designed to monitor growth, measure student achievement, and facilitate differentiated instruction. Summative assessments are used to evaluate our programs, the reading comprehension progression, curriculum, and assess overall student growth and achievement levels.

The formative and summative assessments provide data that is disaggregated and analyzed. NCLB requirements determine the goals of our sub-groups and grade levels related to academic achievement results. Benchmark goals are set for the each year, with a three-year improvement cycle. Baseline date and the three-year benchmarks focus on the improvement of student achievement and reducing the achievement gap in reading for all sub-groups and grade levels.

The progression of reading strategies is on the next page.

<b><u>Grade Level</u></b>	<b><u>Reading Comprehension Strategies</u></b>
<u>Kindergarten</u>	<ul style="list-style-type: none"> <li>• Decoding</li> <li>• Fluency</li> </ul>
<u>1<sup>st</sup> Grade</u>	<ul style="list-style-type: none"> <li>• Decoding</li> <li>• Fluency</li> <li>• Self-Monitoring</li> <li>• Self-Correction</li> </ul>
<u>2<sup>nd</sup> Grade</u>	<ul style="list-style-type: none"> <li>• Decoding</li> <li>• Fluency</li> <li>• Self-Monitoring</li> <li>• Self-Correction</li> <li>• Summarizing</li> <li>• Determining and Using Information</li> </ul>
<u>3<sup>rd</sup> Grade</u>	<ul style="list-style-type: none"> <li>• Decoding</li> <li>• Fluency</li> <li>• Self-Monitoring</li> <li>• Self-Correction</li> <li>• Summarizing</li> <li>• Determining and Using Information</li> <li>• Inferring / Adjusting</li> </ul>
<u>4<sup>th</sup> Grade</u>	<ul style="list-style-type: none"> <li>• Decoding</li> <li>• Fluency</li> <li>• Self-Monitoring</li> <li>• Self-Correction</li> <li>• Summarizing</li> <li>• Determining and Using Information</li> <li>• Inferring / Adjusting</li> <li>• Making Connections</li> <li>• Synthesizing</li> </ul>
<u>5<sup>th</sup> Grade</u>	<ul style="list-style-type: none"> <li>• Decoding</li> <li>• Fluency</li> <li>• Self-Monitoring</li> <li>• Self-Correction</li> <li>• Summarizing</li> <li>• Determining and Using Information</li> <li>• Inferring / Adjusting</li> <li>• Making Connections</li> <li>• Synthesizing</li> <li>• Critiquing / Analyzing</li> </ul>

## Reading Comprehension Definitions 2010-2011

Decoding	Using letter sound relationships to translate a word from a series of symbols to a unit of meaning
Fluency	The rate of reading or speed and phrasing that good readers use when they read aloud
Self-Monitoring	Checking on their own reading using meaning, syntax, and/or visual information
Self-Correcting	Change words so they sound right, look right and make sense in a story
Summarizing	Putting together and remembering important information and disregarding irrelevant information while reading
Determining and using information	Searching for and using all kinds of information in a text
Inferring	Going beyond the literal meaning of a text to think about what is not stated but is implied by the writer
Adjusting	Readers vary their rate and style of reading according to purpose and the type of text they are processing
Making Connections	To search for and use connections to knowledge gained through personal experiences, learning about the world, and reading other texts
Synthesizing	To combine new information or ideas from reading text with the readers own background knowledge in order to create new understandings
Critiquing	Before, during, and after reading a text, readers make judgments about it
Analyzing	Examining elements of a text to know more about how it is constructed and noticing aspects of the writer's craft



## Writing Curriculum

A copy of the Writing Curriculum is located in the Principal's Office, each classroom, and on the PTS website. The writing curriculum is comprised of Exit Level Power Indicators at each grade level. Power Indicators are identified per trimester. Standards-based materials to support learning to write include: 6+1 Traits of Writing, graphic organizers, laser-like focus on narrative and persuasive writing, weekly writing assignment, special programs, technology and computer-based learning programs, along with additional supplemental resources.

Embedded in the writing curriculum is a writing calendar that serves as our guide for teaching important skills. Each month on the calendar has specific skills and concepts that teachers provide learning opportunities for and sequentially build on each other throughout the school year. These skills are taught, practiced and applied in a variety of ways and assessed in various ways. Formative assessments are used to monitor growth, measure student achievement, and facilitate differentiated instruction. Summative assessments are used to evaluate our programs, curriculum, and assess overall student growth and achievement levels.

The formative and summative assessments provide data that is disaggregated and analyzed. NCLB requirements determine the goals of our sub-groups and grade levels related to academic achievement results. Benchmark goals are set for the each year, with a three-year improvement cycle. Baseline date and the three-year benchmarks focus on the improvement of student achievement and reducing the achievement gap in writing for all sub-groups and grade levels.

The Writing Calendars implemented for the first time this year are on the following pages.

## Writing Calendar for 1<sup>st</sup> Grade

<u>Month</u>	<u>Skills to Introduce</u>	<u>Skills to Reinforce</u>
<b>September</b>	<ol style="list-style-type: none"> <li>1. Effective and efficient Pre-writing strategies               <ol style="list-style-type: none"> <li>a. 5 W's</li> <li>b. Drawing &amp; labeling a picture</li> <li>c. Creating lists</li> </ol> </li> <li>2. Subjects and Predicates Nouns and Verbs</li> <li>3. Use of capitals and periods</li> </ol>	
<b>October</b>	<ol style="list-style-type: none"> <li>1. Strong sentence beginnings               <ol style="list-style-type: none"> <li>a. Strong word choice</li> </ol> </li> <li>2. Use of capitals &amp; question marks</li> </ol>	<ol style="list-style-type: none"> <li>1. Subjects &amp; Predicates</li> <li>2. Conventions</li> <li>3. Effective &amp; Efficient Pre-Writing</li> </ol>
<b>November</b>	<ol style="list-style-type: none"> <li>1. Strong sentence endings               <ol style="list-style-type: none"> <li>a. Strong word choice</li> </ol> </li> <li>2. Lengthen 1<sup>st</sup> draft</li> <li>3. Minor revisions and self-edit</li> <li>4. Use of capitals &amp; exclamation points</li> </ol>	<ol style="list-style-type: none"> <li>1. Strong sentence beginnings</li> <li>2. Pre-Writing</li> <li>3. Subjects &amp; Predicates</li> </ol>
<b>December</b>	<ol style="list-style-type: none"> <li>1. Pre-Writing Strategies               <ol style="list-style-type: none"> <li>a. Circles of Knowledge</li> <li>b. Beginning, Middle, End</li> </ol> </li> <li>2. Correct use of capitals &amp; punctuation</li> </ol>	<ol style="list-style-type: none"> <li>1. Effective &amp; Efficient Pre-Writing</li> <li>2. Strong sentence beg. &amp; end</li> <li>3. Subjects &amp; Predicates</li> <li>4. Conventions</li> <li>5. Lengthen 1<sup>st</sup> draft</li> <li>6. Minor revisions and self-edit</li> </ol>
<b>January</b>	<ol style="list-style-type: none"> <li>1. Strong story beginnings</li> </ol>	<ol style="list-style-type: none"> <li>1. Effective &amp; Efficient Pre-Writing</li> <li>2. Strong sentence beg. &amp; end</li> <li>3. Subjects &amp; Predicates</li> <li>4. Conventions</li> <li>5. Lengthen 1<sup>st</sup> draft</li> <li>6. Minor revisions and self-edit</li> </ol>
<b>February</b>	<ol style="list-style-type: none"> <li>1. Strong story endings               <ol style="list-style-type: none"> <li>a. Strong word choice with more descriptive sentences</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Strong story beginnings</li> <li>2. Effective &amp; Efficient Pre-Writing</li> <li>3. Conventions</li> <li>4. Lengthen 1<sup>st</sup> draft</li> <li>5. Minor revisions and self-edit</li> </ol>
<b>March</b>	<ol style="list-style-type: none"> <li>1. Strengthening titles</li> </ol>	<ol style="list-style-type: none"> <li>1. Strong story beginning and satisfying ending</li> <li>2. Effective &amp; Efficient Pre-Writing</li> <li>3. Conventions</li> <li>4. Lengthen 1<sup>st</sup> draft</li> <li>5. Minor revisions and self-edit</li> </ol>

**April & May**

1. Effective and Efficient Pre-Writing Strategies
2. Strategies to strengthen word choice

1. Strong beginning and satisfying ending
2. Conventions
3. Lengthen 1<sup>st</sup> draft
4. Minor revisions and self-edit

## Grade 2 – Writing Plan

<u>Tri</u>	<u>Skills to Introduce</u>	<u>Skills to Reinforce</u>
I	<p>Brainstorm Writing Topics</p> <p>Use beginning-middle-end organizers/ pre-writing</p> <p>Write a main idea sentence with 2 detail sentences</p> <p>Add specific nouns, vivid verbs, awesome adjectives to complete sentences</p>	<p>Conventions</p> <p>Self-editing skills/ revise content</p> <p>Subject/predicate</p>
II	<p>Web organizer showing logical sequence of events/pre-writing</p> <p>Describe settings, characters, and objects in narratives</p>	<p>Conventions</p> <p>Use nouns, verbs, adjectives to revise content</p> <p>Self-editing skills</p> <p>Main idea/detail</p> <p>Subject/predicate agreement</p>
III	<p>Variety of organizers/pre-writing</p> <p>Write a friendly letter</p> <p>Respond to literature/topic sentence and 3 supporting details</p>	<p>Conventions</p> <p>Use nouns, verbs, adjectives to revise content</p> <p>Subject/predicate agreement</p> <p>Self-editing skills</p>

## Targeting Test – Writing Genre Grades 3-5

<u>Month</u>	<u>Skills to Introduce</u>	<u>Methods</u>
<b>September</b>	1. How to Decode Prompts	1. R.U.P.R./P.A.T.
	2. How to Attack a Topic	2. Circles of Knowledge 2. Two Five-Minute Conversations
	3. Stamina Building	3. Timed Writing
<b>October</b>	1. How to “Preplan” Efficiently and Effectively	1. Lists  1. Story Maps 1. Webbing 1. T-Charts
	2. Stamina Building	2. Timed Writings
<b>November/ December</b>	1. How to Elaborate and Lengthen a Prompt	1. Narrowing Topic  1. Types of Details
	2. How to Make Minor Revisions & Self-Edit	2. See Handout for Examples
	3. How to Strengthen Word/Verb Choices	3. See Handout for Examples
	4. Stamina Building	4. Timed Writing
<b>January/ February</b>	1. How to Write Strong Beginnings & Endings	1. Genre Specific Beginnings And Endings
	2. How to Write Good Titles	2. See Handout for Examples
	3. Do Multiple “Timed” Writings	

**\*\*\*EACH MONTH CONTINUE TO SPIRAL PREVIOUSLY TAUGHT SKILLS**

## **Mathematics Curriculum**

A copy of the Mathematics Curriculum is located in the Principal's Office, in each classroom, and on the PTS website. The math curriculum is comprised of Exit Level Power Indicators at grade level. Power Indicators are identified per trimester. Standards-based materials to support learning in mathematics include: textbooks, textbook supplements, special programs, technology and computer-based learning programs, along with additional supplemental resources.

Embedded in our math curriculum is the use of Singapore Math methodology that focuses on number sense, mental math, problem solving, and taking new learning from the concrete to the pictorial and finally to the abstract. Formative and summative assessments are also given. Formative assessments are used to monitor growth, measure student achievement, and facilitate differentiated instruction. Summative assessments are used to evaluate our programs, curriculum, and assess overall student growth and achievement levels.

The formative and summative assessments provide data that is disaggregated and analyzed. NCLB requirements determine the goals of our sub-groups and grade levels related to academic achievement results. Benchmark goals are set for the each year, with a three-year improvement cycle. Baseline date and the three-year benchmarks focus on the improvement of student achievement and reducing the achievement gap in mathematics for all sub-groups and grade levels.

## **Science Curriculum**

Our current Science curriculum stems from the Indiana State Standards, and it is embedded into our Math and English/Language Arts curriculum. The main focus of our science curriculum is understanding and using the Scientific Method. Our 4<sup>th</sup> grade students are required to complete a Science Fair project demonstrating their understanding and use of the Scientific Method. In addition to this focus, we use scientific expository-based text to teach critical reading comprehension skills for this genre. The use of charts and diagrams are additional components in the science curriculum, and students are expected to be able to gather, understand, and analyze important information in both of these. Standards-based materials to support learning in science include: textbooks, textbook supplements, special programs, technology and computer-based learning programs, along with additional supplemental resources.

Formative and summative assessments are also given. Formative assessments are used to monitor growth, measure student achievement, and facilitate differentiated instruction. Summative assessments are used to evaluate our programs, curriculum, and assess overall student growth and achievement levels.

## **Social Studies Curriculum**

Our current Social Studies curriculum stems from the Indiana State Standards, and it is embedded into our Math and English/Language Arts curriculum. The main focuses of our social studies curriculum are: history, geography, civics, government, and economics. To teach these content areas, we use expository-based text to teach critical reading comprehension skills. The use of charts and diagrams are additional components in the social studies curriculum, and students are expected to be able to gather, understand, and analyze important historical, geographical, and economical information in both of these. Standards-based materials to support learning in science include: textbooks, textbook supplements, special programs, technology and computer-based learning programs, along with additional supplemental resources.

Formative and summative assessments are also given. Formative assessments are used to monitor growth, measure student achievement, and facilitate differentiated instruction. Summative assessments are used to evaluate our programs, curriculum, and assess overall student growth and achievement levels.

## **Additional Programs and Services**

*Discuss additional program offerings, services and resources available at the school.  
Identify the location of a copy of the curriculum available for public inspection. (PL221)*

Myers Elementary School's program offering, services and resources are many and diverse to meet the needs of all students. These programs are further explained in various parts of this document. A list of programs, services and resources consist of, but are not limited to:

- DIBELS/ Dynamic Indicator Assessment Intervention Groups
- Differentiated Instruction
- Houghton Mifflin Reading
- MacMillan Triumph Reading
- 6+1 Writing
- Double Dose of ELA and Math
- Enrichment opportunities
- Accelerated Reader
- Scott Foresman Math
- Computer Software and Web-Based programs
- School Library and Computer Lab
- School Nurse
- Speech
- Reading Resource
- Special Education
- Home School Advisor
- Character Education (STARS program with 6 Virtues/Lifeskills)
- Free and Reduced Breakfast and Lunch
- Parent Staff Organization (PSO)
- PSO Sponsored Family Nights
- Y-Care
- Boys & Girls Club
- Student Council
- Drug Free Club
- Challenge Education
- Choir and Circle the State with Song
- Art Attack Club
- Calculator Club
- Literature Club
- Fitness Club
- Drama Club

## **Safe and Disciplined Learning Environment**

*Describe what your school is doing to ensure a safe learning environment. Include a description of how you annually review and revise your Student Discipline Code and Safe Schools Plan. (PL221) (Current Reality & Proposed Plan)*

### **Current Reality**

Myers Elementary and the Portage School Corporation are committed to providing all students and employees a safe and disciplined learning environment. Listed below are the various ways in which we ensure a safe learning environment for our students, staff, family, and community members.

### **Safety Drills & Procedures:**

A School Safety Design team compiled a manual outlining the safety procedures necessary to provide all students and employees a safe and disciplined learning environment. The manual is clearly marked and housed in the secretary's cubicle. Each safety design team has a copy of the safety manual, and emergency plans are part of each staff member's manual.

Procedures to keep students and staff safe at all times are:

- A building intercom system has been installed and has a lock down system for security. All entrances are locked. Access to the building is available through the front door only via intercom security system. A visitor must ring the doorbell, show their ID, and state their reason for coming to school. When they enter the building they must sign in and leave their ID with the secretary. They are then issued a visitor's badge that clearly states they are a visitor in our building and that they have checked in at the office. When they check out, they will return the visitor's badge and their license will be returned.
- Teachers are in-serviced on procedures for safety drills at the beginning of each school year. Throughout the school year, students practice each of the drills to adequately prepare them, should an emergency or crisis occur. Drills practiced throughout the year are fire drills, storm drills, tornado drills, severe weather alert drills, and code red drills. Logs of each drill are recorded by the building principal and kept on file in the principal's office.

### **Character Education & Safe Schools:**

In regards to student discipline and behavioral expectations, Myers has implemented a character education program called STARS (Students Taking Action and Responsibility for Success). STARS focuses on having the COURAGE to use the following 5

VIRTUES:

- ★ Compassion
- ★ Honesty
- ★ Respect
- ★ Responsibility
- ★ Fairness

Throughout the year our Home School Advisor meets with all grade levels in all classrooms. Learning activities are provided pertaining to each virtue. The virtues are taught and the importance of instilling the virtue in their lives is emphasized through classroom lessons, staff modeling, morning announcements, and student recognition. When a student, teacher or administrator notices a colleague modeling a certain virtue, he is recognized by others as a “star”. Students and teachers are encouraged to recognize each other when they are a STAR by submitting a STAR recognition form to the office. Each STAR recognition is announced over the PA system and gets added to the growing galaxy of STARS hanging from the ceiling. The STARS program takes a proactive approach in teaching students how to behave and treat peers, staff and teachers. The Myers staff is responsible to exhibit the same six virtues.

### **Student Discipline:**

Each teacher and grade level has their own progressive discipline plan. The intent of each discipline plan is to curb the undesired behavior, provide the student with acceptable behaviors, and ultimately change the behavior through examples of appropriate and acceptable models. The discipline plan is introduced to students at the beginning of each school year. Rules are posted in each classroom, and it is the expectation that students follow appropriate rules and procedures. Throughout the progressive discipline plans, parents are involved. Parents are encouraged to assist in changing the negative behavior and emphasizing the desired behavior at home through both conversation and action. Students are given chances to change their behavior by attending “Virtues Class” with our Home School Advisor. This class targets the virtue in need, provided learning opportunities and strategies to improve the use of this virtue, and ends with the student committing to use this virtue when applicable. The last consequence of the progressive discipline plan is referral to the building principal. Upon referral to the building principal, each student progresses through the individual discipline plan. Suspensions and expulsions are used only in extreme situations in which the student poses a threat to him/herself and to the classmates, they continue to be chronic behavior problems, and/or continue to make poor choices.

### **School Attendance:**

Attendance is emphasized. A core belief at Myers is that attendance matters and effort makes a difference! An emphasis on the importance of being on time and at school every day is made during the morning announcements, in monthly newsletters, and at parental involvement activities. Attendance recognitions and rewards occur for each grade level, classroom, and individuals. Recognition programs have made a positive impact on our daily, monthly, and annual attendance rates.

Portage Township Schools has adopted an elementary attendance policy with consequences for excessive tardies and absences. These consequences include make-up time during or after school, referral to the Portage Police Department, and referral to Project Attend Liaisons. The Portage Police Department and Project Attend Liaisons follow-up with family meetings where mandatory rules of compliance, and court orders

are outlined. Referrals to the Portage Police Department and Project Attend Liaisons occur on the 10<sup>th</sup> tardy and/or absence within one school year.

All policies and procedures are reviewed, revised and updated annually by the Portage School Corporation Board, administrators, Myers School Leadership Team and Myers School Safety Design team.

### Proposed Plan

The proposed plan for Myers school to maintain a safe and disciplined learning environment for all students and staff is to continue to implement the current policies and procedures in place. As stated above, all policies and procedures will be reviewed, revised and updated annually to assess interventions and strategies in place. During the review process, and throughout the school year, assessments, enhancements and improvements will be made if the current plan in place proves to be ineffective or an alternative more effective strategy is made available.

### **Component 1 – Comprehensive Needs Assessment**

*1. Identify the titles and descriptions of assessment instruments to be used in addition to Indiana Statewide Testing for Educational Progress Plus (ISTEP+) in order to generate data for your review of student achievement. (Must include a minimum of three benchmark assessments.) (PL221) / (SI - Component #1) / (SWP - Component #1) (Current Reality)*

Grade Level	Assessments
Preschool	
Kindergarten	<ul style="list-style-type: none"> <li>• Kindergarten Readiness</li> <li>• DIBELS Benchmark and Progress Monitoring</li> <li>• Indicator Assessments</li> <li>• Trimester Exit Exams</li> <li>• Teacher Checklists</li> <li>• Writing Rubrics/Writing Prompts</li> <li>• Math Pretests – Differentiating Instruction</li> <li>• LAS Links</li> </ul>
First Grade	<ul style="list-style-type: none"> <li>• DIBELS Benchmark and Progress Monitoring</li> <li>• Indicator Assessments</li> <li>• Trimester Exit Exams</li> <li>• Writing Rubrics/Writing Prompts</li> <li>• STAR Testing</li> <li>• Accelerated Reader Program</li> <li>• Math Pretests – Differentiating Instruction</li> <li>• LAS Links</li> </ul>
Second Grade	<ul style="list-style-type: none"> <li>• DIBELS Benchmark and Progress Monitoring</li> <li>• Indicator Assessments</li> <li>• Trimester Exit Exams</li> </ul>

	<ul style="list-style-type: none"> <li>• Writing Rubrics/Writing Prompts</li> <li>• STAR Testing</li> <li>• Accelerated Reader Program</li> <li>• Breakfast for the Brain (Weekly Math Assessment)</li> <li>• Math Pretests – Differentiating Instruction</li> <li>• In View Test /Cognitive Abilities (High Ability Identification)</li> <li>• LAS Links</li> </ul>
Third Grade	<ul style="list-style-type: none"> <li>• Indicator Assessments</li> <li>• Trimester Exit Exams</li> <li>• Trimester Fluency Assessment</li> <li>• Writing Rubrics/Writing Prompts</li> <li>• STAR Testing</li> <li>• Accelerated Reader Program</li> <li>• Breakfast for the Brain (Weekly Math Assessment)</li> <li>• Math Pretests – Differentiating Instruction</li> <li>• ISTEP+ Language Arts and Math</li> <li>• LAS Links</li> </ul>
Fourth Grade	<ul style="list-style-type: none"> <li>• Indicator Assessments</li> <li>• Trimester Exit Exams</li> <li>• Trimester Fluency Assessment</li> <li>• Writing Rubrics/Writing Prompts</li> <li>• STAR Testing</li> <li>• Accelerated Reader Program</li> <li>• Breakfast for the Brain (Weekly Math Assessment)</li> <li>• Math Pretests – Differentiating Instruction</li> <li>• ISTEP+ Language Arts and Math</li> <li>• LAS Links</li> </ul>
Fifth Grade	<ul style="list-style-type: none"> <li>• Indicator Assessments</li> <li>• Trimester Exit Exams</li> <li>• Trimester Fluency Assessment</li> <li>• Writing Rubrics/Writing Prompts</li> <li>• STAR Testing</li> <li>• Accelerated Reader Program</li> <li>• Breakfast for the Brain (Weekly Math Assessment)</li> <li>• Math Pretests – Differentiating Instruction</li> <li>• In View Test /Cognitive Abilities (High Ability Identification)</li> <li>• ISTEP+ Language Arts, Math, and Science</li> <li>• LAS Links</li> </ul>

**2. Include a description of *district wide assessments*.(Current Reality)**

**Cognitive Ability**

The *In View Test of Cognitive Skills, 2<sup>nd</sup> ed.* is given each year to all students in grades 2 and 5, and any student in grades 3 and 4 who does not have a score from a previous testing year. The test is administered on paper and scored by CTB-McGraw Hill. The test measures sequencing, analogies, quantitative reasoning, verbal reasoning words, and verbal reasoning context.

**DIBELS (Dynamic Indicators of Basic Early Literacy Skills)**

DIBELS is a K-2 diagnostic assessment in English/Language Arts. Students are assessed and progress is monitored in the areas of Initial Sound Fluency (ISF), Letter Naming Fluency (LNF), Phonemic Segmentation Fluency (PSF), Nonsense Word Fluency (NWF), Oral Reading Fluency (ORF), Retell Fluency and Word Use Fluency.

**ISTEP+**

ISTEP+ assessments measure the academic performance of Grade 3-5 students in English Language Arts and Mathematics (and Science Grade 4 only and Social Studies Grade 5 only). In addition to individual student data, disaggregated ISTEP+ student results are used as primary performance indicators for continuous school improvement.

**ISTAR**

ISTAR is an individual student assessment administered by staff members who work directly with eligible special education students

**IMAST**

IMAST – Indiana Modified Achievement Standards Test for students in Grades 3-8 identified through the IEP Case Conference committee process as meeting eligibility criteria. These students will participate in the IMAST assessment in lieu of the annual ISTEP+ assessment. The IMAST assessment is comprised on multiple-choice items only and will be administered during the April 26-May 5 ISTEP+ Multiple Choice testing window.

**Kindergarten Readiness**

A locally-developed Kindergarten readiness assessment is given to incoming Kindergarten students prior to the beginning of each school year. This test, administered and scored by classroom teachers, measures oral language, social readiness, concepts in print, letter and word recognition, ending sounds, rhyming sounds, and math skills. The test is re-administered mid-year.

**LAS Links**

An annual Spring assessment administered to measure the English language acquisition for ESL students.

### **STAR Reading and STAR Math**

STAR Reading, produced by Renaissance Place, is a computer-software assessment program used to measure literacy development. Students complete a computer-adaptive test (approximately 15 minutes) and immediately receive norm-referenced scores. It also helps to determine placement for new students and guides reading instruction and practice. This test is administered online in Grades 2-12 three times each year, at Entrance, Mid-Year, and Exit, and in Grade 1 twice each year at Mid-Year and Exit.

Renaissance Place also produces Star Math, which is a computer-software assessment program used to measure mathematic development. Students complete a computer-adaptive test and immediately receive norm-referenced scores. It also helps to determine instruction for students. The test is administered online in Grades 2-12 three times each year, Entrance, Mid-Year and Exit, and in Grade 1 twice each year at Mid-Year and Exit.

### **Trimester Exit Exams**

Trimester Exit Exams are administered at the end of each trimester. These assessments are designed to measure the student's ability to recall and retain a set of learned skills over an extended period of time. Trimester Exit Exams include a writing prompt, a fluency assessment, multiple choice, and open-ended response questions.

Students are expected to demonstrate proficiency on this exam at 80% or higher. Students not demonstrating proficiency receive additional instruction by the classroom teacher, and are then reassessed throughout the subsequent trimester. Students who demonstrate 80% or better are enriched by the classroom teacher in an effort to extend their learning and continue to use the basic skills mastered at a higher level or understanding and application.

<p><i>3. Include a description of formative (benchmark assessments) and summative assessments specific to the school. (Current Reality)</i></p>
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### **Breakfast for the Brain**

Breakfast for the Brain is a weekly formative assessment tool that teaches, provides practice, and assesses the same set of skills throughout the week. The rationale for this learning and assessment tool is to provide mass and distributed practice on the same set of skills throughout the course of a week and school year; thus providing students with multiple opportunities to practice and master grade-level appropriate math skills. At the end of each week, an assessment is given to measure the amount of improvement demonstrated by each student within a week's time. Each set of skills are reviewed throughout the school year.

### **Indicator Assessments**

It is a district wide expectation that all schools administer indicator assessments. The specific test items may vary from school to school. The goal for student proficiency on these indicator assessments is 80% or better.

### **Math Pretests**

Math Pretests are designed to assess students' current ability on a grade level indicator. Each pretest consists of questions below, on, and above the current grade level indicator. The results of each pretest will drive whole group, small group and individual instruction. Math pretests provide teachers with information that will allow them to prepare for student strengths and needs.

### **ISTEP+ Trend Data**

*1. Analyze student achievement data based on the percentage of students meeting academic standards under the ISTEP + Program. (PL221) (Current Reality)*

The school has reviewed the Spring 2011 ISTEP+ results with respect to where the school is in relation to the state identified AYP goals.

1. The overall percentage of third grade students passing the English/Language Arts section of the ISTEP+ assessment was 90%. This rate was **+11.5% above** the AYP goal of 79.5%.
2. The overall percentage of third grade students passing the Math section of the ISTEP+ assessment was 86%. This rate was **+7.3% above** the AYP goal of 78.7%.
3. The overall percentage of fourth grade students passing the English/Language Arts section of the ISTEP+ assessment was 92%. This rate was **+12.5% above** the AYP goal of 79.5%.
4. The overall percentage of fourth grade students passing the Math section of the ISTEP+ assessment was 79%. This rate was **+.3% above** the AYP goal of 78.7%.
5. The overall percentage of fifth grade students passing the English/Language Arts section of the ISTEP+ assessment was 92%. This rate was **+12.5% above** the AYP goal of 79.5%.
6. The overall percentage of fifth grade students passing the English/Language Arts section of the ISTEP+ assessment was 92%. This rate was **+13.3%** above the AYP goal of 78.7%.

2. Use the chart below to identify the current AYP status of all groups and disaggregated subgroups in both English/Language Arts and Mathematics (derived from an assessment of the current status of educational programming). (SI Component #5) (Current Reality)

<b>ISTEP+ (AYP status)</b>	<b>Spring 2009</b>	<b>Spring 2010</b>	<b>Spring 2011</b>
<b>PRIMARY INDICATORS</b>			
<b>Grade 3 Percent Passing ISTEP+ (ELA)</b>	<b>92%</b>	<b>86%</b>	<b>90%</b>
<input type="checkbox"/> Percent Hispanic Students	75%	92%	94%
<input type="checkbox"/> Percent White Students	94%	91%	88%
<input type="checkbox"/> Percent Free/Reduced Lunch	94%	83%	90%
<b>Grade 3 Percent Passing ISTEP+ (Math)</b>	<b>90%</b>	<b>79%</b>	<b>86%</b>
<input type="checkbox"/> Percent Hispanic Students	100%	75%	76%
<input type="checkbox"/> Percent White Students	88%	82%	86%
<input type="checkbox"/> Percent Free/Reduced Lunch	90%	76%	82%
<b>Grade 3 Passing Both Tests</b>	<b>86%</b>	<b>83%</b>	<b>82%</b>
<b>Grade 4 Percent Passing ISTEP+ (ELA)</b>	<b>80%</b>	<b>88%</b>	<b>92%</b>
<input type="checkbox"/> Percent Hispanic Students	78%	80%	80%
<input type="checkbox"/> Percent White Students	82%	92%	96%
<input type="checkbox"/> Percent Free/Reduced Lunch	82%	87%	86%
<b>Grade 4 Percent Passing ISTEP+ (Math)</b>	<b>84%</b>	<b>92%</b>	<b>79%</b>
<input type="checkbox"/> Percent Hispanic Students	83%	80%	67%
<input type="checkbox"/> Percent White Students	86%	96%	80%
<input type="checkbox"/> Percent Free/Reduced Lunch	79%	92%	71%
<b>Grade 4 Passing Both Tests</b>	<b>76%</b>	<b>90%</b>	<b>79%</b>
<b>Grade 4 Passing Science</b>	<b>68%</b>	<b>85%</b>	<b>73%</b>
<b>Grade 5 Percent Passing ISTEP+ (ELA)</b>	<b>90%</b>	<b>78%</b>	<b>92%</b>
<input type="checkbox"/> Percent Hispanic Students	83%	75%	
<input type="checkbox"/> Percent White Students	91%	79%	94%
<input type="checkbox"/> Percent Free/Reduced Lunch	90%	78%	91%
<b>Grade 5 Percent Passing ISTEP+ (Math)</b>	<b>96%</b>	<b>88%</b>	<b>92%</b>
<input type="checkbox"/> Percent Hispanic Students	89%	88%	
<input type="checkbox"/> Percent White Students	97%	90%	92%
<input type="checkbox"/> Percent Free/Reduced Lunch	95%	88%	91%
<b>Grade 5 Percent Passing Both Tests</b>	<b>88%</b>	<b>83%</b>	<b>86%</b>
<b>Grade 5 Percent Passing Social Studies</b>	<b>64%</b>	<b>53%</b>	<b>65%</b>
<b>School Attendance Rate</b>	<b>97.3%</b>	<b>96.3%</b>	<b>96.5%</b>

SECONDARY INDICATORS	Spring 2009	Spring 2010	Spring 2011
Enrollment	457	409	409
% Students Free/Reduced Lunch	44%	50%	51%
% Students Special Education	7%	11%	11%
% Students Receiving Remediation	33%	38%	43%
% Students ESL	4%	2%	3%
Student Mobility Rate	32%	37%	40%
Student Stability Rate	68%	63%	60%
Student/Teacher Ratio	26:1	24:1	24:1
Certified Staff Attendance Rate	95%	95%	95%
Number of Suspensions (Out of School)	12	6	7
Number of Suspensions (In School)	10	4	6
Number of Expulsions	0	0	0
Number of Expulsions and Suspensions Involving Drugs, Weapons, or Alcohol	0	0	0

3. *Identify specific and measurable objectives for meeting AYP overall and by disaggregated subgroups.(PL221)/(SI - Component #5)/(SWP- Component #1)*

The chart below provides information regarding the school's plan for all students (overall and subgroups) to attain Adequate Yearly Progress (AYP). The chart reflects the same objectives for different student population groups since all students are responsible for attaining the same AYP goals. This system provides for the incremental growth as required in NCLB and identified by the state.

Year	English/Language Arts	Mathematics
2010-11	90%	90%
2011-12	91%	91%
2012-13	93.3%	93.1%
2013-14	100%	100%

### **Additional Data**

*Include graphs or charts from the annual performance report.  
Include data related to performance indicators other than ISTEP+. (PL221) / (SWP – Component #1)*

Additional assessment data can be found on the district website or may be viewed at the central office upon request.

## **CNA Summary Information**

*1. Describe how a comprehensive needs assessment was conducted and how it addresses the areas of Student Achievement, Curriculum and Instruction, Professional Development, Parental Involvement and School Context and Organization. Summarize (using data) the results of the school's needs assessment. Identify the strengths and weaknesses of the current program in the indicated five focus areas.*  
*\*\* Pay particular attention to the needs of educationally disadvantaged children.*  
**(Current Reality)**

The Myers Elementary School Leadership Team met during our March 2010 meeting to evaluate the existing framework being used to conduct our Comprehensive Needs Assessment. The members of the committees consisted of teachers, support staff, parents and one administrator. As a result of this meeting, the team decided to continue identifying needs through the creation, revision and deployment of surveys for students, teachers, and parents.

Student surveys (10 questions in length) were given to all students K-5 during the month of April.

Parent surveys (10 questions in length) were sent home to all parents and families during the month of April.

Finally, staff members were given the opportunity to share their professional development needs during a staff meeting in May.

After all the surveys were returned, the Leadership Team compiled, recorded, and analyzed the results in order to identify areas of strength and areas of concern, as well as priorities needing to be addressed. The results of these surveys are listed below in the following categories: Student Achievement, Curriculum & Instruction, Professional Development, Parental Involvement, and School Context & Organization.

## **Student Achievement**

### Grade 3 Strengths:

- Based on the Spring 2011 ISTEP+ Disaggregation Summary, 90% of Free & Reduced Lunch Students passed ELA.
- Based on the Spring 2011 ISTEP+ Disaggregation Summary, 94% of Hispanics passed ELA.
- Based on the Spring 2011 ISTEP+ Disaggregation Summary, 97% of the General Education student population passed ELA.

### Grade 3 Weaknesses:

- Based on the Spring 2011 ISTEP+ Disaggregation Summary, 76% of Hispanics passed Math.
- Based on the Spring 2011 ISTEP+ Disaggregation Summary, 78% of males passed Math.
- Based on the Spring 2011 ISTEP+ Disaggregation Summary, 82% of Free % Reduced Lunch Students passed Math.

### Grade 4 Strengths:

- Based on the Spring 2011 ISTEP+ Disaggregation Summary, 96% of the White population passed ELA.
- Based on the Spring 2011 ISTEP+ Disaggregation Summary, 97% of the General Education population passed ELA.
- Based on the Spring 2011 ISTEP+ Disaggregation Summary, 100% of Paid Lunch students passed ELA.

### Grade 4 Weaknesses:

- Based on the Spring 2011 ISTEP+ Disaggregation Summary, 67% of Hispanics passed Math.
- Based on the Spring 2011 ISTEP+ Disaggregation Summary, 71% of Free and Reduced Lunch students passed Math.
- Based on the Spring 2011 ISTEP+ Disaggregation Summary, 77% females passed Math.

### Grade 5 Strengths:

- Based on the Spring 2011 ISTEP+ Disaggregation Summary, 91% of Free and Reduced Lunch students passed ELA and Math.
- Based on the Spring 2011 ISTEP+ Disaggregation Summary, 92% of females passed ELA and Math.
- Based on the Spring 2011 ISTEP+ Disaggregation Summary, 92% of Paid lunch students passed ELA and Math.

### Grade 5 Weaknesses:

- No weaknesses reported as all subgroups achieved at 90% or better on ELA and Math.

## **Curriculum & Instruction**

### Strengths:

- According to the Spring 2011 Parent Survey, 97% of Myers parents state the school has a clearly defined purpose, mission and goals.
- According to the Spring 2011 Parent Survey, 94% of Myers parents state the school's primary emphasis is improving student learning.

### Weaknesses:

- According to Spring 2011 Parent Survey, 84% of Myers parents state their child understands what needs to be learned.
- According to the Spring 2011 Parent Survey, 84% of Myers parents state teachers make adjustments to meet students' individual needs.

## **Professional Development**

### Strengths:

- According to the Spring 2011 Parent Survey, 95% of Myers parents state teachers are consistently learning to improve their knowledge and skills.
- According to the Winter School Culture Typologies Survey, 89% of the staff feels Myers has a professional, collaborative, and collegial climate and culture.

### Weaknesses:

- According to the Spring 2011 Professional Development Survey staff feels they need more training focused on Singapore Math methodology and strategies.
- According to the Winter 2010 School Culture Typologies Survey, 11% of the Myers staff feels Myers climate and culture is balkanized or fragmented.

## **Parental Involvement**

### Strengths:

- According to Spring 2011 Parent Survey, 88% of Myers parents state the school staff listens carefully when they express their opinions and concerns.
- According to Spring 2011 Parent Survey, 85% of Myers parents state the school contacts the families of students who are struggling academically.
- According to Spring 2011 Parent Survey, 82% of Myers parents state there is frequent two-way communication between school staff and families.

### Weaknesses:

- According to the Spring 2011 Parent Survey, 80% of parents state the school provides parents with opportunities to learn strategies to use at home to support classroom instruction.

## **School Context & Organization**

### Strengths:

- According to the Spring 2011 Parent Survey, 97% of Myers parents state the school has a clearly defined purpose, mission and goals.
- According to the Spring 2011 Student Survey, 92% of Myers students state there is an adult in the school they feel comfortable enough with that they can talk to when they are having problems.
- According to the Spring 2011 Parent Survey, 88% of Myers parents state they feel welcome when they visit the school.

### Weaknesses:

- According to the Spring 2011 Parent Survey, 84% of Myers parents state teachers make adjustments to meet students' individual needs.
- According to the Spring 2011 Student Survey, 82% of Myers students state they feel safe when they have a guest teacher in their classroom.
- According to the Spring 2011 Parent Survey, 74% of Myers parents feel that students respect those who are different from them.

## **Portage Township Schools-District Goals**

- **All students who enter PTS in grade K will achieve or exceed grade level proficiency in language arts and mathematics by the end of grade 2.**
- **All students will achieve or exceed grade level proficiency in language arts and mathematics in grades 3-12.**
- **We will eliminate the achievement gap among all student groups in language arts and mathematics in grades K-12.**
- **We will provide a safe, secure, and healthy learning environment.**
- **All parents will actively support their children's learning and development in school.**

## **School wide Program Goals/Strategies**

1. Write **SMART goals** for each program improvement area identified as priority needs through the comprehensive needs assessment. Identify and describe the scientific research based strategies (cite research) the school will implement to achieve these school wide goals. **(Proposed Plan)**

### **Goal # 1**

By Spring 2012, 91% of Grades 3-5 students will meet or exceed Indiana Academic Standards in English/Language Arts (Reading) as measured by ISTEP+. And IREAD-3.

By Spring 2013, 93.3% of Grades 3-5 students will meet or exceed Indiana Academic Standards in English/Language Arts (Reading) as measured by ISTEP+ and IREAD-3.

Strategies:

- Reciprocal Teaching
- Accelerated Reader
- Differentiated Instruction (flex grouping, double dose, centers)
- Graphic Organizers
- Technology computer programs supporting curriculum
- Reading Across the Curriculum (Science and Social Studies)

### **Goal # 2:**

By Spring 2012, 91% of Grades 3-5 students will meet or exceed Indiana Academic Standards in Mathematics as measured by ISTEP+.

By Spring 2013, 93.1% of Grades 3-5 students will meet or exceed Indiana Academic Standards in Mathematics as measured by ISTEP+.

Strategies:

- Sprints
- Bar Modeling Problem Solving Strategy
- Manipulatives / Math Their Way of Thinking
- Use of Concrete, Pictorial, then Abstract teaching/learning philosophy
- Additional Singapore Math Methodology and Practices
- Differentiated Instruction (flex grouping, double dosing, centers)
- Technology computer programs supporting curriculum

**Goal # 3A:**

By Spring 2012, 86.4% (**minimal % required to meet AYP**) of Grades 3-5 students will score a 4 or better on Writing Applications as measured by ISTEP+.

By Spring 2013, 93.3% (**minimal % required to meet AYP**) of Grades 3-5 students will score a 4 or better on Writing Applications as measured by ISTEP+.

**Goal #3B:**

By Spring 2012, 95% (**based on the fact that 94% of our kids reached this on ISTEP 2010**) of Grades 3-5 students will score a 3 or better on Writing Conventions as measured by ISTEP+.

By Spring 2013, 96% (**based on the fact that 94% of our kids reached this on ISTEP 2010**) of Grades 3-5 students will score a 3 or better on Writing Conventions as measured by ISTEP+.

**Strategies:**

- 6+1 Writing
- Writing Calendars
- Graphic Organizers
- Response to Literature
- Writer’s Workshop (modeling, conferencing, peer editing)
- Differentiated Instruction (flex grouping, double dose, centers)
- Technology computer programs supporting curriculum

*2. Describe the school wide planning team’s process for communicating with the school community and how they will be involved in the implementation, further development and continuous evaluation of the school wide plan. (Current Reality/Proposed Plan)*

**Current Reality**

The school wide planning team’s process for communicating with the school community is done in a variety of ways:

- Monthly Newsletters
- School Website
- Power School Parent Portal
- Phone Messenger
- School Marquee
- Monthly PSO Meetings
- Monthly Principal’s Message
- Site-Base Team

The community is involved in the implementation, further development, and continuous evaluation of the school wide plan through our PSO and Site-Base Team. At the PSO meetings, the vision and direction of Myers school is shared, progress updates are provided on current initiatives and educational objectives, and input is sought for future deployment of new initiatives, programs, and objectives aligned to meeting our goals.

### **Proposed Plan**

In order to continuously improve the curriculum and increase student achievement at Myers, we will continue to deploy the current means of communication and collaboration. In addition we will implement the strategies stated above in the “School wide Goals & Strategies” component of this plan. Throughout the implementation of this plan, the leadership team will regularly monitor and evaluate the effectiveness of the strategies. After data collection and analysis from formative and summative assessments, as well as additional surveys and attendance at parental involvement activities, the plan will be adjusted.

## Component 2 – Implementation of Reform Strategies

### *1. Identify any existing schoolwide program initiatives. (Current Reality)*

*Identify and describe implementation of the **proposed schoolwide reform strategies** that will provide opportunities for all children to meet the State’s proficient and advanced level of student academic achievement. This will include an explanation of how the schoolwide reform strategies will address the following:*

- *Use effective methods and **instructional strategies based on scientifically based research**;*
- *Strengthen the **core academic program** of the school;*
- *Provide **extended school year, before and after school, summer programs** and/or other opportunities by increasing the amount and quality of learning time;*
- *Meet the educational needs of **low-achieving students** and explain how the school will determine if the needs of these students were met.*

### **(Proposed Plan)**

#### Current Reality

The Myers Elementary School core curriculum is based on staff understanding and interpretation of the Indiana Academic Standards. These standards are reflected in the Portage Township Curriculum Maps. These maps reflect the content, skills, assessments and resources necessary for planning and teaching students to learn. Additionally, the curriculum addresses the learning needs of all students through the emphasis of the use of research based instructional practice.

Myers Elementary School reform strategies are based largely on Robert Marzano’s “What Works in Schools” and the effective school factors he states in his research.

#### Collaboration Strategies:

- Professional Learning Communities (DuFour): A variety of collaborative efforts are in place in which the following four questions are discussed regularly for each subject area:
  - What do we expect students to learn?
  - How will we measure students’ understanding of what we expect them to learn?
  - What will we do for the students who master what we expect them to learn?
  - What will we do for the students who do not master what we expect them to learn?

Myers’ Professional Learning Communities include: grade level (horizontal articulation), vertical articulation, team leaders, and site-base team.

- Design Teams: A cross-section of teachers from various grades and departments are assigned to a design team based on strength, passion, and interest. These design teams analyze data and discuss ways to improve the curriculum and increase student achievement based on this analysis. Currently we have design teams for: reading, writing, mathematics, climate & culture, parent involvement, technology, and differentiated instruction.

### **Schoolwide Response to Student Differences:**

- Accelerated Reader (AR): All students in grades 1-5 participate in the AR program. Students read books at their tested ZPD (Zone of Proximal Development), which are color-coded and clearly labeled in our media center and individual classrooms libraries. After completing each book they read, students take AR quizzes in their classroom, the computer lab, or Media Center that tests literal comprehension. Goals are set for student using their ZPDs as a guide to monitor progress and motivate the desire to read. Incentives are rewarded for students meeting their trimester goals.
- Cluster Grouping (Gentry): Used K-5 to cluster students into groups of similar learning abilities and current achievement levels. Clustering students empowers teachers to plan for differentiated instruction based on three distinct learning abilities and best meet the needs of their students regularly and consistently. The learning abilities in which students are grouped include: High Ability (Gifted), High Average Ability, Average Ability, Low Average Ability, and Low Ability.
- Differentiated Instruction –DI (Kingore, Coil): Differentiated Instruction is used in all grade levels and all subject areas. DI is implemented in a variety of ways. Flex grouping is used to organize classrooms at each grade level based on current student performance. These groups continually change based the on the students' success with the current learning expectations through remediation, maintenance, and enrichment. In addition to flex grouping, additional classroom management DI activities include:
  - Differentiated Learning Centers
  - Tic-Tac-Toe and Choice Boards
  - Pretests and Tiered Lesson
- Response to Intervention – RtI (Article 7): This research-based strategy and federally mandated initiative is in place K-5 in order to better meet the needs of our students. The goal of RtI is to target the most basic deficiency, identify one specific research-based intervention aimed at addressing this basic deficiency, monitoring student response to the intervention, evaluating its effectiveness, and revising the plan based the student's response.

- Title I: These services are targeted to better meet the needs of our identified struggling learners for English/Language Arts grades K-3. In addition to the core curriculum, students receive additional instruction in order to eliminate the achievement gap in reading and writing. Students are served through inclusion with small groups in the classroom, and pull-out in the resource room. Instruction in both settings is based on individual need.

### **Curriculum Alignment:**

- Curriculum Maps (Marzano): Portage Township Schools has developed curriculum maps for grades K-12. These maps are a guaranteed and viable curriculum that eliminates variance and establishes grade level expectations throughout all the grades. Curriculum maps outline the content and discrete skills necessary for student academic success at each grade level.
- 8-Step Process (Baldridge): Portage Township Schools uses this research-based process to develop curriculum, make curricular modifications and decisions based on student assessment results, provide differentiated instruction through remediation and enrichment, and regularly review previously learned skills.

### **Classroom Instructional Practices:**

- Lesson Design (Madeline Hunter): All staff K-5, Related Arts, Special Education, and Title I use Madeline Hunger Lesson Design as the research-based lesson format to increase student achievement. The premise of this design is “Teach, Practice, and Apply.”
- Mass Practice(Hunter): Used when teachers introduce a skill. Scaffolded practice is then provided, until students meet with success. Students are then able to use the skill independently.
- Distributive Practice (Hunter): Implemented when students have demonstrated the ability to work on a skill independently with grade level proficiency. This practice provides students with opportunities to demonstrate their retention of skills over a long period of time.
- 6+1 Traits of Writing (Culham): This research-based instructional model is used to teach writing. Students are introduced to the six traits of writing (ideas, organization, voice, word choice, sentence fluency, and conventions) and develop the writing skills needed for appropriate grade level genre. The students write to prompts on a trimester basis, and are assessed through the use of grade level appropriate analytic rubrics.

- Reciprocal Teaching (Ozckus): A research-based strategy focuses on predicting, questioning, clarifying, and summarizing while reading. Assessing students related to in proficiency of these comprehension strategies occurs in many ways, including the use of the “4 door chart” with a box devoted to each strategy.
- Graphic Organizers (Marzano): Used by teachers in reading, writing, and mathematics in order to help students create a visual connection and image for their thoughts.
- Word of the Day (Marzano): A selected word is presented daily during an all school morning announcement. Students listen to a vocabulary word that is defined and used in a sentence. Students are given opportunities to apply this “Word of the Day” in their conversation, writing, and daily lives.

### **Supplemental Programs:**

- Computer/Technology Programs: Numerous software programs are available to students and teachers that remediate, teach, and enrich subject areas to support the core curriculum at Myers. Textbook adoptions have included software that supplement the basal to provide teachers and students with the opportunity to integrate technology into instruction. This technology also supports Myers differentiated instruction initiatives.
- Summer School: Four weeks of intense intervention is provided for students in Portage Township Schools that need the “gift of additional time instruction.” During summer school students receive additional teaching and practice. This opportunity is aimed at closing the achievement gaps and providing students with a stronger foundation.

The assessments listed previously in this document are scored and analyzed to determine if student needs were met. The results of these assessments empower teachers to monitor growth and adjust their curriculum and better meet the needs of students through differentiated instruction.

### **Proposed Plan**

With current ISTEP+ reports, corporation assessment results, and school-based data the proposed plan is to continue the reform strategies we currently have in place and simply get better and proficient at what we are doing. Throughout the deployment of these reform strategies we will continue to closely and regularly monitor student achievement based on formative and summative assessments through the professional learning communities and collaborative committees we have in place. Adjustments and program modifications will be made as data indicates change is necessary.

2. Explain how the schoolwide reform strategies are consistent with and designed to implement the State and local improvement plans (i.e., PL 221, School Charter Plan, etc.)

Myers Elementary has developed one comprehensive school plan to address state and/or federal accountability requirements in the following identified initiatives: PL221, Title I Schoolwide Plan, and District requirements. This single plan reflects the alignment and consistency of the specific requirements of the above identified school improvement program initiatives. Additionally research-based instructional strategies in the area of curriculum and instruction, professional development, parental involvement, etc. have been implemented to help ensure our school goals are addressed and met.

3. Identify the scientifically based research strategies that will be used to strengthen the core academic subjects and the specific academic issues that **caused the school to be identified for school improvement**. (Include the following information: name and brief description of strategy, reason the strategy was selected. Discuss how the strategy will be evaluated for success and include appropriate research citations.)  
**(SI – Component #1)**

Not Applicable.

4. Describe adopted policies and procedures concerning the school's core academic subjects that have the greatest likelihood of ensuring that all groups of students enrolled in school will meet the State's proficient level of achievement on the State academic assessment by school year 2013-2014. **(SI – Component #2)**

Not applicable.

5. Specify the responsibilities of the school, the LEA, and the SEA serving the school under the plan, including the technical assistance provided by the LEA and SEA.  
**( SI - Component # 7)**

Not applicable.

## **Technology as a Learning Tool**

*Describe the integration of technology and how it supports student learning. Include a description of how you review and revise your technology plan annually. (PL221)*  
**(Current Reality & Proposed Plan)**

### **Current Reality**

The integration of technology is one of the strongest aspects of our instructional curriculum. Technology is infused into student learning on a daily basis throughout all core content areas. Currently, we have a computer lab, two mobile labs, a Netbooks mobile lab, as well as two to three classroom computers. Students consistently use technology in order to practice and master grade level indicators in math, ELA, science, and social studies.

All Myers students in Grades 2-5 use Accelerated Reader program to take comprehension and vocabulary quizzes that assess understanding of books read at their independent reading level. High-Ability and ready to read students in 1<sup>st</sup> grade are also placed into the Accelerated Reader program as an appropriate level.

Technology is also being incorporated into our Response to Intervention (RtI) process. Students struggling in Math and ELA use the Skills Tutor program, Study Island, and Education City. These programs allows students to progress to higher-level skills after demonstrating proficiency of basic skills, and deficient skills at any point in time.

Throughout the week, students have one 50-minute computer lab session. During this time, students are working on a wide range of skills through the use of multiple software programs. Classroom teachers determine the activities and learning opportunities for each session based on the current needs and abilities. This provides practice for individual students, small groups, and the whole group.

In addition to this technological integration, teachers use technology in the form of power points, web sites, and United Streaming to model and instruct students on grade-level indicators and skills. Teachers also use digital cameras, SMART boards, laptops, overhead projectors, and visual presenters. These teaching tools are projected on to the mobile labs or on the large screen television in each classroom.

### **Proposed Plan**

We will continue to search for, identify, and evaluate additional forms of technology that will improve our curriculum and increase overall student achievement.

## **Cultural Competency**

*Describe the culturally appropriate strategies the school uses to increase the educational opportunities provided for all students/subgroups. (PL221) (Current Reality & Proposed Plan)*

### **Current Reality**

Myers Elementary provides culturally appropriate strategies for our special education population, free & reduced students, and our ESL subgroup.

The following culturally appropriate strategies addressing our Special Education students are being implemented in order to increase student's educational opportunities:

- Align state standards and indicators with IEP. Appropriate indicators will be included and explicitly notated within the IEP.
- Deliver one-on-one or small group differentiated instruction based on each student's Individual Education Plan (IEP).
- Provide a double dose of instruction and grade-level appropriate strategies for students receiving support services.
- Deploy DIBELS assessment, progress monitoring and appropriate instruction with students identified as Special Education.
- Deploy the Wilson, SOAR, and/or TRIUMPH intervention series.
- Use Reader's Theater on a weekly basis as a means to increase fluency, vocabulary, and comprehension
- Use "Drops in the Bucket" for distributive practice as a means to reduce or eliminate the achievement gap in the areas of decoding, phonics, fluency, and reading comprehension.
- Provide basic vocabulary instruction in the areas of context clues, base words, prefixes and suffixes, compound words, multiple meanings, synonyms, antonyms, and homophones.

The following culturally appropriate strategies are implemented in order to increase the educational opportunities for our Free & Reduced students:

- Understanding and integration of Ruby Payne research-based strategies; specifically graphic organizers, analogies and goal setting.
- Provide basic vocabulary instruction in the areas of context clues, base words, prefixes and suffixes, compound words, multiple meanings, synonyms, antonyms, and homophones.
- Provide a double dose of instruction for students needing additional time on specific skills not yet mastered.

The following culturally appropriate strategies are implemented in order to increase the educational opportunities for our ESL students:

- Provide supplemental one-on-one and small group instruction focused on language acquisition and vocabulary development.
- Deliver Rosetta Stone English-speaking and language development program.
- Implement research-based reading comprehension strategies, specifically reciprocal teaching.

### **Proposed Plan**

The culturally appropriate strategies in place for these three subgroups are currently yielding high levels of achievement; therefore, staff at Myers will continue to provide these educational opportunities. Additionally, as new research-based effective strategies are identified additional strategies will be incorporated to further benefit students in the respective subgroups in order to increase their levels of achievement.

### **Component 3 – Highly Qualified Teachers (Core Content Areas)**

1. *Describe the school's plan to ensure that highly qualified professional staff is employed at the school and how qualified staff will be employed in a manner that best enhances your schoolwide reform plan. (Current Reality & Proposed Plan)*

The Portage Township Schools Corporation (PTS) adopted the following plan (August, 2006) to help ensure the hiring and maintenance of highly qualified staff at the school level. The school district:

- Hires only instructional personnel who meet the definition of Highly Qualified (HQ).
- Provides identified staff with appropriate assistance (professional development, stipends, etc) to help meet the HQ status.
- Uses school websites, along with the school's annual report card to inform parents of the progress the school is making in meeting the HQ status of all staff.
- Maintains documentation in the principal's office regarding the HQ status for all instructional staff.

**New Teachers** – All teachers new to the Portage Township School Corporation must be properly licensed in the area in which they teach and meet the NCLB definition of Highly Qualified (HQ).

These requirements are:

- Hold a valid teaching license for appropriate elementary grades; **AND**
- Pass the required PRAXIS II (#10011) licensing exam entitled Elementary Education: Curriculum, Instruction, and Assessment.

**Veteran Teachers** – All teachers in the Portage Township School Corporation with one or more years of experience are considered veteran teachers. These teachers must provide evidence to demonstrate they meet the NCLB definition of Highly Qualified (HQ).

These requirements are:

- Hold a valid Indiana Teaching License; **AND**
- Complete ONE of the following:
  - Pass the PRAXIS II (#10011) licensing exam entitled Elementary Education: Curriculum, Instruction, and Assessment; **OR**
  - Pass the National Teacher Exam (NTE) Specialty Test called “Education in the Elementary School” (Code#20010); **OR**
  - Earn 100 points on the High Objective Uniform State Standards and Evaluation (HOUSSE) rubric.

2. Identify all teachers employed at the school, their teaching position and/or the courses they teach. Provide documentation that they meet the definition of “highly qualified” as outlined in the Title I law. **(Current Reality)**

At Myers Elementary School, all teachers and paraprofessionals meet the Highly Qualified requirements and are assigned to the areas in which they are certified to teach. Parents are notified and aware of the Highly Qualified status for all staff through the school web site, the Indiana Department of Education web site, and an annual newsletter. Documentation of teachers at Myers, their assignments, and how they achieve highly qualified status are charted below.

Name	Assignment	Licensure	Highly Qualified Status
Mr. Jeff King	Principal	K-12 administration	ELLA
Mrs. Dede Bairaktaris	H/S Advisor	Bachelor's	PRAXIS II
Mrs. Emily Bayer	3 <sup>rd</sup> Grade	Master's	HOUSSE
Mrs. Jan Cantrell	Kindergarten	Master's	HOUSSE
Mrs. Pam Cochran	Kindergarten	Bachelor's	PRAXIS II
Ms. Charlena Dan	1 <sup>st</sup> Grade	Bachelor's	PRAXIS II
Mr. Phil Dietrich	5 <sup>th</sup> Grade	Bachelor's	PRAXIS II
Mrs. Rebecca Duncan	Music	Bachelor's	PRAXIS II
Ms. Jody Greer	Kindergarten	Bachelor's	HOUSSE
Mrs. Cindy Hargarten	2 <sup>nd</sup> Grade	Master's	HOUSSE
Ms. Sue Hendley	1 <sup>st</sup> Grade	Master's	HOUSSE
Mrs. Stephanie Fenters	5 <sup>th</sup> Grade	Bachelor's	PRAXIS II
Mrs. Lisa Graff	3 <sup>rd</sup> Grade	Bachelor's	PRAXIS II
Ms. Rebecca Lackey	Special Education	Bachelor's	PRAXIS II
Ms. Stephanie Meyer	4 <sup>th</sup> Grade	Bachelor's	PRAXIS II
Mrs. Bridget Nadolski	Art Education	Master's	HOUSSE
Ms. Sarah Paape	Physical Education	Bachelor's	PRAXIS II
Mrs. Diane Pankiewicz	3 <sup>rd</sup> Grade	Master's	HOUSSE
Mrs. Karen Pisarski	Physical Education	Master's	HOUSSE
Mrs. Deb Porter	Music Education	Master's	HOUSSE
Mrs. Sara Porter	2 <sup>nd</sup> Grade	Bachelor's	HOUSSE
Ms. Diane Samardzija	Reading Resource	Bachelor's	PRAXIS II
Mr. Charlie Scanlon	4 <sup>th</sup> Grade	Bachelor's	PRAXIS II
Mrs. Barb Smith	4 <sup>th</sup> Grade	Master's	HOUSSE
Mrs. Betty Turley	5 <sup>th</sup> Grade	Master's	HOUSSE
Mrs. Lynn Vaught	2 <sup>nd</sup> Grade	Master's	HOUSSE
Mrs. Diane Zuick	1 <sup>st</sup> Grade	Master's	HOUSSE

3. Identify all paraprofessionals employed at your school who provide instructional services. Provide evidence for each identified paraprofessional to demonstrate that s/he meets one of the three criteria required under Title I law:

- a. Must have completed two years at an institution of Higher Education, or
- b. Must possess an associate's degree or higher, or
- c. Must have successfully completed the Para Pro Assessment

Include funding source information for each staff person. Explain/outline the duties of each paraprofessional employed at your school (regardless of funding source). Identify how the duties are allowable under the Title I law.

- a. Provide instructional support services under the direct supervision of a teacher
- b. Conduct parental involvement activities
- c. Serve as a translator
- d. Provide support in a library or media center
- e. Provide computer lab assistance

**(Current Reality)**

At Myers Elementary, all paraprofessionals providing instruction, meet the requirements of highly qualified. Documentation of the paraprofessionals, the fund source from which they are compensated, their assignments, and how they achieved highly qualified status are charted.

<b>Paraprofessional Name</b>	<b>Fund Source</b>	<b>HQ Option</b>	<b>Assignment</b>
Lisa Cain	General Fund	Para Pro	Instructional Assistant
Dalia Delgado	General Fund	Para Pro	Instructional Assistant
Maria Figueroa	Title III	Para Pro	ESL Instructional Assistant
Sandra Knox	Title I	Associate's Degree	Title I Assistant
Teri Lopez	General Fund	Para Pro	Instructional Assistant
Bonnie Martin	General Fund	Para Pro	Instructional Assistant
Mary Oakes	General Fund	Para Pro	Instructional Assistant
Pat Ontiveros	General Fund	Para Pro	Instructional Assistant
Deena Stroncsek	General Fund	Para Pro	Instructional Assistant
Val Sobczak	General Fund	Para Pro	Instructional Assistant
Beverly Williams	General Fund	Para Pro	Instructional Assistant

The Instructional Assistants and Title I Assistants duties throughout the school day include:

- A. Providing instructional support services under the direct supervision of a teacher
- B. Assisting in the deployment of RtI Interventions
- C. Conducting parental involvement activities
- D. Serving as a translator
- E. Providing instruction for language development
- F. Providing support in a library or media center
- G. Providing computer lab assistance

## **Component 4 – Professional Development**

1. Describe professional development initiatives currently in place at the school.  
**(PL221)/ (SWP/CNA) (Current Reality)**

### **Current Reality**

Since the 2005-06 school year, Portage Township Schools has deployed the Baldrige 8-Step Process as a means to plan instruction, provide learning opportunities, assess student proficiency, remediate and enrich all students, and distribute practice throughout the year.

At the end of the 2006-07 school year, Myers Elementary School staff was provided a survey regarding Differentiated Instruction. Since the beginning of the 2007-08 school year, the results of this survey have guided our Differentiated Instructional focus.

During the 2007-08 school year, all teachers, paraprofessionals, support staff, and the principal received training in choice boards, tic-tac-toe boards, and differentiated centers. Throughout the 07-08 and 08-09 school, the staff created and used these grade-level appropriate differentiated instructional strategies. The expectation, is to continue developing, revising, and using choice boards, tic-tac-toe boards, and differentiated centers as a means to establish a classroom management plan conducive to meeting the needs of all students.

During the 2009-10 school year, all teachers, paraprofessionals, support staff, and the principal received training in the development of pretests as a means to prepare for student differences. This pretest initiative is a precursor for tiered instruction. The professional development goal for 09-10 was to develop pretests for 10 power indicators in the subject area of Mathematics aligned with our PTS Curriculum Maps. This goal was accomplished.

During the 2010-11 school year, all teachers, paraprofessionals, support staff, and the principal received training in Singapore Math strategies, teacher web site & blog development, writing instruction and best practices, school grading, the Common Core Standards, Study Island, Education City, and state policy updates.

*2. Describe how the school will utilize professional development to support school wide program goals and augment professional growth for highly qualified teachers in all core content area classes. Explain how the school will implement high quality, ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents and other staff. (PL 221)*  
**(Proposed Plan)**

### **Proposed Plan**

Continuing into the 2011-12 school year, Myers will utilize professional development to support our district and school wide goals in the areas of reading, writing, and math. The points of emphasis will continue to be:

- Effective deployment of the Baldrige 8-Step Process
- Writing instruction with an emphasis on prompt writing
- Singapore Math strategies and methodology
- Bar Modeling Problem Solving
- Pearson Inform Assessment Suite
- Exam View for exit exams and indicator assessments
- Additional areas of concern identified through assessment data and district initiatives

Continuing with the 2011-12 school year, Myers will utilize professional development to support the school wide program goals and augment professional growth for highly qualified teachers in all core content area classes through the development of SMART goals established by the design teams already in place. These SMART goals have been and will continue to be determined from survey results and assessment data. Myers Elementary will implement high quality, ongoing professional development from these SMART goals for teachers, paraprofessionals, support staff, parents, and the building principal through:

- Staff meetings
- Conferences and workshops
- Guest speakers and presenters
- School site visits
- Teacher mentoring and shadowing
- Collaboration through Professional Learning Communities

In addition to the above identified initiatives, the school will provide for continuous on-going support for teachers in the use of reading strategies in the content areas of Science and Social Studies. The identified reading strategies (connections, questioning, visualizing, inferring, determining important information in text and synthesizing information) are used during the reading instructional period to help students comprehend fiction and non-fiction texts. The use of these same strategies across the core curriculum will help ensure their internalization by students and lead to improved comprehension with the use of all types of texts.

*3. Describe how the professional development plan is coordinated with proposed interventions and how it supports sustainable school improvement efforts. This summary of your professional development efforts must be aligned with your 3 year timeline for implementation, review and revision located in Appendix A. (PL221) / (SWP)*  
**(Proposed Plan)**

### **Proposed Plan**

The professional development plan developed through the current curricular points of emphasis and SMART goals are directly coordinated with the current and proposed interventions. Throughout the implementation of this professional development plan, we will regularly monitor these initiatives, evaluate their effectiveness, and make enhancements to improve them as needed.

*4. Discuss the procedures in place to provide mentoring (at the district and school levels) for new teachers and to provide ongoing support for all teachers. (SI – Component #10) / (SWP – Component #4) (Current Reality/Proposed Plan)*

### **Current Reality**

At the district level, Portage Township Schools provides mentoring for new teachers and provides ongoing support for all teachers through:

- **Mentoring Program**

This program allows for 1<sup>st</sup> year teachers to collaborate with veteran teachers. During this two-year collaboration, the mentor shares effective, research-based teaching strategies, classroom management ideas, information on corporation and building policy and procedures, and additional items to support a teacher during their first two years as an educator.

- **Beginning Teacher Program**

This program provides first year teachers with information and research on differentiating instruction, classroom management, working with difficult students, analyzing and interpreting assessment data, and the IMAP evaluation process.

- **Formal Evaluations**

Teachers are formally evaluated during the first 5 years of their career in Portage Township Schools. These evaluations provide building principals with an opportunity to measure professional growth and offer suggestions and support in the areas of management, effective teaching, and assessment. Other areas being evaluated and supported are positive relationships with students, staff, parents, and community. Teachers in their 1<sup>st</sup>, 2<sup>nd</sup>, and 5<sup>th</sup> years of teaching are evaluated twice in a year (Fall and Spring); 3<sup>rd</sup> and 4<sup>th</sup> year teachers are evaluated once a year (Winter).

- Professional Growth Process (PGP)

The PGP applies to tenured teachers. This process provides teachers with an opportunity to set professional development goals aimed at improving content area curriculum in order to increase student achievement. The building principal identifies five or six teachers each year to participate in this process. All teachers meet three times during the year and work on their goal throughout the course of the school year. The purpose of the first meeting is for the teachers to identify the goal and their plan for the year. The second meeting provides an opportunity for teachers to share their progress mid-way through the school year. The third meeting is for teachers to share a summary and final analysis of their goal, determine its effectiveness, and share their intentions of using this in the future.

At the school level, Myers Elementary provides mentoring for new teachers and provides ongoing support for all teachers through:

- Deploying all of the above-mentioned initiatives effectively.
- Professional Learning Communities (PLCs) at each grade level. Every week grade levels collaborate and address three critical questions:
  - What do we expect students to learn?
  - What will we do for students who demonstrate proficiency of what we expect them to learn?
  - What will we do for students who do not demonstrate proficiency of what we expect them to learn?

The responses to these questions provide new and experienced teachers with constant, regular, and ongoing support in their development, with curriculum, and with effective learning opportunities for remediation, maintenance, and enrichment.

- Two-year professional development plan for 1<sup>st</sup> and 2<sup>nd</sup> year teachers.
  - Provide beginning teachers with exposure to research-based best practices
  - Immersion in professional articles, research, and data analysis pertaining to topics like: best practice instruction, classroom management, assessment, and parental involvement.
  - Collaborate and share learned information
  - Create practical and ready-to-use learning opportunities for students
  - Observe experienced and highly qualified teachers

### **Proposed Plan**

At the school level, we will continue to use all of the initiatives previously identified, as they are yielding positive results, building a climate and culture of excellence, and are supporting high levels of student achievement.

Another ongoing support system, beginning during the 2011-2012 school year will be an optional PLC focused on specific research-based strategies. For example, next year teachers will have the option to join a small group of educators in the school to research, share, and collaborate on the topic of tiered instruction. This group, will continue to stay

together and grow in numbers to problem solve different educational issues and initiatives based on the interest of the group. Additional groups may stem from this original group or new cohorts of teachers may start another tiered instruction group the following year.

Myers has a commitment to prepare beginning teachers to become independent thinkers, astute problem solvers, highly effective educators, knowledgeable individuals, and team players committed to working together to reach the highest possible standard of learning and achievement.

*5. Describe how funds used for professional development will be used to remove the school from school improvement status. Discuss the proposed PD (include the name of the consultant, presenter or organization, topics, frequency, location, involvement of instructional staff and process for follow-up). (SI – Component # 4) (Proposed Plan)*

Not Applicable as Myers Elementary School is not in the school improvement process.

## **Component 5 – Attract Highly Qualified Teachers**

*Describe the school's plan to recruit and retain high-quality, highly qualified teachers.*  
**(Current Reality & Proposed Plan)**

### **Current Reality**

Myers Elementary School has developed and implemented the following plan to attract and retain highly qualified teachers:

- Currently there is very low turnover in certified staff at our school. When a position does open up the district website posts certified teacher employment opportunities requesting that only licensed and highly qualified staff need apply.
- We retain staff through collegiality, professional development opportunities, professional learning communities and mentoring process.
- Exemplary status and innovative educational programs attracts education students from local universities and highly skilled applicants.
- On a rotating basis, teachers develop a professional growth plan and goals, which are reviewed with the principal.
- A variety of professional development and shared leadership opportunities are provided to retain professional educators. (Professional learning communities, school improvement team, design teams, and teacher representative for Parent Student Organization.)

Portage, Indiana is close to Valparaiso University, Indiana University Northwest, and Purdue North Central. Due to the close proximity of these outstanding universities, student teachers are frequently assigned to Myers Elementary. University students seek part-time employment as paraprofessionals, substitutes, and/ or other available positions. Portage Schools also participate in other on-site experiences for future teachers. Providing these partnership make it convenient and easy to attract highly qualified and high quality teachers, principals and paraprofessionals to be part of the Myers staff. These initiatives are part of our current reality and will continue throughout our proposed plan.

Retention rates of teachers are not a concern. The teaching staff at Myers has an average of 25 years of experience with many teachers beginning and continuing their career in the Portage Township School Corporation until retirement. As veteran teachers retire, highly qualified, high quality teachers are hired from a pool of applicants. A committee of teachers, support staff, and the building principal then interviews these applicants. After the interview process is complete, the committee then determines who the best candidate is for the position.

## **Component 6 – Parental Involvement**

*1. Describe parent participation efforts currently in place in the school. (PL221) / (SWP/CNA) (Current Reality)*

### **Current Reality**

Myers Elementary is committed to actively involving parents in the support of their children’s learning and development in school. Parents are encouraged to become involved in classroom activities, parent organizations, academic committees, after school events, and other volunteer opportunities at school and in the community. Research supports the notion that increased parent involvement in the lives of kids, school, and education has positive effects on student learning and achievement.

Being familiar with this research the Myers Elementary School staff is deploying a comprehensive parent involvement plan, called “Partnerships in Education” (PIE). This plan is designed to encourage parent involvement by encouraging parents to volunteer during the school year. This, in turn, will increase student achievement. The catalyst for this plan is the distribution of an interest and availability survey. Parents express the ways in which they would like to be involved by completing an information survey. Classroom teachers, committee chairs, the PSO, and the building principal then contact interested parents and match them with appropriate volunteer opportunities, as they occur. All PIE volunteers are required to complete a limited State of Indiana background check.

An exemplary Parent Staff Organization (PSO) actively supports students, teachers, and the needs at Myers School, including fundraising projects and school related activities. Parents are encouraged and expected to join the PSO. Throughout the school year, the Myers PSO holds monthly meetings. During these meetings parents receive information on school initiatives, discuss future involvement and events, and share thoughts and ideas for increasing the PSO’s level of involvement. In addition to the monthly meetings, the Myers PSO offers monthly family nights. During these family nights, teachers, parents, and students can communicate outside the classroom in an effort to strengthen school and parent relationships.

Involving parents and presenting opportunities to actively support their child’s learning and development also comes through effective two-way communication. Within the first two weeks of school, Myers Elementary holds a Back to School Night. On this night, our goal is to present school and classroom expectations to parents and present an awareness of volunteer opportunities for future involvement. Parents are informed of a variety of ways to communicate with the classroom teacher and school, i.e., via telephone, notes, or e-mail. Parent conferences are held on a case-by-case basis, as needed. In addition to these case-by-case conferences we have May retention meetings. These meetings are held with selected parents to inform them of the final decision to retain their child for the upcoming school year.

The monthly school newsletter informs parents of important issues related to the school improvement process. The newsletter includes features encouraging input pertaining to school improvement by contacting the teacher or principal with comments or concerns. Additionally, parents receive a survey during the school year to assist with the evaluation of the existing school improvement plan. The results of the annual program review survey are shared in the school newsletter.

In order to gather input, communicate ideas, and make decisions, Myers Elementary has created a Parental Involvement Design Team and a Site-Base Team comprised of faculty and parents. These teams perform tasks such as conducting surveys that evaluate climate, culture, and parent involvement, analyzing data related to student learning and parent involvement, and making recommendations for continuous improvement. Through the efforts of these teams, the likelihood of parental involvement and student achievement will increase.

Lastly, we believe that emphasizing the importance of school, attendance, and effort are critical ways that parents can actively support their child's learning and development each and every day. Parents are encouraged to create a daily homework ritual that facilitates learning and the development of lifelong learners.

Myers Elementary takes great pride in creating opportunities for parents and community members to become involved in the education of their children. One of our core beliefs is that the involvement of parents, truly make a difference in improving student learning, increasing academic success, and improving climate and culture throughout our school community.

*2. Describe the partnerships between parents and the school that support learning and promote effective parent involvement. Include information/documentation of the following Title I Program activities: Annual Parent Meeting, Parent Involvement Compact, Parent Involvement Policy, Complaint Resolution Procedure, and Parents' Right to Know. (PL221) / (SI - Component #8) / (SWP - Component #6) (Current Reality)*

Once a year, parents are invited to attend the annual Title I Program Parent Meeting. An overview of the Title I program is presented and parents are given opportunities to ask questions and inquire about the program. In this overview, the parents are introduced to the Parent Involvement Compact, the Parent Involvement Policy, the Complaint Resolution Procedure, and how to properly request records. Parent signatures are required on the following documents, and these are distributed at the Title I Program Parent Meeting:

- Parent Compact
- Parent Involvement Policy

The Complaint Resolution Procedure is embedded in the district Title I policy. Parents are asked to review this information in an effect the procedure is needed. The "Parent's Right to Know" document for Title I is included in the annual Fall Connect Newsletter sent to all families with students enrolled in Portage Township Schools. Additionally, parent sign-in sheets serve as documentation for all parent meetings and informational sessions. Sample copies of the above-specified documents are located in Appendix B of this plan.

Throughout the school year, families are invited to attend and participate in Family Fun Reading Nights centered around children's literature, current movie, or seasonal theme. Title I families participate in games and learning activities at these events.

*3. Describe how parents will be involved in the design, implementation and annual evaluation of the schoolwide plan and how communication will be two-way between parents and the school. (Proposed Plan)*

### **Proposed Plan**

Effective ways to include parents in the life of our school are well established. These opportunities range from involvement in organizations and committees to participation in informational meetings and family-oriented fun nights. The strategies and programming currently implemented in the area of parental involvement opportunities and initiatives will be maintained, as parents and stakeholders are responsive. Changes and new initiatives will be added as data analysis demonstrates the need to alter plans to increase parental involvement. The process of choosing what works best at Myers has been established. Modifications are discussed and developed by the Parent Involvement Design Team, brought to the Site-Base Team for approval, and communicated to the Myers' families at a PSO meeting, through the newsletter, and via the Phone Messenger system.

*4. Describe how parents will be an integral part of the activities you have designed to reach your schoolwide goals. What assistance will be provided to help parents understand topics pertinent (i.e., family literacy, ISTEP+, AYP, etc.) to the school's schoolwide program? (Proposed Plan)*

As we have done in the past, information packets will be provided for parents during the family reading night. This night will occur in the fall of each school year. The packets provide will both an explanation of ISTEP+ state requirements (AYP) as well as suggestions for parents to help students with reading fluency, comprehension, and writing.

A parent resource room has been established to provide internet access to the ISTEP+ parent network, and the Parent Portal (grade book). There is also information on parenting brochures, and a variety of other materials that a parent can check out and take home.

5. Describe how the school provides individual student academic assessment results in a language parents can understand, including the interpretation of these results, to the parents of a child who participates in the academic assessments (ISTEP+) required by Section 1111 (b) (3). **(Proposed Plan )**

A variety of methods and activities have been put in place at the school and district levels to assist parents in their understanding of their child's academic performance.

Communications with Parents Include:

- School Website & Parent Resource Page
- Back to School Meeting
- ISTEP Parent Reports
- STAR Reading and STAR Math Parent Reports
- Kindergarten DIBELS monthly parent report
- Newsletters
- Student Agendas/Weekly Planners
- Principal Message
- Parent Teacher Emails
- ESL bilingual staff (translator)
- Student Handbook
- Progress Reports
- Parent Resource room

All school documents (progress reports, parent policies, parent compact, etc) have been translated for non-English speaking parents. In addition, translators are available for the hearing impaired and language minority parents.

6. Describe school community partnerships and strategies for increasing community involvement. Provide information on any collaboration with Regional Education Laboratories, Education Service Centers, Parent Involvement Resource Centers, etc. **(SI – Component #8) (Current Reality & Proposed Plan)**

Not Applicable.

7. Describe the process and procedures for providing written notice to parents of each student enrolled in the school regarding the school's level of school improvement. Include timelines, format, translation information as necessary, etc. **(SI - Component #6) (Current Reality & Proposed Plan)**

Not Applicable.

## **Component 7 – Preschool & Other Pertinent Transitions**

*Describe the school's plan to assist preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, etc. to the elementary school program.*

*Describe the school's plan to assist students in other pertinent transitions throughout their school career, as appropriate for the school district, such as Elementary School to Middle School, Middle School to High School, etc. (Current Reality & Proposed Plan)*

### **Current Reality**

Portage Township Schools currently uses the following initiatives to assist preschool children and their families in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, etc. to the elementary school program:

- Each April parents in the school district's attendance area are notified of Kindergarten Round-Up through letters, postings in newspapers, and public service announcements on the radio. Flyers are also sent to area pre-school programs for distribution to parents.
- At Kindergarten Round-Up parents are invited to register their children for Kindergarten. Registration times are scheduled to be convenient for both working and non-working parents. At Round-up parents are given with a list of incoming Kindergarten expectations.
- In August, parents are invited to attend a Kindergarten Orientation session to learn more about the Kindergarten program at Myers and to tour the building.
- At Kindergarten Round-up, School Registration and the first day of school, Myers parents receive a handbook that includes a mini-curriculum guide. This guide includes letters of the alphabet, numbers 0-100, sight and color words, and nursery rhymes. This handbook for parents recommends the amount of time to spend on each facet of the curriculum prior to coming to Kindergarten in the fall.
- Distribute "Bright Beginnings" backpacks to each Kindergarten family at Round-Up. These backpacks will be supplied with a variety of materials as well as an activity packet. The materials and activity packet will enable participation and encourage learning in E/LA and math to prepare children for the Kindergarten experience. Materials included in the backpack will be magnetic letters and numbers, as well as various supplies that will support parents in readying their children for school.
- Partner with the local "Parents as Teachers" program and provide training for parents who need support in preparing their children for Kindergarten.

## **Proposed Plan**

In addition to the initiatives currently in place providing a seamless transition from preschool into kindergarten, Portage Township Schools plan to implement additional coordinated efforts with all elementary schools, the Title I Program, local preschools and child care centers. Through this coordinated effort our goals are to:

- Exchange curriculum and develop a natural progression of skills preparing children for Kindergarten with pre-school partners, elementary schools, and local organizations.
- Provide professional development for preschools and child care centers needing assistance in developing curriculum or using research-based best practices for early learning.
- Identify as many incoming preschool students as possible and through phone messengers, newsletters, notes home, and newspaper articles and advertisements.
- coordinate physical and human resources through the partnership in order to educate parents of children who cannot afford preschool programs through activities such as family nights, workshops, and home visits.

We are very excited about the possibility of this partnership and how it will better prepare our students who do and do not attend early learning preschool programs.

## **Current Reality & Proposed Plan**

In order to assist students in transitions from Elementary School to Middle School, Portage Township Schools has the following plan of action:

Fifth grade is the final year in elementary school for Portage students. Every effort is made to make the transition from elementary school to middle school a positive experience for the students. During their fifth grade school year students are given the opportunity to attend Quiz Out, Cross Country and the District Track Meet, which are activities that allow students from all eight of the Portage elementary schools to meet and interact before coming together in middle school.

Home School Advisors in the elementary schools provide programs and offer support to the fifth grade students as it relates to the transition of leaving elementary school. Fifth grade teachers reinforce organizational skills to prepare students for being mobile. Additionally, the teachers switch students for content areas lessons to introduce students to the idea of having multiple teachers and classrooms. In the spring of their fifth grade year, students are also introduced to some of the opportunities for elective classes available in middle school, such as band and orchestra. Students attend a middle school orientation in the fall as they prepare to enter sixth grade; and parents are invited to attend informational nights prior to the start of the sixth grade year.

Sixth grade students entering middle school are divided into teams as a way to make their introduction to middle school a more manageable experience. Sixth grade classrooms and lockers are located in close proximity so that students do not have to travel throughout the entire building. The middle school teachers and Home School Advisors work together to provide a supportive and caring environment for the students as they deal with the transition from elementary to middle school.

The district will continue to implement the above efforts to make a seamless transition for elementary fifth grade students to the middle school sixth grade program as part of their proposed plan.

## **Component 8 – Teacher Decision Making Using Academic Assessment Results**

*Describe the measures that will be implemented to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve the achievement of individual students and the overall instructional program.*  
**(Current Reality & Proposed Plan)**

### **Current Reality and Proposed Plan**

Myers Elementary implements several measures to include teachers in the decision making process of using academic assessments in order to provide information on, and to improve the achievement of individual students and the overall instructional program. These strategies have proved successful, and therefore will be continued throughout the remainder of the current school year and as part of our proposed plan.

- Professional Learning Communities (PLCs)
  - PLCs are a cluster of grade level teachers who meet weekly and analyze student work and achievement on assessments in order to make important curricular decisions. The weekly meetings empower teachers to make decisions on how to and who needs differentiated instruction. Teachers are trusted to make these decisions and are highly qualified to make the necessary adjustments and enhancements in their curriculum in order to increase student achievement.
- Site Base Team (SBT)
  - SBT is group of primary, intermediate, related arts, and support staff that meet throughout the year. During these meetings, we closely examine academic data and trends in classrooms, grade levels, and throughout the school. In examining data, teachers identify areas of strengths and weaknesses. Upon identifying these areas, the SBT develops plans and initiatives that support the strengths and address the weaknesses. When a new initiative is launched, it is monitored closely and regularly by the teachers involved in the SBT.
- Design Teams
  - Design Teams are a cross-section of teachers compiled to collect and analyze data and make recommendations through the form of SMART goals in the areas of:
    - Reading, Writing, Mathematics
    - Technology
    - Parent Involvement
    - Climate & Culture
    - Safety

The SMART goals, originally stated on Pages 29 and 30 become the focus of our efforts as a means to improve every aspect of our school through specific interventions and initiatives enabling us to attain these goals.

## **Component 9 – Effective, Timely Additional Assistance**

*Describe the activities (before school, after school and any extension of the school year) that will be in place that will ensure that students who experience difficulty mastering the proficient and advanced levels of academic achievement standards shall be provided with effective, timely assistance. This must include measures to ensure that students' difficulties are identified on a timely basis and that sufficient information on which to base effective assistance is provided as part of schoolwide programming. (PL221) / (SI – Component # 9) / (SWP – Component # 9) (Current Reality & Proposed Plan)*

### **Current Reality**

Currently, all of our students and subgroups have met AYP. As the minimum standards are increased during the upcoming years, Myers students are “at-risk” of not making AYP in both English/Language Arts and Mathematics. The proposed plan at Myers incorporates the highly effective practices currently being deployed. Additional research-based initiatives and strategies will be added and implemented as needed or when current strategies prove ineffective.

### **Proposed Plan**

All subgroups will meet the AYP goal each year up to the 2013-14 school year through the use of the following school day and after school activities:

- Double Dose of instruction that provides students with more time to learn skills and indicators they have not yet mastered.
- Differentiated Centers designed to provide another modality for students to learn the indicators they have not yet mastered.
- Accelerated Reader program that provides students with independent reading at their grade-level appropriate ZPD.
- Extended Day Kindergarten available for thirty-four of the most “at-risk” Kindergarten students.
- Flex grouping designed to group students based on remediation, maintenance, and enrichment.
- Response to Intervention (RtI) tiered instruction for students in grades K-5 who are struggling in reading fluency, reading comprehension, decoding, phonics, working with words, writing applications, basic math facts, and math problem solving. These interventions will be possible through Title I, instructional assistants, classroom teachers, and special education consultants.
- Supplemental resource workbooks and games that provide struggling students with more time to practice and master indicators not yet mastered.  
Examples: FROG games, Step-Up books, Drops in the Bucket

- Book Clubs for 4<sup>th</sup> grade students to improve their fluency and comprehension on a variety of genre.
- Math Clubs for 4<sup>th</sup> grade students to improve their understanding of power indicators.
- Computer programs such as: Study Island, Skills Tutor, Education City, Bronco Math, Ed Helper, Kidspiration, Enchanted Learning, Storybook Weaver, and Spell City to provide additional practice in core content areas.
- Summer School is available for students not meeting state standard in English/language arts and math.

## **Component 10 – Coordination and Integration of Funds**

*1. Describe the coordination and integration of Federal, State and local services and programs. List programs to be coordinated and/or funds to be integrated. (Current Reality & Proposed Plan)*

### **Current Reality & Proposed Plan**

The School Comprehensive Needs Assessment (CNA) indicated the need for improved coordination of program efforts. Consequently, the SWP leadership team and school staff has proposed a number of activities to improve program coordination each year. The school will coordinate the following program efforts:

Title I – Part A - Improving Basic Programs Operated by Local Educational Agencies

Title II – Part A - Preparing, Training, and Recruiting High Quality Teachers and Principals

Title II – Part D- Enhancing Education through Technology

Title III – Part A - Language Instruction for Limited English Proficient and Immigrant Students

IDEA – Individuals with Disabilities Education Act - Part B

High Ability Grant

Language Minority Grant

Examples of coordination activities include bi-monthly staff meetings, weekly grade level PLC meetings, vertical articulation meetings, district Title I meetings, corporation leadership meetings, and monthly principal meetings.

While the school has chosen to coordinate program efforts it has determined that it will not consolidate program funds at this time.

*2. Explain how the school has adequate funds to effectively carry out the activities described in this plan and specifically how the school shall devote sufficient resources for professional development in implementation of the 10 required components. (Proposed Plan)*

### **Proposed Plan**

The district administration in conjunction with the school leadership team have determined that the school's proposed Title I Program budget (a minimum of 85% of the previous year's budget) for the upcoming school year will be sufficient to address the identified student achievement and professional development needs, as well as, activities related to implementing the required SWP components.

*3. Provide an assurance that the school will spend not less than 10% of the funds made available to the school by Title I for each fiscal year that the school is in school improvement status, for the purpose of providing teachers and the principal high quality professional development. Discuss the major areas of focus for these funds. (SI - Component #3)- (Proposed Plan)*

Not applicable.



## **Part 2 - APPENDIX A**

### **Summary of Goals, Strategies and Professional Development**



**SWP Three-Year Implementation Profile  
(2011-2014)**

**Content Area Focus: Reading**

Curriculum and Instruction	Implementation Year 1 (2011-2012)	Implementation Year 2 (2012-2013)	Implementation Year 3 (2013-14)
<p><b>Goal # 1:</b> By Spring 2014, 100% of 3<sup>rd</sup>-5<sup>th</sup> grade students will meet or exceed Indiana Academic Standards in reading as measured by I-READ 3 or ISTEP+.</p> <p><b>Benchmark (2011-2012)</b> By Spring 2012, 91% of 3<sup>rd</sup> – 5<sup>th</sup> grade students will meet or exceed Indiana Academic Standards in reading as measured by I-READ 3 or ISTEP+.</p> <p><b>Benchmark (2012-2013)</b> By Spring 2013, 93.3% of 3<sup>rd</sup> – 5<sup>th</sup> grade students will meet or exceed Indiana Academic Standards in reading as measured by I-READ 3 or ISTEP+.</p>	<p><b>Strategies:</b></p> <ol style="list-style-type: none"> <li>1. Continue using the Madeline Hunter lesson design as the framework for teaching reading.</li> <li>2. Use the Rasinski strategies focused on fluency.</li> <li>3. Present information and resources from conferences and workshops attended to the staff.</li> <li>4. Reading across the content areas</li> <li>5. Use Education City and Study Island web sites.</li> </ol>	<p><b>Strategies:</b></p> <ol style="list-style-type: none"> <li>1. Continue using the Madeline Hunter lesson design as the framework for teaching reading.</li> <li>2. Evaluate Rasinski strategies used and use those strategies that demonstrate high levels of effectiveness.</li> <li>3. Continue sharing information and resources from lesson deployment and workshops attended.</li> <li>4. Reading across the content areas.</li> <li>5. Use Education City and Study Island web sites.</li> </ol>	<p><b>Strategies:</b></p> <ol style="list-style-type: none"> <li>1. Continue using the Madeline Hunter lesson design as the framework for teaching reading.</li> <li>2. Continue using Rasinski strategies that demonstrate high levels of effectiveness.</li> <li>3. Continue sharing information and resources from lesson deployment and workshops attended.</li> <li>4. Reading across the content areas.</li> <li>5. Use Education City and Study Island web sites.</li> </ol>

	<p><b>Professional Development:</b></p> <ol style="list-style-type: none"> <li>1. Continue using the time created for teachers and grade levels to share practices they have used and their level of effectiveness.</li> <li>2. Continue investing in resources that provide teachers with practical applications to improve fluency at each grade level.</li> <li>3. Continue attending conferences and workshops that present effective research-based fluency strategies.</li> <li>4. Train the staff on how to optimally use Education City and Study Island web sites for student learning, progress monitoring, and assessment.</li> </ol> <p><b>Cultural Competency:</b></p> <p><b>Special Education:</b></p> <ol style="list-style-type: none"> <li>1. Deploy the Wilson, SOAR, and/or TRIUMPH intervention series.</li> <li>2. Use Reader’s Theater on a weekly basis as a means to increase fluency, vocabulary, and comprehension.</li> </ol>	<p><b>Professional Development:</b></p> <ol style="list-style-type: none"> <li>1. Increase the amount of time teachers have to share the best practices being used to improve fluency.</li> <li>2. Continue investing in resources that provide teachers with practical applications to improve fluency at each grade level.</li> <li>3. Continue attending conferences and workshops that present effective research-based fluency strategies.</li> <li>4. Continue training the staff on how to optimally use Education City and Study Island web sites for student learning, progress monitoring, and assessment.</li> </ol> <p><b>Cultural Competency:</b></p> <p><b>Special Education:</b></p> <ol style="list-style-type: none"> <li>1. Deploy the Wilson, SOAR, and/or TRIUMPH intervention series.</li> <li>2. Use Reader’s Theater on a weekly basis as a means to increase fluency, vocabulary, and comprehension.</li> </ol>	<p><b>Professional Development:</b></p> <ol style="list-style-type: none"> <li>1. Increase the amount of time teachers have to share the best practices being used to improve fluency.</li> <li>2. Continue investing in resources that provide teachers with practical applications to improve fluency at each grade level.</li> <li>3. Continue attending conferences and workshops that present effective research-based fluency strategies.</li> <li>4. Continue training the staff on how to optimally use Education City and Study Island web sites for student learning, progress monitoring, and assessment.</li> </ol> <p><b>Cultural Competency:</b></p> <p><b>Special Education:</b></p> <ol style="list-style-type: none"> <li>1. Deploy the Wilson, SOAR, and/or TRIUMPH intervention series.</li> <li>2. Use Reader’s Theater on a weekly basis as a means to increase fluency, vocabulary, and comprehension.</li> </ol>
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	<p>3. Use “Drops in the Bucket” for distributive practice as a means to reduce or eliminate the achievement gap in the areas of decoding, phonics, fluency, and reading comprehension.</p> <p>4. Use the “Basic Reading Series” to improve decoding, phonics, fluency, and reading comprehension.</p> <p><b>Free &amp; Reduced:</b></p> <p>1. Continue using Ruby Payne research-based strategies; specifically graphic organizers, analogies and goal setting.</p> <p>2. Continue providing basic vocabulary instruction in the areas of context clues, base words, prefixes and suffixes, compound words, multiple meanings, synonyms, antonyms, and homophones.</p>	<p>3. Use “Drops in the Bucket” for distributive practice as a means to reduce or eliminate the achievement gap in the areas of decoding, phonics, fluency, and reading comprehension.</p> <p>4. Use the “Basic Reading Series” to improve decoding, phonics, fluency, and reading comprehension.</p> <p><b>Free &amp; Reduced:</b></p> <p>1. Continue using Ruby Payne research-based strategies; specifically graphic organizers, analogies and goal setting.</p> <p>2. Continue providing basic vocabulary instruction in the areas of context clues, base words, prefixes and suffixes, compound words, multiple meanings, synonyms, antonyms, and homophones.</p>	<p>3. Use “Drops in the Bucket” for distributive practice as a means to reduce or eliminate the achievement gap in the areas of decoding, phonics, fluency, and reading comprehension.</p> <p>4. Use the “Basic Reading Series” to improve decoding, phonics, fluency, and reading comprehension.</p> <p><b>Free &amp; Reduced:</b></p> <p>1. Continue using Ruby Payne research-based strategies; specifically graphic organizers, analogies and goal setting.</p> <p>2. Continue providing basic vocabulary instruction in the areas of context clues, base words, prefixes and suffixes, compound words, multiple meanings, synonyms, antonyms, and homophones.</p>
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	<p><b>ESL students:</b></p> <ol style="list-style-type: none"> <li>1. Deploy the plan developed aimed at improving the language development program.</li> <li>2. Continue providing supplemental one-on-one and small group instruction focused on language acquisition and vocabulary development.</li> <li>3. Continue using Rosetta Stone English-speaking and language development program.</li> </ol> <p><b>Parent Involvement:</b></p> <ol style="list-style-type: none"> <li>1. Continue informing parents of the importance of reading to and with their children on a regular basis.</li> <li>2. Continue providing parents with resources to help them practice fluency at home with their children.</li> <li>3. Continue providing opportunities for parents to come to school, work with their children, and demonstrate effective reading strategies.</li> <li>4. Identify parents who set the example for home support and invite them to share their experiences with the school families.</li> </ol>	<p><b>ESL students:</b></p> <ol style="list-style-type: none"> <li>1. Evaluate and revise the plan developed aimed at improving the language development program.</li> <li>2. Continue providing supplemental one-on-one and small group instruction focused on language acquisition and vocabulary development.</li> <li>3. Continue using Rosetta Stone English-speaking and language development program.</li> </ol> <p><b>Parent Involvement:</b></p> <ol style="list-style-type: none"> <li>1. Continue informing parents of the importance of reading to and with their children on a regular basis.</li> <li>2. Continue providing parents with resources to help them practice fluency at home with their children.</li> <li>3. Continue providing opportunities for parents to come to school, work with their children, and demonstrate effective reading strategies.</li> <li>4. Identify parents who set the example for home support and invite them to share their experiences with the school families.</li> </ol>	<p><b>ESL students:</b></p> <ol style="list-style-type: none"> <li>1. Deploy the revised plan aimed at improving the language development program.</li> <li>2. Continue providing supplemental one-on-one and small group instruction focused on language acquisition and vocabulary development.</li> <li>3. Continue using Rosetta Stone English-speaking and language development program.</li> </ol> <p><b>Parent Involvement:</b></p> <ol style="list-style-type: none"> <li>1. Continue informing parents of the importance of reading to and with their children on a regular basis.</li> <li>2. Continue providing parents with resources to help them practice fluency at home with their children.</li> <li>3. Continue providing opportunities for parents to come to school, work with their children, and demonstrate effective reading strategies.</li> <li>4. Identify parents who set the example for home support and invite them to share their experiences with the school families.</li> </ol>
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	<p>5. Regularly communicate to parents when students do well in writing and/or are struggling with writing skills and concepts.</p> <p>6. Develop screencasting presentations that parents can view online that focus on the school's reading curriculum, best practices, and other reading related topics.</p> <p>7. Make screencasting presentations available to parents as we develop them.</p>	<p>5. Regularly communicate to parents when students do well in writing and/or are struggling with writing skills and concepts.</p> <p>6. Continue developing screencasting presentations that parents can view online that focus on the school's reading curriculum, best practices, and other reading related topics.</p> <p>7. Make screencasting presentations available to parents as we develop them.</p>	<p>5. Regularly communicate to parents when students do well in writing and/or are struggling with writing skills and concepts.</p> <p>6. Continue developing screencasting presentations that parents can view online that focus on the school's reading curriculum, best practices, and other reading related topics.</p> <p>7. Make screencasting presentations available to parents as we develop them.</p>
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	<p><b>Technology:</b></p> <ol style="list-style-type: none"> <li>1. Rosetta Stone</li> <li>2. Education City (K-2)</li> <li>3. A-Z Readers</li> <li>4. Wiggleworks</li> <li>5. Ed Helper</li> <li>6. Study Island</li> <li>7. Starfall.com</li> <li>8. Skills Tutor</li> <li>9. Webinars on how to read with your child</li> <li>10. Accelerated Reader</li> <li>11. STAR Testing</li> <li>12. Screencasting presentations</li> </ol> <p><b>Attendance:</b></p> <p>It is important for students to learn how to read fluently and understand well what they read. In order to do this, students must be in school on time every day.</p>	<p><b>Technology:</b></p> <ol style="list-style-type: none"> <li>1. Rosetta Stone</li> <li>2. Education City (K-2)</li> <li>3. A-Z Readers</li> <li>4. Wiggleworks</li> <li>5. Ed Helper</li> <li>6. Study Island</li> <li>7. Starfall.com</li> <li>8. Skills Tutor</li> <li>9. Webinars on how to read with your child</li> <li>10. Accelerated Reader</li> <li>11. STAR Testing</li> <li>12. Screencasting presentations</li> </ol> <p><b>Attendance:</b></p> <p>It is important for students to learn how to read fluently and understand well what they read. In order to do this, students must be in school on time every day.</p>	<p><b>Technology:</b></p> <ol style="list-style-type: none"> <li>1. Rosetta Stone</li> <li>2. Education City (K-2)</li> <li>3. A-Z Readers</li> <li>4. Wiggleworks</li> <li>5. Ed Helper</li> <li>6. Study Island</li> <li>7. Starfall.com</li> <li>8. Skills Tutor</li> <li>9. Webinars on how to read with your child</li> <li>10. Accelerated Reader</li> <li>11. STAR Testing</li> <li>12. Screencasting presentations</li> </ol> <p><b>Attendance:</b></p> <p>It is important for students to learn how to read fluently and understand well what they read. In order to do this, students must be in school on time every day.</p>
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## SWP Three-Year Implementation Profile (2011-2014)

### Content Area Focus: Writing

Curriculum and Instruction	Implementation Year 1 (2011-2012)	Implementation Year 2 (2012-2013)	Implementation Year 3 (2013-2014)
<p><b>Goal # 2:</b> By Spring 2014, 100% of 3<sup>rd</sup>-5<sup>th</sup> grade students will meet or exceed Indiana Academic Standards in writing as measured by ISTEP+ and the corresponding rubrics.</p> <p><b>Benchmark (2011-2012)</b> By Spring 2012, 86.4% of 3<sup>rd</sup> – 5<sup>th</sup> grade students will meet or exceed Indiana Academic Standards in writing as measured by ISTEP+ and the corresponding rubrics.</p> <p><b>Benchmark (2012-2013)</b> By Spring 2013, 93.3% of 3<sup>rd</sup> -5<sup>th</sup> grade students will meet or exceed Indiana Academic Standards in writing as measured by ISTEP+ and the corresponding rubrics.</p>	<p><b>Strategies:</b></p> <ol style="list-style-type: none"> <li>1. Continue using the Madeline Hunter lesson design as the framework for teaching writing.</li> <li>2. Use the “6+1 Traits of Writing” daily workbook.</li> <li>3. Implement Grade Level Writing Calendars and use “Tips for Prompt Writing Success” in the classrooms. (Writing a strong beginning, ending with a band, imagery, alliteration, Circles of Knowledge, Single-Sentence Writing Contest, Revising strategies, Building writing stamina, writing for length, etc)</li> </ol> <p><b>Professional Development:</b></p> <ol style="list-style-type: none"> <li>1. Continue attending workshops and conferences focusing on best practices for writing.</li> <li>2. Develop a monthly instructional writing calendar Grades 1-5 that hone in on specific writing skills</li> </ol>	<p><b>Strategies:</b></p> <ol style="list-style-type: none"> <li>1. Continue using the Madeline Hunter lesson design as the framework for teaching writing.</li> <li>2. Use the “6+1 Traits of Writing” daily workbook.</li> <li>3. Implement Grade Level Writing Calendars and use “Tips for Prompt Writing Success” in the classrooms. (Writing a strong beginning, ending with a band, imagery, alliteration, Circles of Knowledge, Single-Sentence Writing Contest, Revising strategies, Building writing stamina, writing for length, etc)</li> </ol> <p><b>Professional Development:</b></p> <ol style="list-style-type: none"> <li>1. Continue attending workshops and conferences focusing on best practices for writing.</li> <li>2. Revise and deploy the monthly instructional writing calendar Grades 1-5 that hone in on specific writing skills needed to be a</li> </ol>	<p><b>Strategies:</b></p> <ol style="list-style-type: none"> <li>1. Continue using the Madeline Hunter lesson design as the framework for teaching writing.</li> <li>2. Use the “6+1 Traits of Writing” daily workbook.</li> <li>3. Implement Grade Level Writing Calendars and use “Tips for Prompt Writing Success” in the classrooms. (Writing a strong beginning, ending with a band, imagery, alliteration, Circles of Knowledge, Single-Sentence Writing Contest, Revising strategies, Building writing stamina, writing for length, etc)</li> </ol> <p><b>Professional Development:</b></p> <ol style="list-style-type: none"> <li>1. Continue attending workshops and conferences focusing on best practices for writing.</li> <li>2. Revise and deploy the monthly instructional writing calendar Grades 1-5 that hone in on specific writing skills needed to be a</li> </ol>

	<p>needed to be a proficient writer. 3. Continue sharing effective and ineffective practices best practices in writing during PLCs, Staff Meetings, Team Leader meetings, and Site-Base Team meetings.</p> <p><b>Cultural Competency:</b></p> <p><b>Special Education:</b> 1. Continue using graphic organizers to develop ideas for writing.  2. Use the 4-Square Writing Process.  3. Continue using the “Basic Writing Series” to teach and practice quality writing.</p> <p><b>Free &amp; Reduced:</b> 1. Continue using graphic organizers to develop ideas for writing.</p> <p><b>ESL:</b> 1. Continue using graphic organizers to develop ideas for writing.</p>	<p>proficient writer. 3. Continue sharing effective and ineffective practices best practices in writing during PLCs, Staff Meetings, Team Leader meetings, and Site-Base Team meetings.</p> <p><b>Cultural Competency:</b></p> <p><b>Special Education:</b> 1. Continue using graphic organizers to develop ideas for writing.  2. Use the 4-Square Writing Process.  3. Continue using the “Basic Writing Series” to teach and practice quality writing.</p> <p><b>Free &amp; Reduced:</b> 1. Continue using graphic organizers to develop ideas for writing.</p> <p><b>ESL:</b> 1. Continue using graphic organizers to develop ideas for writing.</p>	<p>proficient writer. 3. Continue sharing effective and ineffective practices best practices in writing during PLCs, Staff Meetings, Team Leader meetings, and Site-Base Team meetings.</p> <p><b>Cultural Competency:</b></p> <p><b>Special Education:</b> 1. Continue using graphic organizers to develop ideas for writing.  2. Use the 4-Square Writing Process.  3. Continue using the “Basic Writing Series” to teach and practice quality writing.</p> <p><b>Free &amp; Reduced:</b> 1. Continue using graphic organizers to develop ideas for writing.</p> <p><b>ESL:</b> 1. Continue using graphic organizers to develop ideas for writing.</p>
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	<p><b>Parent Involvement:</b></p> <ol style="list-style-type: none"> <li>1. Regularly communicate to parents when students do well in writing and/or are struggling with writing skills and concepts.</li> <li>2. Develop screencasting presentations that parents can view online that focus on the school's writing curriculum, best practices, and other writing related topics.</li> <li>3. Make screencasting presentations available to parents as we develop them.</li> </ol> <p><b>Technology:</b></p> <ol style="list-style-type: none"> <li>1. Word Processor</li> <li>2. Scholastic Keys</li> <li>3. Wiggleworks</li> <li>4. Story Book Weaver</li> <li>5. MacMillan textbook adoption components</li> <li>6. Kidspiration</li> <li>7. ABC Key</li> <li>8. Skills Tutor</li> <li>9. Study Island</li> <li>10. Education City (K-2)</li> <li>11. Screencasts</li> </ol> <p><b>Attendance:</b></p> <p>It is important for students to learn how to write well and include the traits of quality writing. In order to do this, students must be in school on time every day.</p>	<p><b>Parent Involvement:</b></p> <ol style="list-style-type: none"> <li>1. Regularly communicate to parents when students do well in writing and/or are struggling with writing skills and concepts.</li> <li>2. Develop screencasting presentations that parents can view online that focus on the school's writing curriculum, best practices, and other writing related topics.</li> <li>3. Make screencasting presentations available to parents as we develop them.</li> </ol> <p><b>Technology:</b></p> <ol style="list-style-type: none"> <li>1. Word Processor</li> <li>2. Scholastic Keys</li> <li>3. Wiggleworks</li> <li>4. Story Book Weaver</li> <li>5. MacMillan textbook adoption components</li> <li>6. Kidspiration</li> <li>7. ABC Key</li> <li>8. Skills Tutor</li> <li>9. Study Island</li> <li>10. Education City (K-2)</li> <li>11. Screencasts</li> </ol> <p><b>Attendance:</b></p> <p>It is important for students to learn how to write well and include the traits of quality writing. In order to do this, students must be in school on time every day.</p>	<p><b>Parent Involvement:</b></p> <ol style="list-style-type: none"> <li>1. Regularly communicate to parents when students do well in writing and/or are struggling with writing skills and concepts.</li> <li>2. Develop screencasting presentations that parents can view online that focus on the school's writing curriculum, best practices, and other writing related topics.</li> <li>3. Make screencasting presentations available to parents as we develop them.</li> </ol> <p><b>Technology:</b></p> <ol style="list-style-type: none"> <li>1. Word Processor</li> <li>2. Scholastic Keys</li> <li>3. Wiggleworks</li> <li>4. Story Book Weaver</li> <li>5. MacMillan textbook adoption components</li> <li>6. Kidspiration</li> <li>7. ABC Key</li> <li>8. Skills Tutor</li> <li>9. Study Island</li> <li>10. Education City (K-2)</li> <li>11. Screencasts</li> </ol> <p><b>Attendance:</b></p> <p>It is important for students to learn how to write well and include the traits of quality writing. In order to do this, students must be in school on time every day.</p>
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## SWP Three-Year Implementation Profile (2011-2014)

### Content Area Focus: Math

Curriculum and Instruction	Implementation Year 1 (2011-2012)	Implementation Year 2 (2012-2013)	Implementation Year 3 (2013-2014)
<p><b>Goal # 3:</b> By Spring 2014, 100% of 3<sup>rd</sup>-5<sup>th</sup> grade students will meet or exceed Indiana Academic Standards in math as measured by ISTEP+.</p> <p><b>Benchmark (2011-2012)</b> By Spring 2012, 93% of 3<sup>rd</sup> – 5<sup>th</sup> grade students will meet or exceed Indiana Academic Standards in Mathematics as measured by ISTEP+.</p> <p><b>Benchmark (2012-2013)</b> By Spring 2013, 94% of 3<sup>rd</sup> – 5<sup>th</sup> grade students will meet or exceed Indiana Academic Standards in Mathematics as measured by ISTEP+.</p>	<p><b>Strategies:</b></p> <ol style="list-style-type: none"> <li>1. Train the staff on Singapore Math methodology and strategies (bar modeling, number bonds, “Story of __,” and sprints).</li> <li>2. Use the abovementioned Singapore Math methodology and strategies within the grade level curriculum maps.</li> <li>3. Pilot the use/effectiveness of “Sprints” as opposed to Rocket Math.</li> <li>4. Identify and purchase appropriate resources that will enhance the teaching and learning of math skills and concepts through the Singapore Math methodology and strategies.</li> </ol>	<p><b>Strategies:</b></p> <ol style="list-style-type: none"> <li>1. Continue training the staff on different Singapore Math methodology and strategies.</li> <li>2. Use the abovementioned Singapore Math methodology and strategies within the grade level curriculum maps.</li> <li>3. Use “Sprints” as the means to develop automaticity with basic facts and improving students’ mental math skills.</li> <li>4. Continue providing teachers with resources that will enhance the teaching and learning of math skills and concepts through the Singapore Math methodology and strategies.</li> </ol>	<p><b>Strategies:</b></p> <ol style="list-style-type: none"> <li>1. Continue training the staff on different Singapore Math methodology and strategies.</li> <li>2. Use the abovementioned Singapore Math methodology and strategies within the grade level curriculum maps.</li> <li>3. Use “Sprints” as the means to develop automaticity with basic facts and improving students’ mental math skills.</li> <li>4. Continue providing teachers with resources that will enhance the teaching and learning of math skills and concepts through the Singapore Math methodology and strategies.</li> </ol>

	<p><b>Professional Development:</b></p> <ol style="list-style-type: none"> <li>1. Maintain PLC meetings for evaluating the effectiveness of the Singapore Math methodology and strategies.</li> <li>2. Train the staff on Singapore Math methodology and strategies (bar modeling, number bonds, “Story of ___,” and sprints).</li> <li>3. District-wide, grade-level specific trainings will be held throughout the year.</li> </ol>	<p><b>Professional Development:</b></p> <ol style="list-style-type: none"> <li>1. Maintain PLC meetings for evaluating the effectiveness of the Singapore Math methodology and strategies.</li> <li>2. Continue training the staff on Singapore Math methodology and strategies.</li> <li>3. District-wide, grade-level specific trainings will be held throughout the year.</li> <li>4. Bring in a Singapore Math “expert” to train and meet with classroom teachers to increase their understanding and application of Singapore Math methodologies.</li> </ol>	<p><b>Professional Development:</b></p> <ol style="list-style-type: none"> <li>1. Maintain PLC meetings for evaluating the effectiveness of the Singapore Math methodology and strategies.</li> <li>2. Continue training the staff on Singapore Math methodology and strategies.</li> <li>3. District-wide, grade-level specific trainings will be held throughout the year.</li> <li>4. Continue consulting with a Singapore Math “expert” in order to train and meet with classroom teachers to increase their understanding and application of Singapore Math methodologies.</li> </ol>
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	<p><b>Cultural Competency:</b></p> <p><b>Special Education, Free &amp; Reduced, and ESL:</b></p> <ol style="list-style-type: none"> <li>1. Use Touch Math for students struggling with basic facts.</li> <li>2. Use Singapore Math strategies for students struggling with math concepts.</li> </ol> <p><b>Parent Involvement:</b></p> <ol style="list-style-type: none"> <li>1. Develop a plan to educate and train parents on how to assist their children at home with math through the Singapore Math framework.</li> </ol> <p><b>Technology:</b></p> <ol style="list-style-type: none"> <li>1. Study Island</li> <li>2. Bronco Math</li> <li>3. Skills Tutor</li> <li>4. Education City (K-2)</li> </ol> <p><b>Attendance:</b></p> <p>It is important for students to learn the grade-level specific math indicators in the curriculum maps and use the Singapore Math strategies and/or other best practices to retain them over time. In order to do this, students must be in school on time every day.</p>	<p><b>Cultural Competency:</b></p> <p><b>Special Education, Free &amp; Reduced, and ESL:</b></p> <ol style="list-style-type: none"> <li>1. Use Touch Math for students struggling with basic facts.</li> <li>2. Use Singapore Math strategies for students struggling with math concepts.</li> </ol> <p><b>Parent Involvement:</b></p> <ol style="list-style-type: none"> <li>1. Deploy the plan to educate and train parents on how to assist their children at home with math through the Singapore Math framework.</li> </ol> <p><b>Technology:</b></p> <ol style="list-style-type: none"> <li>1. Study Island</li> <li>2. Bronco Math</li> <li>3. Skills Tutor</li> <li>4. Education City (K-2)</li> </ol> <p><b>Attendance:</b></p> <p>It is important for students to learn the grade-level specific math indicators in the curriculum maps and use the Singapore Math strategies and/or other best practices to retain them over time. In order to do this, students must be in school on time every day.</p>	<p><b>Cultural Competency:</b></p> <p><b>Special Education, Free &amp; Reduced, and ESL:</b></p> <ol style="list-style-type: none"> <li>1. Use Touch Math for students struggling with basic facts.</li> <li>2. Use Singapore Math strategies for students struggling with math concepts.</li> </ol> <p><b>Parent Involvement:</b></p> <ol style="list-style-type: none"> <li>1. Evaluate the plan to educate and train parents on how to assist their children at home with math through the Singapore Math framework and develop a improved plan.</li> </ol> <p><b>Technology:</b></p> <ol style="list-style-type: none"> <li>1. Study Island</li> <li>2. Bronco Math</li> <li>3. Skills Tutor</li> <li>4. Education City (K-2)</li> </ol> <p><b>Attendance:</b></p> <p>It is important for students to learn the grade-level specific math indicators in the curriculum maps and use the Singapore Math strategies and/or other best practices to retain them over time. In order to do this, students must be in school on time every day.</p>
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## Summary of Goals and Strategies (2011-2012)

### **Student Achievement Goal #1- Reading:**

By Spring, 2012 91% of Grade 3,4, and 5 students will meet or exceed Indiana Academic Standards in English/Language Arts (reading) as measured by I-READ 3 and/or ISTEP+.

#### **Benchmark:**

By Spring 2011, 90% of Grade 3, 4, and 5 students will meet or exceed Indiana Academic Standards in English/Language Arts (reading) as measured by I-READ 3 and/or ISTEP+.

#### **Baseline:**

According to the Spring 2010, ISTEP+, 89% of students in Grades 3, 4, and 5 will meet or exceed Indiana Academic Standards in English/Language Arts (Reading) as measured by ISTEP+.

### **Professional Development Goal #1A:**

By Spring, 2012, 100% of Myers staff (23/23) will be trained in Tim Rasinski's fluent reading strategies.

#### **Benchmark:**

By January, 2012, 75% of Myers staff, including Special Education and Title 1 teachers will be trained in Tim Rasinski's fluent reading strategies as measured by a professional development survey. The purpose of this survey will be to determine the strategies used and the frequency of the use of the identified strategies.

#### **Baseline:**

According to the Fall 2009 Professional Development Survey 61% of Myers staff have been trained in Tim Rasinski's fluent reading strategies and use them in their daily reading instruction.

Strategies	Actions/Activities (To Accomplish Strategies)	Professional Development Activities (Intended Audience)	Timeline	Person(s) Responsible
Deploy and develop proficiency in the Baldrige 8-Step Process.	Provide an overview of the 8-Step Process at the opening staff meeting of the school year.	Staff Meeting	August	Building Principal
	Provide professional development for beginning teachers.	Beginning Teacher Meetings	August – May	Building Principal
	Use the mentor program in place for beginning teachers to collaborate with experienced teachers.		August – May	Mentor and beginning teacher
	Incorporate vertical articulation in staff meetings to share deployment of effective 8-Step Process practices.	Professional Learning Community Meetings (PLCs)	August – May	Building Principal, Classroom Teachers
	Discuss results of student assessments within grade levels.	Professional Learning Community Meetings (PLCs)	August – May	Classroom teachers
	Differentiate instruction through remediation and enrichment for all students according to assessment results	Professional Learning Community Meetings (PLCs)	August - May	Classroom teachers
	Create and view “webinars” focused on the 8-Step Process.			Central Office Personnel, Building Principal, and Lab Coordinator

Strategies	Actions/Activities (To Accomplish Strategies)	Professional Development Activities (Intended Audience)	Timeline	Person(s) Responsible
<p><b>MODEL / TEACH PROCESS GOALS:</b></p> <p>a. Use graphic organizers to facilitate the learning of critical reading comprehension strategies and skills.</p> <p>b. Have a daily “teacher-read” or use listening center to model fluency, expression, timing, and changes in voice.</p> <p><b>GUIDED PRACTICE / CHECK FOR UNDERSTANDING PROCESS GOAL:</b></p> <p>a. Monitor student understanding prior to Independent practice through frequent monitoring, moving around the room, and conferencing with individuals.</p>	<p>Determine, share, and use grade-level and subject area appropriate graphic organizers.</p> <p>Teach students the school level developed reading comprehension progressions (see reading curriculum)</p> <p>Identify and read aloud grade-level appropriate “teacher reads” through student interest surveys and teacher preference.</p> <p>Use Madeline Hunter research-based strategies such as choral responses, hand signals, and individual student responses.</p> <p>Use the reciprocal teaching reading strategy.</p>	<p>Share grade level appropriate and subject area specific graphic organizers during PLCs, staff and Team Leader meetings.</p> <p>No professional development activities required.</p> <p>Share research-based articles on guided practice.</p> <p>Share “personal testimonies” with colleagues about what is working with a specific group/type of students.</p> <p>Train and review with staff on how to use the reciprocal teaching strategy.</p> <p>Train and review with staff on how to effectively guide practice and measure student achievement prior to giving independent practice.</p>	<p>August - May</p> <p>August - May</p> <p>August - May</p>	<p>Classroom Teacher, Title I, Building Principal</p> <p>Classroom Teacher</p> <p>Classroom Teacher, Grade Level colleagues, Building Principal</p>

<p>INDEPENDENT PRACTICE / APPLY PROCESS GOALS:</p> <p>a. Provide frequent learning opportunities for students to master power indicators by deploying mass and distributive practice and the effective principles of homework (practice) aligned with the identified power indicators throughout the school year.</p> <p>b. Continue the deployment of the AR program by providing 20-30 minutes a day for students to read at their independent reading level based on their current Zone of Proximal Development (ZPD).</p> <p>ASSESSMENT PROCESS GOAL:</p> <p>a. Continue administering frequent formative and summative assessments such as: indicator assessments aligned with Power Indicators, Standards-Based Trimester assessments, STAR Reading assessment three times a year, and DIBELS throughout the year in order to differentiate instruction.</p>	<p>Provide frequent practice for students when first learning new material and build in intentional reviews throughout the year to gauge student retention of previously taught skills.</p> <p>Train new teachers in the AR program.</p> <p>Deploy the AR program.</p> <p>Revise and edit school wide and corporation indicator assessments and trimester exit exams.</p> <p>Administer STAR and DIBELS assessments throughout the school year.</p>	<p>Train new teachers on how to effectively provide mass and distributive practice.</p> <p>Train new teachers in the AR program.</p> <p>Train and review staff on how to analyze indicator and exit exams, STAR tests, and DIBELS assessments.</p>	<p>August - May</p> <p>August - May</p> <p>August - May</p>	<p>Classroom Teacher, Grade level colleagues, Building Principal</p> <p>Classroom Teacher, Media Specialist, Lab Coordinator, Building Principal</p> <p>Classroom Teacher, Grade level colleagues, Building Principal</p>
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<p>b. Continue using, evaluating, and revising a viable and guaranteed curriculum map in order to differentiate instruction by developing and deploying instructional calendars.</p> <p><b>REMEDIATION &amp; ENRICHMENT PROCESS GOAL:</b></p> <p>a. Continue the deployment of differentiated instructional strategies such as: tic-tac-toe boards, “double doses” of instruction, differentiated centers, literacy stations, flex grouping, pretests, tiered lessons, and deploying the 8-Step Process, that create enrichment and remediation opportunities for students who have and have not demonstrated mastery of the power indicators.</p>	<p>Revise and edit the PTS curriculum map at the end of every school year through district wide grade level meetings.</p>	<p>District wide meeting at the end of the school year to revise each grade level’s curriculum map.</p>	<p>May</p>	<p>Classroom Teacher, Grade level colleagues, Building Principal</p>
	<p>Train new teachers on where to find the PTS curriculum map and indicator assessments on the school web site.</p>	<p>Train and review with the staff on where to find the PTS curriculum and indicator assessments on the school web site.</p>	<p>August – May</p>	<p>Classroom Teacher, Grade level colleagues, Building Principal</p>
	<p>Create differentiated instructional activities and strategies that remediate, maintain, and enrich students.</p>	<p>Provide release time for teachers and grade levels to create differentiated instructional activities relevant to grade-level curriculum.</p>	<p>August - May</p>	<p>Classroom Teacher, Grade level colleagues, Building Principal</p>
	<p>Share effective differentiated instructional strategies.</p>	<p>Share effective differentiated instructional strategies during PLCs, staff meetings, and beginning teacher meetings.</p>		<p>Classroom Teacher, Grade level colleagues, Building Principal</p>
	<p>Train new teachers in effective differentiated instructional strategies.</p>	<p>Train new teachers in effective differentiated instructional strategies.</p>		<p>Building Principal</p>
<p>Develop voluntary differentiated instruction PLCs for interested staff.</p>	<p>Create voluntary differentiated instruction PLC.</p>		<p>Building Principal</p>	

<p>PROFESSIONAL LEARNING COMMUNITIES PROCESS GOAL:</p> <p>a. Establish and maintain professional learning communities through weekly grade level meetings, monthly curriculum meetings, vertical articulation meetings, monthly team leader, and bi-monthly site-base team meetings.</p>	<p>Hold bi-weekly PLC grade level meetings, occasional vertical articulation, monthly team leader, and bi-monthly site-base team meetings.</p>	<p>Teach and review the research behind PLCs and the importance of collaboration and the problem-solving method.</p>	<p>August - May</p>	
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## Special Education

The Special Education student subgroup consistently falls behind other groups of students in the attainment of Adequate Yearly Progress (AYP) targets identified by the Indiana Department of Education. The following practices and procedures have been put in place to help address this particular achievement gap.

1. This district will participate in a pilot assessment program developed by the state known as IMAST – Indiana Modified Achievement Standards Test. This assessment will be used in lieu of ISTEP+ for identified special education students in Grades 3-8. The IMAST assessment is comprised of multiple-choice items only and will be administered during the ISTEP+ multiple-choice assessment testing window.
  
2. Additionally, Portage schools have identified and continue to implement the following student performance benchmarks to help address the learning needs of special education students.

Student Performance Benchmarks: 2011-2012-2013

Key Practices to Achieve Continuous Performance Benchmarks	Timeline	Leadership Accountable for Effective Deployment	Research to Support Practices	Professional Development Needed
Differentiate instruction to facilitate remediation and appropriate grade level instruction per the IEP.	August - May	General and Special Education Teachers	Based on ability level as stated in the IEP.	Training in online IEP's.
Deploy the Madeline Hunter lesson design modeled, guided and independent practice.	August - May	General and Special Education Teachers	<u>Classroom Instruction that Works</u> by Robert Marzano <u>Best Practices</u> by Steven Zemelman	Training in effective differentiated instruction.

<p>Revisit special education schedule to assure students are serviced according to their academic needs.</p>	<p>April</p>	<p>General and Special Education Teachers</p>	<p><u>Mastery Teaching</u> by Madeline Hunter</p> <p>12 Brain/Mind Learning Principles in Action by Renate Nummela Caine</p>	<p>None required</p>
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## Summary of Goals and Strategies (2011-2012)

### **Student Achievement Goal #2: - Writing**

By Spring 2012, 86.4% of 3<sup>rd</sup> – 5<sup>th</sup> grade students will meet or exceed Indiana Academic Standards in writing as measured by ISTEP+ and the corresponding rubrics.

#### **Benchmark:**

By Spring, 2011, 79.5% of Grade 3, 4, and 5 students will score a 4, 5, or 6 on Writing Application according to the ISTEP+ Writing Rubric.

#### **Baseline:**

According to the Spring 2010 ISTEP+, 63% of students in Grades 3, 4, and 5 scored a 4, 5, or 6 on Writing Application as scored on the ISTEP+ Writing Rubric.

### **Professional Development Goal #2A:**

By Spring 2012, 100% (18/18) of K-5 teachers will be trained in and effectively implement “Writing Prompt” best practices.

#### **Benchmark:**

By January 2011, 80% of K-5 teachers will be trained in and effectively implement “Writing Prompt” best practices.

#### **Baseline:**

Based on the 2010 Professional Development Survey, 0% (0/18) K-5 teachers are following, applying, and proficient in “Writing Prompt” best practices.

Strategies	Actions/Activities (To Accomplish Strategies)	Professional Development Activities (Intended Audience)	Timeline	Person(s) Responsible
<p>Deploy and develop proficiency in the Baldrige 8-Step Process.</p>	<p>Provide an overview of the 8-Step Process at the opening staff meeting of the school year.</p> <p>Provide professional development for beginning teachers.</p> <p>Use the mentor program in place for beginning teachers to collaborate with experienced teachers.</p> <p>Incorporate vertical articulation in staff meetings to share deployment of effective 8-Step Process practices.</p> <p>Discuss results of student assessments within grade levels.</p> <p>Differentiate instruction through remediation and enrichment for all students according to assessment results</p> <p>Create and view “webinars” focused on the 8-Step Process.</p>	<p>Staff Meeting</p> <p>Beginning Teacher Meetings</p> <p>Staff Meetings</p> <p>Professional Learning Community Meetings (PLCs)</p> <p>Professional Learning Community Meetings (PLCs)</p> <p>Beginning and developing teachers</p>	<p>August – May</p>	

Strategies	Actions/Activities (To Accomplish Strategies)	Professional Development Activities (Intended Audience)	Timeline	Person(s) Responsible
<p><b>MODEL / TEACH PROCESS GOALS:</b></p> <p>a. Continue using narrative, persuasive, and descriptive graphic organizers to begin organizing ideas for writing.</p> <p>b. Continue modeling quality writing when introducing a writing genre or specific skill by deploying a “teacher-write,” showing exemplars of “good writing,” and using the 6+1 writing strategies.</p> <p>c. Continue using the writing process (brainstorming, revising, editing, and publishing) to teach writing in conjunction the best practices of writing and the monthly instructional calendar.</p>	<p>Determine, share, and use grade-level and genre-appropriate graphic organizers.</p>	<p>Share grade level appropriate and subject area specific graphic organizers during PLCs, staff and Team Leader meetings.</p>	<p>August – May</p>	<p>Classroom Teacher, Title I, Building Principal</p>
	<p>Train and review with staff the effective writer’s workshop strategies.</p>	<p>Train and review with staff the effective writer’s workshop strategies.</p>	<p>August – May</p>	<p>Classroom Teacher, Title I, Building Principal</p>
	<p>Identify exemplary student samples as models for writing assignments.</p>	<p>Share model writing lessons that teach to the 6+1 traits and effective prompt writing strategies.</p>	<p>August – May</p>	<p>Classroom Teacher, Title I, Building Principal</p>
	<p>Share model writing lessons that focus on highly effective instruction.</p>			
	<p>Model quality writing through teacher writing, exemplars and student samples.</p>	<p>Model quality writing through teacher writing, exemplars and student samples.</p>	<p>August – May</p>	<p>Classroom Teacher, Title I, Building Principal</p>
	<p>Teach students based on the monthly instructional calendar</p>	<p>Attend workshops and seminars focused on effective writing instruction and curriculum.</p>	<p>August - May</p>	<p>Classroom Teacher, Title I, Building Principal</p>

<p>GUIDED PRACTICE / CHECK FOR UNDERSTANDING PROCESS GOAL:</p> <p>a. Monitor student understanding prior to Independent practice through frequent monitoring, moving around the room, and conferencing with individuals.</p> <p>INDEPENDENT PRACTICE / APPLY PROCESS GOALS:</p> <p>a. Provide frequent learning opportunities for students to master power indicators and the grade level appropriate 6+1 writing traits through mass and distributive practice and the effective principles of homework (practice) aligned with the identified power indicators throughout the school year.</p> <p>b. Continue the deployment of writer’s workshop by providing 30 minutes a day for students to write using a specific skill, to a specific audience, for a specific purpose, or for a specific genre.</p>	<p>Have conferences with individual students to review their writing.</p> <p>Provide time for students to peer edit each other’s writing.</p> <p>Provide daily time for students to write and apply good writing skills.</p> <p>Provide daily time for students to write and apply good writing skills.</p>	<p>Model for staff effective writing conferences and purposeful peer editing sessions.</p> <p>No professional development required.</p> <p>No professional development required.</p>	<p>August 2010 – May 2011</p> <p>August 2010 – May 2011</p>	<p>Classroom Teacher, Title I, Building Principal</p> <p>Classroom Teacher, Title I, Building Principal</p> <p>Classroom Teacher, Title I, Building Principal</p>
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<p><b>ASSESSMENT PROCESS GOALS:</b></p> <p>a. Continue administering frequent formative and summative assessments such as indicator assessments and writing prompts three times during the year in order to differentiate instruction.</p> <p>b. Continue using, evaluating, and revising a viable and guaranteed curriculum map in order to differentiate instruction by developing and deploying instructional calendars.</p> <p><b>REMEDICATION &amp; ENRICHMENT PROCESS GOAL:</b></p> <p>a. Continue the deployment of differentiated instructional strategies such as: tic-tac-toe boards, “double doses” of instruction, differentiated centers, literacy stations, flex grouping, pretests, tiered lessons, and deploying the 8-Step Process, that create enrichment and remediation opportunities for students who have and have not demonstrated mastery of the power indicators.</p>	<p>Evaluate and revise trimester writing prompts at the district level at the end of each school year.</p> <p>Evaluate and revise the writing-related indicators at the district level at the end of each school year.</p> <p>Create differentiated instructional activities and strategies that remediate, maintain, and enrich students.</p> <p>Share effective differentiated instructional strategies.</p> <p>Train new teachers in effective differentiated instructional strategies.</p> <p>Develop voluntary differentiated instruction PLCs for interested staff.</p>	<p>Hold a district wide meeting at the end of each school year.</p> <p>Hold a district wide meeting at the end of each school year.</p> <p>Provide release time for teachers and grade levels to create differentiated instructional activities relevant to grade-level curriculum.</p> <p>Share effective differentiated instructional strategies during PLCs, staff meetings, and beginning teacher meetings.</p> <p>Train new teachers in effective differentiated instructional strategies.</p> <p>Create voluntary differentiated instruction PLC.</p>	<p>May</p> <p>May</p> <p>August – May</p> <p>August - May</p> <p>August – May</p> <p>August - May</p>	<p>Classroom Teacher, Grade level colleagues Building Principal</p> <p>Classroom Teacher, Grade level colleagues Building Principal</p> <p>Classroom Teacher, Grade level colleagues, Building Principal</p>
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<p><b>PROFESSIONAL LEARNING COMMUNITIES PROCESS GOAL:</b></p> <p>a. Establish and maintain professional learning communities through weekly grade level meetings, monthly curriculum meetings, bi-monthly vertical articulation meetings, monthly team leader, and bi-monthly site-base team meetings.</p>	<p>Hold bi-weekly PLC grade level meetings, occasional vertical articulation, monthly team leader, and bi-monthly site-base team meetings.</p>	<p>Teach and review the research behind PLCs and the importance of collaboration and the problem-solving method.</p>	<p>August - May</p>	<p>Building Principal</p>
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## Summary of Goals and Strategies (2011-2012)

### **Student Achievement Goal #3: - Math**

By Spring, 2012, 91% of Grade 3,4, and 5 students will meet or exceed Indiana Academic Standards in Mathematics as measured by ISTEP+.

#### **Benchmark:**

By Spring 2011, 90% of Grade 3, 4, and 5 students will meet or exceed Indiana Academic Standards in Mathematics as measured by ISTEP+.

#### **Baseline:**

According to the Spring 2010, ISTEP+, 89% of students in Grades 3, 4, and 5 meet or exceed Indiana Academic Standards in Mathematics as measured by ISTEP+.

### **Professional Development Goal #3A:**

By Spring 2012, 100% of Myers staff will be use of Singapore Math methodology and strategies of bar modeling, number bonds, sprints, and “The Story of \_\_\_” on a daily basis.

#### **Benchmark:**

By May, 2011, 100% of Myers staff, including Special Education, will be trained in these Singapore Math strategies and see where they fit into their daily mathematics instruction..

#### **Baseline:**

Currently, 0% of Myers staff have been trained in these Singapore Math strategies.

Strategies	Actions/Activities (To Accomplish Strategies)	Professional Development Activities (Intended Audience)	Timeline	Person(s) Responsible
Deploy and develop proficiency in the Baldrige 8-Step Process.	Provide an overview of the 8-Step Process at the opening staff meeting of the school year.	Staff Meeting	August – May	Building Principal
	Provide professional development for beginning teachers.	Beginning Teacher Meetings		Building Principal
	Use the mentor program in place for beginning teachers to collaborate with experienced teachers.			Mentor and beginning teacher
	Incorporate vertical articulation in staff meetings to share deployment of effective 8-Step Process practices.	Staff Meetings		Building Principal, Classroom Teachers
	Discuss results of student assessments within grade levels.	Professional Learning Community Meetings (PLCs)		Classroom teachers
	Differentiate instruction through remediation and enrichment for all students according to assessment results	Professional Learning Community Meetings (PLCs)		Classroom teachers
	Create and view “webinars” focused on the 8-Step Process.	Beginning and developing teachers		Central Office Personnel, Building Principal, and Lab Coordinator

Strategies	Actions/Activities (To Accomplish Strategies)	Professional Development Activities (Intended Audience)	Timeline	Person(s) Responsible
<p><b>MODEL / TEACH PROCESS</b> <b>GOALS:</b></p> <p>a. Continue modeling the processes required to proficiently perform the power indicators through the use of manipulatives, visuals, etc.</p> <p>b. Continue modeling bar modeling, number bonds, and practicing “The Story of _____”</p> <p>c. Use “Sprints” to develop basic fact automaticity and students’ mental math ability.</p> <p><b>GUIDED PRACTICE / CHECK FOR UNDERSTANDING</b> <b>PROCESS GOAL:</b></p> <p>a. Monitor student understanding prior to Independent practice through frequent monitoring, moving around the room, and conferencing with individuals.</p>	<p>Model grade level and skill specific strategies for our students.</p> <p>Use the appropriate Singapore Math strategies.</p> <p>Use the “Sprints” procedure and philosophy.</p> <p>Use Madeline Hunter research-based strategies such as choral responses, hand signals, and individual student responses.</p>	<p>Teach, review, and share effective strategies for teaching power indicators during PLC and staff meetings.</p> <p>Teach and review with the staff what we have learned thus far and how the specific strategies align with the curriculum.</p> <p>Teach and review the “Sprints” procedure with the staff .</p> <p>Share research-based articles on guided practice.</p> <p>Share “personal testimonies” with colleagues about what is working with a specific group/type of students.</p> <p>Train and review with staff on how to effectively guide practice and measure student achievement prior to giving independent practice.</p>	<p>August – May</p> <p>August – May</p> <p>August - May</p> <p>August - May</p>	<p>Classroom teacher, grade level colleagues, building principal</p> <p>Classroom teacher, grade level colleagues, building principal</p> <p>Classroom teacher, grade level colleagues, building principal</p> <p>Classroom teacher, grade level colleagues, building principal</p>

<p><b>INDEPENDENT PRACTICE / APPLY PROCESS GOAL:</b></p> <p>a. Provide frequent learning opportunities for students to master power indicators by deploying mass and distributive practice and the effective principles of homework (practice) aligned with the identified power indicators throughout the school year.</p>	<p>Provide frequent practice for students when first learning new material and build in intentional reviews throughout the year to gauge students' retention when assessing previously taught skills.</p>	<p>Train new teachers on how to effectively provide mass and distributive practice.</p>	<p>August - May</p>	<p>Classroom Teacher, Grade level colleagues, building principal</p>
<p><b>ASSESSMENT PROCESS GOALS:</b></p> <p>a. Continue administering frequent formative and summative assessments such as: indicator assessments aligned with Power Indicators, Standards-Based Trimester assessments, Rocket Math, and STAR Math assessment three times a year.</p>	<p>Revise and edit school wide and corporation indicator assessments and trimester exit exams.</p>	<p>Train and review staff on how to analyze indicator and exit exams and STAR tests.</p>	<p>August – May</p>	
<p>b. Continue using, evaluating, and revising a viable and guaranteed curriculum map in order to differentiate instruction by developing and deploying instructional calendars.</p>		<p>District wide meeting at the end of the school year to revise each grade level's curriculum map.</p> <p>Train and review with the staff on where to find the PTS curriculum and indicator assessments on the school web site.</p>	<p>May</p> <p>August – May</p>	<p>Classroom Teacher, Grade level colleagues, building principal</p>

<p><b>REMEDICATION &amp; ENRICHMENT PROCESS GOAL:</b>  a. Continue the deployment of differentiated instructional strategies such as: tic-tac-toe boards, “double doses” of instruction, differentiated centers, literacy stations, flex grouping, pretests, tiered lessons, and deploying the 8-Step Process, that create enrichment and remediation opportunities for students who have and have not demonstrated mastery of the power indicators.</p> <p><b>PROFESSIONAL LEARNING COMMUNITIES PROCESS GOAL:</b>  a. Establish and maintain professional learning communities through bi-weekly grade level meetings, monthly curriculum meetings, bi-monthly vertical articulation meetings, monthly team leader, and bi-monthly site-base team meetings.</p>		<p>Provide release time for teachers and grade levels to create differentiated instructional activities relevant to grade-level curriculum.</p> <p>Share effective differentiated instructional strategies during PLCs, staff meetings, and beginning teacher meetings.</p> <p>Train new teachers in effective differentiated instructional strategies.</p> <p>Create voluntary differentiated instruction PLC.</p> <p>Teach and review the research behind PLCs and the importance of collaboration and the problem-solving method.</p>	<p>August – May</p> <p>August - May</p>	<p>Classroom Teacher, Grade level colleagues, building principal</p> <p>Classroom Teacher, Grade level colleagues, building principal</p> <p>Building Principal</p>
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## **EVALUATION**

(Implementation Assessment 2011-2012)

### **Student Achievement Goal # 1: Reading**

By Spring 2012, 89% of Grade 3, 4, and 5 students will meet or exceed Indiana Academic Standards in English/Language Arts (Reading) as measured by I-READ 3 and/or ISTEP+.

#### **Student Outcomes:**

- Students in Grades K-5 will achieve 80% or better on indicator assessments and trimester exit exams.
- Students in Grades K-2 will achieve benchmark levels based on the DIBELS assessments.
- Students in Grades 1-5 will read for 20-30 minutes every day during Self-Selected Reading (SSR) time.
- Students in Grades 1-5 will be on or above grade level by the end of each grade based on the STAR Reading assessment.
- Students in Grades 2-5 will achieve their trimester AR goals.
- Student's English/Language Arts scores in Grades 3-5 will increase to meet our student goal based on ISTEP+, specifically in the areas of reading comprehension and response to literature.
- Student comprehension of Science and Social Studies texts will improve as reflected on subject area quizzes and/or tests.

### **Professional Development Goal #1B-Reading:**

By Spring 2012, 100% of Myers staff will be trained in using Tim Rasinski's research-based reading fluency strategies daily.

#### **Teacher Outcomes:** *(new knowledge, skills and attitudes toward learning)*

- Teachers will increase their proficiency and the use of research-based fluency and reading comprehension strategies.
- Teachers will increase their proficiency and use of research-based vocabulary strategies aimed at improving fluency and comprehension.
- Teachers will emphasize the use of reading strategies in Science and Social Studies classes as reflected in daily lesson plans.

## **EVALUATION**

(Implementation Assessment 2011-2012)

### **Student Achievement Goal #2 - Writing**

By Spring 2011, 79.3% of Grade 3, 4, and 5 students will score a 4, 5, or 6 on Writing Application as measured by ISTEP+ writing rubric.

#### **Student Outcomes:**

- Student's writing scores in Grades K-5 will increase to meet our student goal based on the results of the indicator assessments and trimester writing prompts.
- Student's English/Language Arts scores in Grades 3-5 will increase to meet our student goal based on ISTEP+, specifically in the area of writing application.
- Students will write every day in every classroom.

**Professional Development Goal #2B-Writing:** (new knowledge, skills and attitudes toward learning)

By Spring 2012, 100% of classroom teachers will use the monthly instructional calendar to teach, practice, and apply critical writing skills needed to develop proficient writers K-5.

#### **Teacher Outcomes:**

- Teachers will become more proficient in the use and teaching of the critical skills identified in the monthly instructional calendar.

## **EVALUATION**

(Implementation Assessment 2011-2012)

### **Student Achievement Goal # 3 - Math**

By Spring 2011, 91% of Grade 3, 4, and 5 students will meet or exceed Indiana Academic Standards in Mathematics as measured by ISTEP+.

#### **Student Outcomes:**

- Students in Grades K-5 will achieve 80% or better on indicator assessments and trimester exit exams.
- Students in Grades 1-5 will master grade-level appropriate basic facts based on the daily Rocket Math program.
- Students in Grades 1-5 will be on or above grade level by the end of each grade based on the STAR Math assessment.
- Students in Grades 2-5 will achieve 80% or better on “Breakfast for the Brain” weekly assessments.
- Student’s Mathematics scores in Grades 3-5 will increase to meet our student goal based on ISTEP+, specifically in the area of problem solving.

### **Professional Development Goal #3B-Math:**

By Spring 2012, 100% of classroom teachers will be implementing the Singapore Math strategies of bar modeling, number bonds, sprints, and “The Story of \_\_\_” on a daily basis.

#### **Teacher Outcomes:**

- Teachers will become proficient in the use of Singapore Math methodology and strategies.
- Teachers will be able to differentiate instruction based on the each student’s current level of math ability.

**Part 2 - Appendix B**  
**Title I Parent Involvement Documents**

- **Annual Title I Parent Meeting Agenda**
- **Parent Involvement Compact**
- **Parent Involvement Policy (district/school)**
- **Complaint Resolution Procedure**
- **Parents' Right to Know Letter**

**Title I Mini-Meeting Agenda**  
**Myers Elementary School**  
August 30, 2011

1. Welcome
2. Staff Introductions
3. Title I General Information
4. School Wide Program
5. Parent Involvement
6. Compacts & Policies
7. Questions

Title 1  
Parent/Student/Staff Compact  
Myers Elementary School  
2011-2012

As staff members we pledge to:

- Provide a safe and positive learning environment
- Provide high-quality curriculum and instruction
- Do our best to meet the individual needs of our students
- Work with parents to ensure each child's success
- Invite parents to volunteer and/or observe classroom activities
- Provide progress reports to parents regularly
- Encourage open communication between the staff and parents

As a parent I pledge to support my child's learning by:

- Encouraging good study habits and making sure my child completes homework assignments
- Sending my child to school daily and on time
- Participating and volunteering at Title I activities whenever possible
- Participating in decisions about my child's education
- Reading with my child daily or encouraging them to read every day

As a student I pledge to:

- Come to school daily on time and ready to learn
- Read at school and at home daily
- Do my best every day
- Follow the school and classroom rules
- Complete my homework daily

I have received a copy of the Myers Parent Involvement Policy, the Portage Township Schools Parent Involvement Policy, and the Parent Compact.

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Parent's Signature

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Student's Signature

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Title I Staff Representative

## **Title I Parent Involvement Policy**

### **Portage Township Schools**

Portage Township Schools will follow the parental policy guidelines in accordance with the *No Child Left Behind Act of 2001* as listed below. Portage Township Schools will distribute this policy to parents of students participating in the Title I program.

#### **Policy Guidelines**

- Involve parents in jointly developing our district's local plan and including them in the process of reviewing and revising the policy when necessary. This is done by conducting meetings with parents during the school year.
- The corporation will provide coordination, technical assistance, and other support necessary to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve students' academic achievement and school performance. This is accomplished through discussions at regular Title I meetings. In attendance at these meetings are Title I certified staff, building administrators, the Title I Director, and the Parent Involvement Coordinator. Separate meetings are held with non-certified Title I personnel. Increasing and improving parent involvement is discussed at these meetings as well.
- An annual meeting is held in the fall during which the Title I staff is introduced to parents, the program is explained, and parents are encouraged to become actively involved in the program. Two separate meetings are offered, with parents encouraged to contact the Title I buildings for further information if they are unable to attend the annual meeting.
- Build school and parent capacity for strong parental involvement by providing parents with:
  - A description and explanation of curriculum to be used, forms of academic assessments used to measure student progress as well as proficiency levels that students are expected to meet. These are discussed at the fall Parent Information Nights at each school and explained in the Portage Township Schools Elementary Handbook that is distributed to all parents. Parents are active members of the Site-Based teams at each building. In addition, they are to contact their child's teacher(s) at any time with questions or concerns. Teachers may be reached via phone or email.
  - Materials and training on how parents can improve their child's achievement. This is done through family nights such as Bingo for Books or Make It-Take It workshops. Different kinds of activities are introduced that help parents better understand how to help their child at home with reading.
  - Educating school staff on how to build ties between home and school. At each building, regular staff meetings are held. Among the items discussed are ways to build the home/school connections. The Home/School Advisor at each building regularly contacts parents. Newsletters are also sent home regularly from each building to keep parents informed.
  - Coordinating and integrating, as appropriate, parent involvement with Head Start, and public preschool programs.
  - Ensuring to the greatest extent possible that information sent home is in a language and form parents can understand. The corporation provides personnel to work directly with English Language Learners and assist in communication with their families.
  - Other reasonable support for parental involvement activities as parents may request.
- Coordinate and integrate parental involvement strategies under Title I, Part A with parent involvement strategies under other programs, such as Head Start, State-run preschool programs, and Title III language instructional programs which are the English Language Learner programs.

- Conduct with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the school served with the Title I, Part A funds, including:
  - Identifying barriers to greater participation by parents in parental involvement activities, with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background.
  - Using the findings of the evaluation to design strategies for more effective parental involvement.
  - Revising, if necessary, the Local Educational Agency’s parental involvement policies.
  - Involve parents in the activities of schools served under Title I, Part A.

## **Expectations for Parent Involvement**

The Portage Township Schools Board of Trustees intends that parents of participating students be provided with frequent and convenient opportunities for full and ongoing participation in the Title I program. This shall include opportunities to jointly develop the Title I program plan and suggest modifications in the process for school review and improvement.

Any comments indicating parents dissatisfaction with the district Title I program must be collected and submitted along with the Title I Application for Grant to the Indiana Division of Compensatory Education.

The Title I program must be designed to assist students to acquire the competencies and achieve the goals established by law, as well as the goals and standards established by the Portage Township Schools. These goals and standards must be shared with parents in a manner that will enable them to both participate in decisions concerning their child’s education and monitor and improve the education achievement of their child.

## **School Policy**

Each school must submit its Title I School Parent Involvement Policy, which must meet all legal requirements. This policy must be developed jointly with and distributed by the school to parents of participating students. The policy must be updated annually and a copy kept on file in the Title I Office.

Revised: September 2009

## **Myers Elementary School Parent Involvement Policy**

Myers Elementary School intends to follow the parental policy guidelines in accordance with No Child Left Behind Act of 2001 as listed below. Myers Elementary School will distribute this policy to parents of students participating in the Title I program.

### **Policy Guidelines**

- We will hold an annual meeting at a convenient time to inform the parents of their school's participation in Title I. We will explain the requirements of the program along with explaining the rights of the parents to be involved.
- Parents will be offered meetings throughout the year in the morning, afternoon, and evening in order to accommodate their needs. Transportation, childcare, or home visits may be provided if funds are allocated.
- We will involve parents in reviewing the Parent Involvement Policy and School-Parent Compact.
- We will provide the parents of participating students with information concerning the Indiana State Standards-based curriculum used, assessments used to measure student progress, and the proficiency levels the students are expected to meet.
- We will provide timely information about Title I programs to parents. The information will be sent home in a user-friendly format and will be translated into the students' native language when necessary.
- We will educate school staff on how to build ties between home and school during staff meetings and professional development opportunities.
- Community partnerships are utilized whenever possible.
- We also encourage partnerships with local preschool programs. Information concerning kindergarten curriculum standards and expectations are regularly shared with such programs.
- To be actively involved with the education of our children, Myers' Parent Staff Organization and Parents in Education volunteers serve as volunteers in the classroom, listen to children read, assist with projects and help with bulletin boards. Teachers make a request and parents are readily available to help.
- Any comments indicating parents' dissatisfaction with the school Title I program will be collected and submitted along with the Title I application for Grant to the Indiana Division of Compensatory Education.

Portage Township Schools Title I  
Complaint Procedure Policy

*Any parent/guardian of a student enrolled in Portage Township Schools Title I Program, or student eighteen (18) years of age or older may file a complaint if they are dissatisfied with the Title I Program.*

Any such complaint must be filed in writing within a reasonable period of time after the alleged incident giving rise to the complainant's dissatisfaction. The complainant must fully state the facts giving rise to the complaint, and the remedy that is being sought.

In implementing and administering this Policy, the parties' right of confidentiality will be respected and preserved consistent with the School's legal obligations.

**Step One:**

The complaint shall be submitted to the Title I Director, who shall investigate the circumstances of the complaint. The Title I Director shall make a written report of his/her findings of fact and conclusions within ten (10) school days and shall send a copy of the report to the complainant.

**Step Two:**

If the complaint has not been resolved to the satisfaction of the complainant, he/she may appeal the report of the Title I Director to the Superintendent of Portage Township Schools within five (5) school days of receipt of the report. After investigation and within ten (10) school days of receipt of the appeal, the superintendent shall affirm, reverse or modify the report of the Title I Director in writing and shall send a copy of his/her decision to the complainant and the Title I Director.

**Step Three**

If the complaint has not been resolved in Step Two to the satisfaction of the complainant, he/she may appeal to the Board of School Trustees (Board) within five (5) school days of receipt of the decision in Step Two. The Board shall conduct an informal hearing to review the Complaint. The Board shall give each party at least five (5) school days notice of its meeting. The meeting shall be scheduled within fifteen (15) days of receipt of the appeal. The Board shall affirm, reverse or modify the report issued under Step Two at the next public Board meeting after the meeting at which the informal hearing takes place.

Dear Parents/Guardians:

You may have heard about the federal accountability law, “No Child Left Behind Act” (NCLB). As a parent, you have the right to know specific information regarding your child and the education he/she is receiving from our teaching staff.

One of the requirements of this law is that every parent of a student in a Title I school has the right to request and receive information regarding the professional qualifications of the student’s classroom teacher(s). This information shall include:

- If the teacher has met state qualification and licensing criteria for the grade level and subject area taught;
- If the teacher is teaching under emergency or temporary status in which Indiana qualifications and licensing criteria are waived;
- The teacher’s baccalaureate degree major, graduate certifications, and field of discipline; and
- Whether the student is provided services by paraprofessionals, and if so, their qualifications.

If at any time a student has been taught for four or more consecutive weeks by a teacher not highly qualified, the parents will be notified by the school of this information.

If you have any questions, you may contact the office at 219-763-8035.

Respectfully,

Mr. Jeff King - Principal

## **Part 2 - Appendix C**

### **School Improvement Checklists**

- **Schoolwide Program Checklist**
- **PL 221 Correlates Checklist**
- **NCLB School Improvement Checklist**



## Title I Schoolwide Plan Checklist

**Directions:** Review the Title I Schoolwide Plans prior to mailing to the IDOE to ensure that all requirements listed below have been met. Insert the page number where each component can be found in the column to the right. If a plan does not include all ten components, it is out of compliance with NCLB requirements and will need to be adjusted.

**Schoolwide Plan:** [Section 1114 (b) (2)] Any school that operates a schoolwide program shall first develop (or amend a plan for such a program that was in existence on the day before the date of enactment of the NCLB Act of 2001), in consultation with the LEA and its school support team or other technical assistance provider under section 1117, a comprehensive plan for reforming the total instructional program in the school that:

- i. Describes how the school will implement the components described below
- ii. Describes how the school will use resources under this part and other sources to implement the components
- iii. Includes a list of SEA programs and other federal programs that will be consolidated in the schoolwide program
- iv. Describes how the school will provide individual student academic assessment results in a language the parents can understand, including an interpretation of those results, to the parents of a child who participates in the academic assessments required by the SEA plan.

Components of a Schoolwide Plan*:	Found on Page #:
1. A comprehensive needs assessment of the whole school	19-32
2. Implementation of schoolwide reform strategies that: <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide opportunities for all children to meet proficient and advanced levels of student academic achievement</li> <li><input type="checkbox"/> Use effective methods and instructional strategies that are based on scientifically based research that:               <ul style="list-style-type: none"> <li><input type="checkbox"/> Strengthens the core academic program</li> <li><input type="checkbox"/> Increases the amount of learning time</li> <li><input type="checkbox"/> Includes strategies for serving underserved populations</li> <li><input type="checkbox"/> Includes strategies to address the needs of all children in the school, but particularly low achieving children and those at risk of not meeting state standards</li> <li><input type="checkbox"/> Address how the school will determine if those needs of the children have been met</li> <li><input type="checkbox"/> Are consistent with and are designed to implement state and local improvement plans, if any</li> </ul> </li> </ul>	32-40
3. Highly qualified teachers in all core content area classes	40-44
4. High quality and on-going professional development for teachers, principals, and paraprofessionals	44-48
5. Strategies to attract high-quality, highly qualified teachers to this school	49
6. Strategies to increase parental involvement, such as literary services	50-53
6 a. Description how the school will provide individual academic assessment results to parents	50-53
6 b. Strategies to involve parents in the planning, review, and improvement of the schoolwide plan	51
7. Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program	54-56
8. Opportunities and expectations for teachers to be included in the decision making related to the use of academic assessment results leading to the improvement of student achievement	56-57
9. Activities and programs at the school level to ensure that students having difficulty mastering proficient and advanced levels of the academic achievement are provided with effective, timely additional assistance	57-58
10. Coordination and integration of federal, state and local funds; and resources such as in-kind services and program components	58-59
10 a. A list of programs that will be consolidated under the schoolwide plan (if applicable)	NA

\*Consolidated plans are encouraged and accepted.

## School Improvement (PL221) Plan Checklist

<b>Correlate</b>	<b>Statement of School Mission, Vision and Beliefs</b>	<b>Page</b>
<b>1</b>	State your school's mission, vision and core beliefs. Reference the district's mission, and vision statements. Include a three-year timeline implementation, review and revision of your school improvement plan.	<b>4-5</b>
<b>Correlate</b>	<b>Description of School and Community</b>	<b>Page</b>
<b>2</b>	Describe your school's educational plan. Identify grade level, scope of program offerings, and core curriculum. Include the location of a copy of the curriculum available for public inspection. Identify the racial, ethnic, language minority, cultural, exceptional learning and socio-economic groups that are included in the school's student population.	<b>6-15</b>
<b>Correlate</b>	<b>Assessment Instruments</b>	<b>Page</b>
<b>3</b>	List and describe all of the assessments that will be used to generate data for your review of student achievement.	<b>19-23</b>
<b>Correlate</b>	<b>Data Analysis</b>	<b>Page</b>
<b>4</b>	Analyze your data and identify your school's strengths and areas in need of improvement. Attendance must be discussed.	<b>23-29</b>
<b>Correlate</b>	<b>Goals and Strategies</b>	<b>Page</b>
<b>5</b>	Identify your goals and strategies that will support them to improve student achievement. You must include goals for language arts and mathematics. High school must include a graduation rate.	<b>30-37</b>
<b>Correlate</b>	<b>Technology as a Learning Tool</b>	<b>Page</b>
<b>6</b>	Describe the integration of technology and how it supports student learning. Include a description of how you review and revise your technology plan annually.	<b>38</b>
<b>Correlate</b>	<b>Parental and Community Involvement</b>	<b>Page</b>
<b>7</b>	Describe the partnership between parents and the school that support learning. Include a description of how you review and revise your parent and community plan annually.	<b>50-53</b>
<b>Correlate</b>	<b>Safe and Disciplined Learning Environment</b>	<b>Page</b>
<b>8</b>	Describe what your school is doing to ensure a safe learning environment. Include a description of how you review and revise your Student Discipline Code and your Safe Schools Plan annually.	<b>17-19</b>
<b>Correlate</b>	<b>Cultural Competency</b>	<b>Page</b>
<b>9</b>	Describe how culturally appropriate strategies for increasing opportunities and educational performance for each subgroup have been incorporated into this plan.	<b>39-40</b>
<b>Correlate</b>	<b>Professional Development Plan</b>	<b>Page</b>
<b>10</b>	Identify appropriate professional development goals based on scientific research based instructional practices and strategies. These goals must be related to your identified student achievement goals.	<b>44-48</b>