

Indiana Public Law 221

Andrews Elementary School

School Year 2017-2018



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Introduction

This is the School Improvement Plan for Andrews Elementary School for 2017-2018. All certified staff members serve on PL221 committees. Our committees consist of three categories: math goal, reading goal, and data. Committees meet on a monthly basis.

Through open discussion with all stakeholders, a common understanding is to identify next steps and future goals. All stakeholders will have access to the entire School Improvement Plan for Andrews Elementary. A hard copy will be available for viewing in the office. In addition, each staff member will receive a copy of the Action Plan. Components of this plan, along with data, are reviewed on a monthly basis.

Statutes and Rules to be waived

No statutes or rules of P.L. 221 were waived in the writing of this plan.

Andrews Elementary 2016-2017
PL 221 Committees:

Curriculum/Instruction/Assessment

- Reading/Language Arts
 - Debbie Thieme-Fifth Grade
 - Jamie Stevens- Fourth Grade
 - Jenny Eckert- Third Grade
 - Liane Harrell – Resource Teacher
 - Kristen Rupp – Second Grade
 - Emily Bernaix – First Grade
 - Stephanie Till – Kindergarten
 - Mindy Reust - Counselor
- Math
 - Heather Wilson – Fifth Grade
 - Becca Carmien – Fourth Grade
 - Jill Brumbaugh – Third Grade
 - Patty Myers – Second Grade
 - Kelsey Meyer- First Grade
 - Jody Schroeder - Kindergarten
- Data Committee
 - Luke Moreland – Fifth Grade
 - Teresa Johnson – Fourth Grade
 - Brett Boxell – Third Grade
 - Susan Schownir – Second Grade
 - Marci Roller – First Grade
 - Danielle Doctor – Kindergarten
 - Susan Leedy – Speech Teacher
- Parents:
 - Vanessa Fields
 - Amy Mattox
 - Jacque Hudson
 - Ty Hudson
 - Heidi Coburn
 - Tonya Veereeke
 - Maureen Flynn
 - Cheryl and Mike Okuly (Lion’s Club)

Andrews Elementary School Profile

Demographics

Andrews Elementary School is a modern facility, occupied in April, 2004. This state of the art structure replaced the original building, constructed in 1929 and was renovated in 1972. Today, the Kindergarten through fifth grade facility educates 389 students.

The cafeteria offers hot breakfasts and lunches for students. A portion of our student population (51.9%) receives free or reduced meals and textbook assistance. Nine percent of the student population is of a multi-racial minority.

School Improvement

In 2006, 2007, and 2008, ISTEP+ Test scores indicated that Andrews Elementary School achieved AYP. In 2011, Andrews received a grade of A from the IDOE school accountability grading system. In spring 2012, Andrews received a grade of B from the IDOE school accountability grading system. Andrews received a grade of A from the IDOE in 2013. On spring 2014 ISTEP+, 84.7% of students tested in grades 3-5 passed both math and language arts. In 2014, Andrews again received an A grade from the IDOE. In spring 2015, Pearson created a new ISTEP+ test with more rigor. On this test, 75.8% of students passed the Language Arts portion and 70.8% of students passed the math portion. Even with the more rigorous test, Andrews received an A grade from the IDOE for 2015-2016. In Spring of 2016, 72% of students passed the Language Arts portion and 70% of students passed the math portion. We received an overall letter grade of B from the IDOE. Spring 2017 scores are not available yet.

School improvement efforts at Andrews Elementary have focused on improving the reading and math skills of all students. Staff development during the past four years has included literacy instruction and assessment, writing, differentiated instruction, guided reading, Kristina Smekins Writing Strategies for 6+1 Traits, Ruby Payne Working with Students in Poverty, and Response to Intervention. In 2016-2017, we completed extensive training in Apple, Google, and Canvas for our 1-1 implementation. The 2016-2017 School Improvement Action Plan will emphasize STEM (Science, Technology, Engineering, and Math) using Project Lead the Way, continued training on Canvas for e-learning, and another year of writing training using Kristina Smekins online training modules.

Attendance

Student attendance rates for Andrews remain strong, with 96.75% for the 2016-2017 school year. Parents with students whose attendance is outside of the new school corporation attendance policy receive letters after five and ten absences. Parents are provided a copy of the policy to ensure compliance. Telephone calls are made to parents when their child is absent, if a report has not been filed with the school office prior to 9:30 a.m. each day. With these strategies in place, Andrews School seeks to improve the positive attendance rate. Each quarter we give out certificates and awards for perfect attendance. We also have an attendance committee who works with families with chronic attendance issues.

Programs

Parent involvement is evident in the **P**arent **T**eacher **O**rganization (PTO), which supports school initiatives. Parents provide volunteers for school activities, school improvement, and many fundraising activities, which help provide materials for individual classrooms, as well as Andrews's alumni scholarships. PTO provides funds for the purchase of educational materials for the classroom including books, technology equipment, student materials, and resources for hands-on learning.

The Blessings in a Backpack program was initiated in the spring of 2011. Currently over 60 students receive groceries weekly to supplement meals at home. This project is supported by local churches and youth groups. The Boys and Girls Club of Huntington County provides after school programs at their facility in Huntington. These supervised programs provide homework help and experiences to promote social skills and guidance for lifelong learning.

Curriculum

Huntington County Community School Corporation Master Maps, aligned with Indiana State Academic Standards and College and Career Ready Standards, provide the basis for instruction. A copy of HCCSC Master Maps for kindergarten through fifth grade is available for viewing in the school office between 8 a.m. and 4 p.m. all school days. Master Maps are also available on the school district website. All Andrews Elementary School teachers utilize Master Maps in their planning for instruction. Universal screenings, as determined by HCCSC, are administered to all students and the results are used to drive instruction.

A full-time resource teacher and three paraprofessionals provide academic support for students with an IEP and/or students identified as Tier III within the classrooms. The classroom and resource teacher collaborate to provide individualized lessons. The two full time Title I teachers instruct students needing additional intensive language arts support. Andrews has a full-time school counselor for individual and group counseling, classroom developmental guidance, and resource help for parents and teachers.

Assessments

In addition to ISTEP+, HCCSC uses many assessment tools to determine the instructional needs of our students. We administer NWEA three times a year in math and reading. We give

quarterly reading assessments utilizing the Fountas and Pinnell Benchmarking System. Running records are also completed on a more frequent basis for all students in order to monitor progress in reading. Math assessments are also given on a quarterly basis for basic math facts.

School Safety

Andrews Elementary adheres to the Huntington County Community School Corporation safety policies and guidelines. A safe and positive school climate is a priority for all classrooms and areas of the school. All staff members teach and model the LIFESKILLS and Lifelong Guidelines of HET. During the first week of school, the School Counselor conducts school safety talks with each grade level to ensure students' understanding of policies and procedures. Parents receive a copy of the HCCSC Elementary Handbook each year. All required school safety drills, such as fire, tornado, earthquake, and code red (lockdown) are conducted and documented as prescribed by law. All staff and students are trained on anti-bullying strategies by October 15th of each year. Students are surveyed each year to give us feedback on their level of comfort and feelings of safety at school. All students and staff are training on the A.L.I.C.E. protocol for active shooter incidents. Andrews Elementary follows the Huntington County Community School Corporation Safety Policies and Guidelines. All staff members have a copy of the corporation's SAFE School Emergency Preparedness and Crisis Intervention Plan and receive yearly training on the plan.

Data Collection

Data is a powerful tool used to understand the instructional needs of students. Multiple sources of data guide decision making to target scientifically research-based best practices. All data is stored in PIVOT data warehouse and on the teacher shared drive. Teachers meet with the principal in monthly meetings to discuss current data for their students.

HCCSC Guiding Philosophy

Continuous Improvement for All

HCCSC Vision

Creating world class learners

HCCSC Mission

Creating world class learning results by focusing on:

- **Literacy**
- **Safe Learning Environment**
- **College, Career and Life Readiness**
- **Family Engagement**
- **Student Centeredness**

Andrews Elementary Vision

**Empowering students through Respect,
Responsibility and Relationships**

Andrews Mission Statement

Andrews Elementary promotes achievement, citizenship, and lifelong success by providing a nurturing atmosphere which values diversity and high expectations.

Comprehensive Needs Assessment



Reading Benchmarks 2016-2017

Kindergarten	Fall	Winter	Spring
On or Above Level	8/64 or 13%	45/59 or 76%	43/59 or 73%
Below Level	56/64 or 87%	14/59 or 24%	16/59 or 27%

First Grade	Fall	Winter	Spring
On or Above Level	57/69 or 83%	51/67 or 76%	46/56 or 82%
Below Level	12/69 or 17%	16/67 or 24%	10/56 or 18%

Second Grade	Fall	Winter	Spring
On or Above Level	45/63 or 71%	61/68 or 90%	63/70 or 90%
Below Level	18/63 or 29%	7/68 or 10%	7/70 or 10%

Third Grade	Fall	Winter	Spring
On or Above Level	58/66 or 88%	56/61 or 92%	55/62 or 89%
Below Level	8/66 or 12%	5/61 or 8%	7/62 or 11%

Fourth Grade	Fall	Winter	Spring
On or Above Level	41/61 or 67%	44/58 or 76%	40/57 or 71%
Below Level	20/61 or 33%	14/58 or 24%	17/57 or 29%

Fifth Grade	Fall	Winter	Spring
On or Above Level	51/63 or 81%	56/68 or 82%	52/64 or 81%
Below Level	12/63 or 19%	12/68 or 17%	12/64 or 19%

Overall	Fall	Winter	Spring
On or Above Level	252/322 or 78%	313/381 or 82%	299/367 or 81%
Below Level	70/322 or 22%	68/381 or 18%	68/367 or 19%

NWEA Data for Reading 2016-2017

Grade	Spring 2016	Fall 2016	Winter 2017	Spring 2017
Kindergarten	N/A	57/64 or 89%	42/58 or 72%	50/57 or 88%
First	49/70 or 70%	53/66 or 80%	52/64 or 81%	57/65 or 88%
Second	50/62 or 81%	47/64 or 73%	50/65 or 77%	53/69 or 77%
Third	53/63 or 84%	56/68 or 82%	50/65 or 77%	49/56 or 88%
Fourth	46/58 or 79%	47/58 or 81%	48/61 or 79%	53/65 or 82%
Fifth	52/63 or 83%	53/67 or 79%	49/63 or 78%	51/68 or 75%
Overall	296/381 or 78%	313/387 or 81%	291/376 or 77%	313/380 or 82%

NWEA Data for Math for 2016-2017

Grade	Spring 2016	Fall 2016	Winter 2017	Spring 2017
Kindergarten	N/A	48/60 or 80%	40/57 or 70%	49/57 or 86%
First	45/59 or 76%	51/68 or 75%	56/63 or 89%	56/63 or 89%
Second	45/59 or 76%	53/64 or 83%	47/65 or 72%	44/57 or 77%
Third	51/60 or 85%	56/68 or 82%	50/62 or 81%	54/61 or 89%
Fourth	43/57 or 75%	42/58 or 72%	41/59 or 69%	44/66 or 67%
Fifth	55/65 or 85%	54/67 or 81%	41/65 or 72%	57/69 or 83%
Overall	306/376 or 81%	304/385 or 79%	281/371 or 76%	304/373 or 82%

IREAD-3 Data:

- Based on spring 2017, 88% (61/69 students) of Andrews Elementary third grades passed wht IREAD-3 Assessment on the first round. Of the eight that did not pass, four have IEP's. Five of the eight students will retake IREAD in the summer.
- Based on spring 2016, 86% (51/59 students) of Andrews Elementary third graders passed the IREAD-3 Assessment on the first round. After Summer School, our total passing increased to 90%.
- Based on spring 2015, 90% (54/60 students) of Andrews Elementary third graders passed the IREAD-3 Assessment. Our final percentage was 95% (57/60) after summer school remediation.
- Based on spring 2014, 97% (62/64 students) of Andrews Elementary third graders passed the IREAD-3 Assessment.
- Based on spring 2013, 95% (59/62 students) of Andrews Elementary third graders passed the IREAD-3 Assessment.

- Based on spring 2012, 97% (63/65 students) of Andrews Elementary third graders passed the IREAD-3 Assessment.

ISTEP+ Data 2009-2017

	2009	2010	2011	2012	2013	2014	2015	2016	2017
ELA 3	88%	85%	85%	84%	94%	92%	84%	76%	84%
Math-3	80%	85%	85%	86%	89%	92%	77%	64%	71%
ELA -4	78%	84%	84%	85%	89%	91%	73%	79%	75%
Math-4	78%	75%	80%	88%	87%	83%	65%	67%	66%
ELA -5	74%	74%	86%	82%	75%	93%	64%	61%	66%
Math-5	84%	90%	88%	77%	93%	91%	64%	80%	73%

Cultural Competency in Education Data Statements

Andrews Elementary School population incorporates the following subgroups relating to cultural competency:

- 33/394 (8%) of Andrews students are of racial ethnic/cultural background other than Caucasian.
- 70/394 (18%) of Andrews students are identified as exceptional learners with IEPs.
- 42/394 (11%) of Andrews students are identified as exceptional learners in the gifted/talented program.
- 3/394 (less than 1%) of Andrews students are identified as Limited English Proficient.
- 204/394 (51.8%) of Andrews students participate in the free/reduced program.
- 2/394 (less than 1%) of Andrews students are considered homeless by state definition.

Andrews Elementary 3 Year Plan

2017-2020



Andrews Elementary School Action Plan 2017-2020

GOAL 1: By spring 2020, 95% of HCCSC students will be reading at or above grade level by the end of third grade based on HCCSC district approved assessments.

ISTEP+ Benchmarks:

- By spring 2018, 80% of 3-5 students will be at Pass or Pass+ on the ISTEP+ English Language Arts Assessment.
- By spring 2019, 87% of 3-5 students will be at Pass or Pass+ on the ISTEP+ English Language Arts Assessment.
- By spring 2020, 95% of all 3-5 students will be at Pass or Pass+ on the ISTEP+ English Language Arts Assessment.

IREAD-3 Benchmark:

- By spring 2018, 95% of students will pass IREAD-3 Assessment.
- By spring 2019, 97% of students will pass IREAD-3 Assessment.
- By spring 2020, 100% of students will pass IREAD-3 Assessment.

NWEA Benchmarks:

- By spring 2018, 85% of K-5 students will be at or above grade level median on NWEA Reading Assessment as determined by NWEA Placement Guidelines.
- By spring 2019, 90% of K-5 students will be at or above grade level median on NWEA Reading Assessment as determined by NWEA Placement Guidelines.
- By spring 2020, 95% of K-5 students will be at or above grade level median on NWEA Reading Assessment as determined by NWEA Placement Guidelines

Fountas and Pinnell:

- By spring 2018, 85% of students will be reading at or above grade level according to the Fountas and Pinnell Reading Benchmark.
- By spring 2019, 90% of students will be reading at or above grade level according to the Fountas and Pinnell Reading Benchmark.
- By spring 2020, 95% of students will be reading at or above grade level according to the Fountas and Pinnell Reading Benchmark.

Key Strategy 1:	<ul style="list-style-type: none"> • Provide a minimum of 90-120 minutes of daily instruction in reading that includes: <ul style="list-style-type: none"> ○ Plan teacher directed explicit instruction across the curriculum by incorporating scientifically based components and strategies outlined in the <i>Continuum of Literacy Learning</i> by Gay Su Pinnell and Irene Fountas and the HCCSC Literacy Model. ○ Focus instruction on the five components of reading development: phonemic awareness, systematic phonics instruction, fluency instruction, vocabulary instruction, and comprehension instruction. ○ Guide instruction by using multiple ongoing assessments, maintaining Growth Summaries using the HCCSC approved assessments. ○ Address individual learning styles and needs through differentiation to facilitate student growth. Differentiation will be provided through small flexible group instruction, centers, and/or individualized instruction. Progress monitoring will be used to determine need and growth.
Key Strategy 2:	<ul style="list-style-type: none"> • Utilize the HCCSC Response to Instruction/Intervention (RTI) process to identify the skill deficit(s) causing each student to perform below grade level, and provide a targeted or intensive intervention. <ul style="list-style-type: none"> ○ Identify at-risk students based on teacher observation, attendance, and assessment results ○ Select and implement with fidelity appropriate Tier 2 or Tier 3 interventions based on the specific skill deficit ○ Progress monitor student growth based on district assessments ○ Review growth data in appropriate Tier 2/Tier 3 RTI teams

	<ul style="list-style-type: none"> ○ Based on data, continue, increase, fade, or change intervention
Key Strategy 3:	<ul style="list-style-type: none"> ● Implement Guided Reading Instruction with fidelity: <ul style="list-style-type: none"> ○ Implement all components of the Guided Reading process with fidelity ○ Document each Guided Reading Group and ongoing Running Records ○ Provide training for all teachers new to HCCSC ○ Provide ongoing training and coaching to all HCCSC teachers ○ Analyze benchmark data in monthly meetings ○ Review walkthrough trends in monthly meetings
Indiana Academic Standards:	<ul style="list-style-type: none"> ● Utilize HCCSC Master Maps to ensure that all Indiana College and Career Ready Standards are being taught throughout the course of the school year.
Struggling Learners:	<ul style="list-style-type: none"> ● Identify at-risk students through the RTI process based on academic and behavioral data in order to increase opportunities for parental involvement and develop a support plan for students(s) utilizing an adult mentor. ● Participate annually in college and career readiness activities such as "College GO". ● Provide incentive programs for students to attend school. ● Educate parents/guardians on the negative academic impact of missing school through parent outreach beyond 5 and 10 day letters through contact and counseling by school personnel. ● Collaborate quarterly with resource staff on implementation of IEP goals
High-ability Learners:	<ul style="list-style-type: none"> ● Implement the <i>Continuum of Literacy Learning</i> by Gay Su Pinnell and Irene Fountas and the HCCSC Literacy Model. ● Assess students using the KOI (Kingore Observation Inventory) and SAGES Assessment. ● Utilize strategies provided by the HA (High Ability) Coordinators. ● Utilize the RtI Model (Tiers II and III) to identify interventions for high ability students. ● Participate annually in college and career readiness activities such as "College GO".
Highly Qualified Teachers:	<ul style="list-style-type: none"> ● Meet criteria of highly qualified teachers according to IDOE. ● Attend professional development opportunities to update teacher certification. ● Track professional development PGP (Professional Growth Points) on My Learning Plan.
Collaboration:	<ul style="list-style-type: none"> ● Attend required weekly collaboration times to discuss standards-based learning, monitor student progress, and plan instruction to address needs of all students ● Participate in monthly meetings with the principal to discuss data ● Participate in monthly staff meetings and professional development opportunities ● Collaborate with RTI (Response to Instruction) Teams to discuss academic and behavioral needs of students ● Review and update PL221 Plan Action steps on a regular basis
Family and Community Involvement:	<ul style="list-style-type: none"> ● Promote parent and community involvement to benefit all students through registration, Back to School Night, fall goal setting conferences, Kindergarten Orientation, and Music Programs ● Facilitate bi-monthly PTO meetings to encourage parent input and participation within Andrews School. ● Publish monthly school newsletter and timely classroom newsletters to provide parents with information regarding curriculum and ways to help their child at home. ● Use FACEBOOK, Twitter and other social media to share school news and celebrations. ● Celebrate student achievement through grade level programs, awards ceremonies, Arts Express, and school wide events such as Fish Fry Supper, Veteran's Day Program and Grandparent's Day events ● Encourage nightly reading at home through weekly reading logs, Pizza Hut Book-It and Tin Caps Reading Program ● Partner with Boys and Girls Club to provide afterschool programming ● Attend community study trips utilizing parents as chaperones
Transition:	<ul style="list-style-type: none"> ● Assist fifth graders in their transition to middle school through school visit ● Promote orientation of incoming kindergarten students ● Support students who are new to Andrews Elementary through school tour

<p>Cultural Competence:</p> <p>Implementation Assessment:</p> <p>Performance Assessment:</p> <p>Technology:</p> <p>Professional Development:</p>	<ul style="list-style-type: none"> • Hold transition conference for students with an IEP who are coming to kindergarten or going to middle school • Hold move-in conference for students entering Andrews who have an IEP within 10 days • Encourage a global understanding and appreciation of other cultural and diverse populations through current event lessons using Time for Kids, CNN student news and classroom activities • Provide ongoing bullying prevention and safe schools training for each student and HCCSC employee • Implement Positive Behavior Supports such as posted agendas, key points, town hall discussions, LIFESKILL and Lifelong Guidelines, clutter free, limited color scheme and non-threatening environment • Monitor instruction and environment to ensure student needs are being met and that strategies are implemented through weekly Principal walk through and monthly data meetings • Monitor implementation of the components of the Andrews School Improvement Plan through PL221 Committee meetings • Measure student progress through the IREAD-3 Assessment in grade 3 • Measure student progress using NWEA given three times a year in grades K-5 • Monitor student progress in grades 3-5 with ISTEP+ test given annually • Measure writing progress through writing benchmark given three times a year in grades K-5 • Progress monitor intensive need students using DIBELS/DAZE and running records • Complete Fountas and Pinnell Reading Benchmark Assessment three times a year • Integrate technology and internet into the curriculum through 1-1 implementation of iPad, use of document cameras in the classroom, and use of internet resources • Increase student proficiency in technology through use of classroom computers, laptops, 1-1 use of iPad • Attend weekly keyboarding instruction in the computer lab for K-5 students • Grades K and 1 will have computer lab once a week. Grades 2-5 will have computer lab twice a week • Lessons will incorporate digital citizenship and internet safety skills • Computer lab instruction planned by the classroom teacher should be utilized to support classroom instruction by using research, Power Point, Excel, Word, and Publisher or other project based lessons • Meet with HCCSC PD Coordinator for coaching • Discuss best practices for instructing students during weekly collaboration time • Participate in RISE rubric, Student Learning Objectives, and teacher evaluation plan for HCCSC • Continue professional development of technology 1-1 strategies including Google Classroom Tools and Canvas • Provide online resource through Kristina Smekins on writing and using 6+1 Writing Traits
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Andrews Elementary School Action Plan 2017-2020

Goal 2: By spring 2020, 95% of HCCSC will be at mastery of math skills based on HCCSC approved district assessments.

ISTEP+ Benchmarks:

- By spring 2018, 85% of 3-5 students will be at Pass or Pass+ on the ISTEP+ Math Assessment.
- By spring 2019, 90% of 3-5 students will be at Pass or Pass+ on the ISTEP+ Math Assessment.
- By spring 2020, 95% of 3-5 students will be at Pass or Pass+ on the ISTEP+ Math Assessment.

NWEA Benchmarks:

- By spring 2018, 85% of K-5 students will be at or above grade level median on NWEA Math Assessment as determined by NWEA Placement Guidelines.
- By spring 2019, 90% of K-5 students will be at or above grade level median on NWEA Math Assessment as determined by NWEA Placement Guidelines.
- By Spring 2020, 95% of K-5 students will be at or above grade level median on NWEA Math Assessment as determined by NWEA Placement Guidelines

Key Strategy 1:

- **Implement consistent best practice strategies for math problem solving across all grade levels:**
 - Problem solving will be taught daily
 - Consistent use of terminology and strategies K-5
 - Develop process for solving multi-step problems
 - Collect resources to integrate problem solving within all math strands
 - Increase rigor and relevance of math problem solving

Key Strategy 2:

- **Utilize the HCCSC Response to Instruction/Intervention (RTI) process to identify the skill deficit(s) causing each student to perform below grade level, and provide a targeted or intensive intervention.**
 - Identify at-risk students based on teacher observation, attendance, and assessment results
 - Select and implement with fidelity an appropriate Tier II or Tier III interventions based on the specific skill deficit
 - Progress monitor student growth
 - Review growth data in appropriate Tier II/Tier III RTI teams
 - Continue, increase, fade, or change intervention based on data

Key Strategy 3:

- **Implement Guided Math Leveled Skill Groups for math intervention/enrichment based on the 8-step process**
 - Differentiate instruction based on pretest for each concept
 - Develop timeline to teach the concept
 - Group students according to proficiency level
 - Teach skills appropriate for each group based on remediation, reinforcement, or enrichment
 - Administer post test to determine mastery

Indiana Academic Standards:

- Utilize HCCSC Master Maps to ensure that all College and Career Ready Standards/Indiana Academic Standards are being taught for grades K-5.

<p>Struggling Learners:</p>	<ul style="list-style-type: none"> • Identify at-risk students based on academic and behavioral data in order to increase opportunities for parental involvement and develop a support plan for students(s) utilizing an adult mentor. • Participate annually in college and career readiness activities such as "College GO". • Provide incentive programs for students to attend school. • Educate parents/guardians on the negative academic impact of missing school through parent outreach beyond 5 and 10 day letters through contact and counseling by school personnel. • Utilize the Response to Instruction Team to collaborate on various strategies to use with struggling learners • Utilize pre and posttests to assess specific skills and to differentiate instruction • Differentiate instruction based on individual learning styles and needs through small flexible group instruction, centers, and/or individualized instruction • Progress monitor basic math facts using mini-tests, IXL, or flashcard practice.
<p>High-ability Learners:</p>	<ul style="list-style-type: none"> • Utilize strategies provided by the HA Coordinators • Utilize the Response to Instruction Team to collaborate on various strategies to use for high ability learners • Assess students using the KOI (Kingore Observation Inventory), SAGES, and other HCCSC assessments • Monitor data to identify students with high ability needs • Provide incentive programs for students to attend school. • Record interventions in PIVOT for high ability learners • Participate annually in college and career readiness activities such as "College GO".
<p>Highly Qualified Teachers:</p>	<ul style="list-style-type: none"> • Meet criteria of highly qualified teachers according to IDOE • Attend professional development opportunities to update teacher certification • Track professional development PGP (Professional Growth Points) on My Learning Plan
<p>Collaboration:</p>	<ul style="list-style-type: none"> • Utilize collaboration times to discuss standards-based learning, monitor student progress, and plan instruction to address needs of all students • Participate in monthly meeting with the principal to discuss data • Participate in monthly staff meetings and professional development opportunities • Collaborate with RTI (Response to Instruction) Teams weekly to discuss academic and behavior needs of students • Review and update PL221 Plan Action steps
<p>Family and Community Involvement:</p>	<ul style="list-style-type: none"> • Promote parent and community involvement to benefit all students through registration, Back to School Night, fall goal setting conferences, Kindergarten Orientation, and spring student led conferences • Facilitate bi-monthly PTO meetings to encourage parent input and participation within Andrews School • Publish monthly school newsletters and weekly classroom newsletters to provide parents with information regarding curriculum and ways to help their child at home • Use FACEBOOK, Twitter, and other social media sites to provide information and celebrations • Celebrate student achievement through grade level programs, awards ceremonies, Arts Express, and school wide events such as Fish Fry Supper, Veteran's Day Program and Grandparent's Day Program • Partner with Boys and Girls Club to provide after school programing • Encourage parents to utilize programs such as IXL and other math sites at home to reinforce math skills
<p>Transition:</p>	<ul style="list-style-type: none"> • Assist fifth graders in their transition to Middle School through school visit • Promote orientation of incoming kindergarten students • Support students who are new to Andrews Elementary through school tour and welcome packet • Hold transition conference for students with an IEP who are coming to kindergarten or going to middle school • Hold move in conference for students entering Andrews who have an IEP within 10 days
<p>Cultural Competence:</p>	<ul style="list-style-type: none"> • Encourage a global understanding and appreciation of other cultural and diverse populations through current event using Time for Kids, CNN Student News and classroom activities • Provide ongoing bullying prevention and safe schools training for each student and HCCSC employee • Implement Positive Behavior Supports with fidelity, including posted agendas, key points, town hall discussions, LIFESKILL and Lifelong Guideline target talk, clutter free, limited color scheme, and non-threatening environment.

<p>Implementation Assessment:</p>	<ul style="list-style-type: none"> • Monitor instruction and environment to ensure student needs are being met and that strategies are implemented through classroom observations and monthly data meetings • Monitor implementation of the components of the Andrews School Improvement Plan through PL221 committee meetings
<p>Performance Assessment:</p>	<ul style="list-style-type: none"> • Measure student progress using NWEA given three times a year • Measure student progress through fluency benchmark and classroom assessments • Gauge student progress in grades 3-5 with ISTEP+ test given annually
<p>Technology:</p>	<ul style="list-style-type: none"> • Integrate technology and internet within the classroom using iPad or other technology devices • Increase student proficiency in technology through use of classroom computers, laptops, iPad • Utilize math websites to increase math proficiency • Continue using IXL and MobyMax to support leveled math instruction • Incorporate digital citizenship and internet safety skills • Computer lab instruction planned by the classroom teacher should be utilized to support classroom instruction by using research, Power Point, Excel, Word, and Publisher or other project based lessons.
<p>Professional Development:</p>	<ul style="list-style-type: none"> • Meet with HCCSC PD Coordinator for coaching • Discuss strategies for instructing students during weekly collaboration time • Participate in technology training in Google Classrooms and Canvas • Train new staff on Guided Math Strategies • Continue to train on implementation of project based learning • Train staff on STEM (science, technology, engineering and math) strategies • Implement Project Lead the Way activities across the grade levels

Goal 1: Reading Action Steps 2017-2018



GOAL 1: By spring 2018, 85% of HCCSC students will be reading at or above grade level by the end of third grade based on HCCSC district approved assessments.

STRATEGY: LITERACY MODEL

- Provide a minimum 90-120 minutes of daily instruction in reading incorporating research-based components and strategies.

ACTION STEPS:

- Plan teacher directed explicit instruction using Madeline Hunter lesson plan design with multiple opportunities for students to construct their own knowledge through authentic literacy inquiries.
- Incorporate research-based components and strategies outlined in the *Continuum of Literacy Learning* and HCCSC Literacy Model with support of HCCSC PD Coordinators.
- Guide instruction by using multiple ongoing assessments including the approved HCCSC district assessments.
- Apply reading strategies in all content areas including social studies, science, math, music, art, and physical education to enhance students' understanding and knowledge across the curriculum.
- Differentiate instruction using small flexible guided reading groups, centers, and/or individualized instruction.
- Incorporate Positive Behavior Supports including posted agendas, key points, town hall discussions, LIFESKILL and Lifelong Guidelines, clutter free, limited color scheme, and non-threatening environment.
- Focus instruction on the five components of reading development, phonemic awareness, systematic phonics instruction, fluency instruction, vocabulary instruction, and comprehension instruction.

LEAD PERSON(S):

Principal, Classroom Teachers, HCCSC PD Coordinator, Title I Teacher, Resource Teacher, HA (High Ability) Coordinators, PL221 Committees, Counselor

PROFESSIONAL DEVELOPMENT:

- Support the HCCSC Literacy Model through professional development and coaching from online Kristina Smekins on writing strategies and guided reading strategies
- Continue Positive Behavior Support Training and Ruby Payne Training for all staff
- Training in technology for classroom integration including use of apple TV and HDTV
- Collaborate and train on strategies for integrating writing strategies such as argumentative writing

REVIEW DATES:

- Ongoing review of Literacy Model with PD coordinators
- Data Meetings: Monthly
- Wednesday morning collaboration and training sessions

GOAL 1: By spring 2018, 85% of HCCSC students will be reading at or above grade level by the end of third grade based on HCCSC district approved assessments.

STRATEGY: Utilize the HCCSC Response to Instruction/Intervention (RTI) process to identify the skill deficit(s) causing each student to perform below grade level, and provide a targeted or intensive intervention.

ACTION STEPS:

- ❑ Identify at-risk students based on teacher observation, attendance, and assessment results
- ❑ Select and implement with fidelity appropriate Tier II or Tier III interventions based on the specific skill deficit
- ❑ Progress monitor student growth based on district assessments
- ❑ Review growth data in appropriate Tier II/Tier III RTI teams
- ❑ Based on data, continue, increase, fade, or change intervention
- ❑ Provide targeted small group literacy instruction for students not achieving benchmark on screening assessments (Tier II and Tier III)
- ❑ Plan teacher directed explicit instruction using Madeline Hunter lesson plan design with multiple opportunities for students to construct their own knowledge through authentic literacy inquiries
- ❑ Address individual learning styles and differences that facilitate individual growth through small group instruction, choice, variety of assessment tools, project based learning and multiple disciplinary approaches
- ❑ Support students as they progress using Reading Benchmarks, K-5 DIBELS/DAZE, and Running Records
- ❑ Coach teachers on the best practices in reading instruction using the HCCSC PD Coach
- ❑ Identify and apply supplemental strategic intervention resources such as Leveled Literacy Intervention, Seeing Stars, Visualizing and Verbalizing, Lindamood-Bell, and Orton Gillingham

LEAD PERSON(S):

Principal, Classroom Teachers, HCCSC PD Coordinator, Title I Teacher, Resource Teacher, HA (High Ability) Coordinator, Counselor

PROFESSIONAL DEVELOPMENT:

- ❑ Continue training on interventions to use for academic and/or behavioral needs
- ❑ Review of IEP, Section 504, ELL/ILP and Special Education laws and procedures
- ❑ Training on progress monitoring tools and how to analyze results to drive instruction

REVIEW DATES:

- ❑ RTI (Response to Instruction) Team meetings to discuss student needs
- ❑ RTI Leadership Team will meet monthly
- ❑ Data Meetings held monthly

GOAL 1: By spring 2018, 85% of HCCSC students will be reading at or above grade level by the end of third grade based on HCCSC district approved assessments.

STRATEGY: Implement Guided Reading Instruction with fidelity:

ACTION STEPS:

- ❑ Implement all components of the guided reading process with fidelity
- ❑ Document each guided reading group and ongoing running records
- ❑ Provide training for all teachers new to HCCSC
- ❑ Provide ongoing training and coaching to all HCCSC teachers
- ❑ Analyze benchmark data in monthly data meetings
- ❑ Review walkthrough trends in faculty meeting
- ❑ Incorporate a variety of genres
- ❑ Use data to drive instruction and form small groups
- ❑ Utilize the *Continuum of Literacy Learning* by Irene Fountas and Gay Su Pinnell to determine appropriate skills for each level of reading
- ❑ Planned guided reading lesson should include leveled text, before, during, and after (or within the text, beyond the text, and about the text) reading components, instructional focus/target skill, word work, and vocabulary

LEAD PERSON(S): Principal, Classroom Teachers, HCCSC PD Coordinator, Title I Teacher, Resource Teacher, HA (High Ability) Coordinators, Counselor

PROFESSIONAL DEVELOPMENT:

- ❑ Teachers will meet with the HCCSC PD Coordinator for coaching
- ❑ Training with Kristina Smekins on guided reading strategies and guidelines
- ❑ Training on types of writing including argumentative and differing point of view

REVIEW DATES:

- ❑ Data meetings held monthly
- ❑ Weekly collaboration discussion of guided reading strategies

GOAL 1: By spring 2018, 85% of HCCSC students will be reading at or above grade level by the end of third grade based on HCCSC district approved assessments.

STRATEGY: INDIANA ACADEMIC STANDARDS

- Utilize HCCSC Master Maps to ensure that all College and Career Ready Standards are being taught throughout the course of the school year in grades K-5

ACTION STEPS:

- Review and discuss use of grade level standards/focus indicators as determined by HCCSC Master Maps and the College and Career Ready Standards.
- Analyze and review College and Career Ready Standards for grades K-5
- Align key points/lesson objectives and assessments to the HCCSC master maps
- Identify resources to support instruction of College and Career Ready Standards and assessments

LEAD PERSON(S): Principal, Classroom Teachers, HCCSC PD Coordinator, Title I Teacher, Resource Teacher, HA (High Ability) Coordinators

PROFESSIONAL DEVELOPMENT:

- Continue training on College and Career Ready Standards integration
- Collaboration on new master map format including driving question and assessments
- Training on guided reading strategies using online Kristina Smekins training

REVIEW DATES:

- Monthly during data meetings
- Review after IREAD-3 and ISTEP+ Assessments

GOAL 1: By spring 2018, 85% of HCCSC students will be reading at or above grade level by the end of third grade based on HCCSC district approved assessments.

STRATEGY: STRUGGLING LEARNERS

- ❑ Continue the HCCSC Literacy Model in all classrooms using the *Continuum of Literacy Learning*
- ❑ Utilize the RtI Model (Tiers II and III)

ACTION STEPS:

- ❑ Identify at-risk students through the RTI process based on academic and behavioral data in order to increase opportunities for parental involvement and develop a support plan for students(s) utilizing an adult mentor.
- ❑ Participate annually in college and career readiness activities such as "College GO".
- ❑ Provide incentive programs for students to attend school.
- ❑ Educate parents/guardians on the negative academic impact of missing school through parent outreach beyond 5 and 10 day letters through contact and counseling by school personnel.
- ❑ Progress monitor intensive need students using DIBELS/DAZE and running records.
- ❑ Collaborate quarterly with resource staff on implementation of IEP goals
- ❑ Assess incoming kindergarten students using the HCCSC Kindergarten screening tool
- ❑ Administer Reading Benchmarks, K-5 DIBELS/DAZE, and NWEA
- ❑ Provide at least 90 minutes of uninterrupted literacy instruction daily
- ❑ Provide additional targeted small group instruction for struggling learners
- ❑ Provide targeted instruction on specific focus skills for those not proficient in the skill
- ❑ Collaborate with related arts teachers and support staff to inform of IEP goals

LEAD PERSON(S): Principal, Teachers, HCCSC PD Coordinator, Title I Teacher, Resource Teacher

PROFESSIONAL DEVELOPMENT:

- ❑ Continue professional development in differentiation and use of technology
- ❑ Teachers new to Andrews Elementary participate in Ruby Payne Poverty in Education training
- ❑ Teachers meet with the HCCSC PD Coordinator for coaching

REVIEW DATES:

- ❑ Data meetings monthly
- ❑ IEP review of goals quarterly
- ❑ IEP case conferences held yearly

GOAL 1: By spring 2018, 85% of HCCSC students will be reading at or above grade level by the end of third grade based on HCCSC district approved assessments.

STRATEGY: HIGH-ABILITY LEARNERS

- ❑ Continue the HCCSC Literacy Model in all classrooms using the *Continuum of Literacy Learning*
- ❑ Collaborate with the HA (High Ability) Coordinators to determine appropriate strategies
- ❑ Utilize strategies in the classroom setting to differentiate instruction

ACTION STEPS:

- ❑ Administer Reading Benchmarks
- ❑ Identify students with high abilities using Reading Benchmarks, Kingore Observation Inventory (KOI), and SAGES
- ❑ Provide small group or individual instruction to high-ability learners
- ❑ Incorporate differentiation, use of technology such as ALEKS, IXL and Moby Max, PBL, book clubs and language arts instructional strategies to provide enrichment instruction
- ❑ Classroom teacher and HA coordinator meet to develop enrichment instruction for high-ability learners
- ❑ Participate annually in college and career readiness activities such as "College GO".
- ❑ Provide incentive programs for students to attend school
- ❑ Educate parents/guardians on the negative academic impact of missing school through parent outreach beyond 5 and 10 day letters through contact and counseling by school personnel

LEAD PERSON(S):

Principal, Classroom Teachers, HCCSC PD Coordinator, Title I Teacher, Resource Teacher, HA (High Ability) Coordinators, Counselor

PROFESSIONAL DEVELOPMENT:

- ❑ Teachers meet with HA (High Ability) Coaches for collaboration
- ❑ Discuss strategies for high-ability learners in Language Arts during collaboration time
- ❑ Training on compacting and independent study options for high ability learners
- ❑ Training on use of IXL, Moby Mac, and ALEKS to challenge high ability learners

REVIEW DATES:

- ❑ Data meetings held monthly
- ❑ Review individual student data quarterly

GOAL 1: By spring 2018, 85% of HCCSC students will be reading at or above grade level by the end of third grade based on HCCSC district approved assessments.

STRATEGY: HIGHLY QUALIFIED TEACHERS

- All Andrews Elementary teachers will meet criteria of Highly Qualified Teachers according to IDOE

ACTION STEPS:

- Complete course work and attend professional development opportunities to update teaching licenses
- Interview prospective teachers as directed by HCCSC standard hiring procedures such as group interview and reference check
- Track professional development PGP (Professional Growth Points) on My Learning Plan
- Maintain a file with licensure information

LEAD PERSON(S): Principal, Classroom Teachers, HCCSC PD Coordinators, Title I Teacher, Resource Teacher, HA Coordinators, Human Resource Specialist

PROFESSIONAL DEVELOPMENT:

- Continuing Education opportunities through district PD coaches
- Continuing Education opportunities through online opportunities such as Safe Schools and Kristina Smekins
- District CPR training for staff on the building crisis committee

REVIEW DATES:

- Licensure review yearly

GOAL 1: By spring 2018, 85% of HCCSC students will be reading at or above grade level by the end of third grade based on HCCSC district approved assessments.

STRATEGY: COLLABORATION

- Utilize collaboration time to discuss standards-based learning, monitor student progress with ongoing classroom assessments, and plan instruction to address needs of all students.

ACTION STEPS:

- Collaborate weekly as grade level teams to plan and facilitate instruction
- Collaborate as a whole staff by meeting once each month
- Collaborate with administrator during monthly data meetings
- Review student IEP accommodations and strategies quarterly with the classroom teachers
- Review current IEP goals to determine new goals for the Annual Case Review with the classroom teacher
- Review current IEP goals with related arts teachers
- Review student progress and needs among Title I teacher and classroom teachers
- Analyze classroom and grade level results using Reading Benchmarks, K-5 DIBELS/DAZE and PIVOT Data Warehouse
- Meet with RTI Team to discuss possible interventions for Tier II and Tier III students

LEAD PERSON(S): Principal, Classroom Teachers, HCCSC PD Coordinator, Title I Teacher, Resource Teacher, HA Coordinators, Counselor

PROFESSIONAL DEVELOPMENT:

- Review procedures for effective collaboration
- Review forms and documentation for RTI, monthly data meetings, and grade level collaboration

REVIEW DATES:

- Data meetings, monthly
- PL221 committee meetings meet monthly
- Collaboration record forms weekly

GOAL 1: By spring 2018, 85% of HCCSC students will be reading at or above grade level by the end of third grade based on HCCSC district approved assessments.

STRATEGY: FAMILY AND COMMUNITY INVOLVEMENT

- ❑ Promote parent and community involvement to benefit all students.

ACTION STEPS:

- ❑ Invite parents and community members to school events
- ❑ Form partnerships with community organizations to support student learning
- ❑ Provide parents with a weekly or monthly classroom newsletter
- ❑ Supply parents with a monthly school newsletter
- ❑ Offer access to the school web page and teacher email
- ❑ Provide access to Canvas for parent information
- ❑ Use REMIND, FACEBOOK, and TWITTER to communicate with parents
- ❑ Supply parents with passwords to access student grades (Grades K-5)
- ❑ Hold bi-monthly PTO meetings
- ❑ Schedule and conduct student goal-setting conferences
- ❑ Provide parents with a copy of the Title I Parent Right-to-Know Letter
- ❑ Share the Title I Parent Compact with parents
- ❑ Send ISTEP and IREAD-3 results by mail to parents and share online availability
- ❑ Encourage nightly reading at home through weekly reading logs, Pizza Hut Book-It and Tin Caps Reading Program
- ❑ Identify and train adult mentors for at-risk students

LEAD PERSON(S): Principal, Classroom Teachers, HCCSC PD Coordinator, Title I Teacher, Resource Teacher, HA Coordinators, Counselor, PTO Officers, Andrews Classified Staff, Special Programs Director

PROFESSIONAL DEVELOPMENT:

- ❑ Review of Title I Plan requirements
- ❑ Training on use of Remind app to keep parents informed
- ❑ On line registration for parents to inform parents about Title 1 requirements such as Right To Know and Compact

REVIEW DATES:

- ❑ Title I Plan reviewed annually
- ❑ Right To Know and Parent Compact completed annually

GOAL 1: By spring 2018, 85% of HCCSC students will be reading at or above grade level by the end of third grade based on HCCSC district approved assessments.

STRATEGY: TRANSITION

- ❑ Assist 5th graders in their transition to middle school
- ❑ Promote orientation of incoming kindergarten students
- ❑ Support students who are new to Andrews Elementary
- ❑ Hold transition conferences for students with an IEP who are coming to kindergarten or transitioning to middle school
- ❑ Hold move in conferences for students entering Andrews with an IEP within 10 days

ACTION STEPS:

- ❑ Notify counselor of students who are enrolling or exiting
- ❑ Obtain and review data from any newly enrolled student's previous school
- ❑ Review IEP goals and accommodations for enrolling students
- ❑ Attend orientation and tour middle school that fifth grade students will attend
- ❑ Hold annual case reviews for fifth graders with an IEP at the middle school they will attend
- ❑ Communication between primary teacher and Head Start program annually
- ❑ Invite incoming kindergarten students and parents to kindergarten orientation
- ❑ Elementary counselors will meet with middle school counselors to collaborate on students with special needs or situations

LEAD PERSON(S): Principal, Classroom Teachers, Counselor, Office Staff, Parents

PROFESSIONAL DEVELOPMENT:

- ❑ Provide training on administering the kindergarten screening tool

REVIEW DATES:

- ❑ Counselor coordinates middle school visits for 5th graders in spring
- ❑ Kindergarten teachers plan and conduct kindergarten orientation, assessments, and transition conferences for incoming students in spring

GOAL 1: By spring 2018, 85% of HCCSC students will be reading at or above grade level by the end of third grade based on HCCSC district approved assessments.

STRATEGY: CULTURAL COMPETENCY

- Andrews's students will have a global understanding and appreciation of other cultures and diverse populations.

ACTION STEPS:

- Emphasize tolerance and anti-bullying lessons in classroom counseling lessons
- Use Ruby Payne training to assist with strategies for helping students from poverty
- Incorporate classroom activities and LIFESKILLS instruction to introduce and explore diverse cultures as well as current events
- Incorporate a variety of diverse literature for student use
- Provide ongoing bullying prevention and safe schools training for each student and HCCSC employee
- Implement Positive Behavior Supports with fidelity, including posted agendas, key points, town hall discussions, LIFESKILL and Lifelong Guidelines, clutter free, limited color scheme, and non-threatening environment.

LEAD PERSON(S): Principal, Classroom Teachers, Counselor, Parents

PROFESSIONAL DEVELOPMENT:

- Ruby Payne training for all new staff who have not received training
- Ruby Payne refresher training for those with previous training
- Positive Behavior Supports training for new staff

REVIEW DATES:

- Review ELL student needs yearly
- Hold Ruby Payne training and review in the fall

GOAL 1: By spring 2018, 85% of HCCSC students will be reading at or above grade level by the end of third grade based on HCCSC district approved assessments.

STRATEGY: IMPLEMENTATION ASSESSMENT

- Monitor instruction and environment to ensure that student needs are being met and that strategies are being implemented
- Monitor implementation of the components of Andrews School PL221 Plan

ACTION STEPS:

- Evaluate classroom instruction formally and informally through classroom observations
- Hold monthly data meetings
- Use PIVOT to monitor student progress
- Teachers will use PIVOT to develop and monitor intervention plans for students in Tier II and Tier III
- Teachers meet with the HCCSC PD Coordinator for coaching and modeling of best practices for literacy instruction

LEAD PERSON(S): Principal, Classroom Teachers, HCCSC PD Coordinator, Title I Teacher, Resource Teacher, HA Coordinators, Counselor, Response to Instruction Team Leaders

PROFESSIONAL DEVELOPMENT:

- Training on RISE rubric and Student Learning Objectives
- Training on data based decision making
- Training on PIVOT Interventions and Data Warehouse for new teachers

REVIEW DATES:

- Observations held weekly
- RTI team meetings

GOAL 1: By spring 2018, 85% of HCCSC students will be reading at or above grade level by the end of third grade based on HCCSC district approved assessments.

STRATEGY: PERFORMANCE ASSESSMENT

- Develop a shared understanding of effective research-based instruction.

ACTION STEPS:

- Conduct weekly collaboration between grade level teachers to review and evaluate student performance in alignment with HCCSC Master Maps
- Record student documentation data in student data folder and interventions in PIVOT
- Conduct universal screenings of all students (Fountas and Pinnell, Reading Benchmarks)
- Conduct progress monitoring on struggling learners
- Hold monthly data meetings
- Collaborate with teachers and PD Coordinator
- Conduct classroom observations and discuss results with teachers
- Use of HCCSC Modified RISE rubric and Student Learning Objective Goals (SLO)

LEAD PERSON(S): Principal, Classroom Teachers, HCCSC PD Coordinator, Title I Teacher, Resource Teacher

PROFESSIONAL DEVELOPMENT:

- Training on data based decision making
- Training on universal screening tools for new teachers
- Training on use of PIVOT data warehouse

REVIEW DATES:

- Data meetings held monthly
- ISTEP+ administered yearly
- IREAD-3 administered yearly
- Benchmark data collected quarterly

GOAL 1: By spring 2018, 85% of HCCSC students will be reading at or above grade level by the end of third grade based on HCCSC district approved assessments.

STRATEGY: TECHNOLOGY

- Andrews Elementary School will integrate technology and the Internet into the curriculum

ACTION STEPS:

- Utilize Canvas to support student learning and parent involvement
- Utilize software such as Google Classroom Tools to increase student knowledge and demonstrate learning
- Use the computer lab and IPADs each week to complete projects and research
- Increase and maintain keyboarding skills for grades K-5
- Lessons will incorporate digital citizenship and Internet safety skills.
- Computer lab instruction planned by the classroom teacher utilized to support classroom instruction by using research, Power Point, Excel, Word, and Publisher or other project based lessons.
- Utilize technology to increase student engagement and student collaboration

LEAD PERSON(S): Principal, Technology Lab Assistant, Media Clerk, Teachers

PROFESSIONAL DEVELOPMENT:

- Training in technology to support use in classroom including training on Apple TV and HDTV
- Training in online assessments such as ISTEP+ and IREAD-3
- Training in technology in the use of data warehouse program to monitor student progress and inform instruction (PIVOT)

REVIEW DATES:

- Technology plan developed yearly

Goal 2: Math Action Plans 2017-2020



Goal 2: By spring 2018, 85% of HCCSC will be at mastery of math skills based on HCCSC approved district assessments.

STRATEGY: Implement consistent best practice strategies for math problem solving across all grade levels

ACTION STEPS:

- Problem solving will be taught daily
- Consistent use of terminology and strategies K-5
- Develop process for solving multi-step problems
- Collect resources to integrate problem solving within all math strands
- Plan teacher directed explicit instruction and incorporate strategies such as use of manipulatives, guided practice, and independent practice
- Guide instruction by using multiple ongoing assessments including the HCCSC district approved assessment, math fluency assessments and classroom assessments
- Use of pre and posttests in math to determine guided math groups
- Differentiate instruction using small flexible groups, centers, and/or individualized instruction

LEAD PERSON(S):

Principal, Classroom Teachers, HCCSC PD Coordinator, Title I Teacher, Resource Teacher, HA (High Ability) Coordinators, PL221 Committees, Counselor

PROFESSIONAL DEVELOPMENT:

- Training in technology such as using IXL and Moby Max to differentiate instruction
- Continue to develop pre and posttests to be used for math instruction and differentiation
- Training on problem solving strategies
- Train new staff on Guided Math Framework

REVIEW DATES:

- S2S meetings, monthly with each grade level
- Wednesday morning collaboration/ training sessions

Goal 2: By spring 2018, 85% of HCCSC will be at mastery of math skills based on HCCSC approved district assessments.

STRATEGY: Utilize the HCCSC Response to Instruction/Intervention (RTI) process to identify the skill deficit(s) causing each student to perform below grade level, and provide a targeted or intensive intervention.

ACTION STEPS:

- ❑ Identify at-risk students based on teacher observation, attendance, and assessment results
- ❑ Select and implement with fidelity an appropriate Tier II or Tier III intervention based on the specific skill deficit
- ❑ Progress monitor student growth
- ❑ Review growth data in appropriate Tier II/Tier III RTI teams
- ❑ Based on data, continue, increase, fade, or change intervention
- ❑ Provide additional instruction in small targeted groups or individualized instruction for students not achieving benchmark on screening assessments (Tier II and Tier III)
- ❑ Plan teacher directed explicit instruction with multiple opportunities for students to construct their own knowledge through authentic inquiries
- ❑ Monitor progress using math fluency benchmarks, problem solving probes, classroom assessments and district approved assessments

LEAD PERSON(S):

Principal, Classroom Teachers, HCCSC PD Coordinator, Title I Teacher, Resource Teacher, HA (High Ability) Coordinator, Counselor, RTI Team

PROFESSIONAL DEVELOPMENT:

- ❑ Continue training on research based interventions to use for academic and/or behavioral needs
- ❑ Review of IEP, Section 504, ELL/ILP and Special Education laws and procedures
- ❑ Training on progress monitoring tools and how to analyze the data to drive instruction

REVIEW DATES:

- ❑ RTI (Response to Instruction) team meetings to discuss student needs
- ❑ Data meetings held monthly
- ❑ District assessment review to determine skill deficiencies by grade level

Goal 2: By spring 2018, 85% of HCCSC will be at mastery of math skills based on HCCSC approved district assessments.

STRATEGY: INDIANA ACADEMIC STANDARDS/COLLEGE AND CAREER READY STANDARDS

- Utilize HCCSC Master Maps to ensure that all College and Career Ready Standards are being taught throughout the course of the school year

ACTION STEPS:

- Review and discuss use of grade level standards as determined by HCCSC Master Maps and the College and Career Ready Standards
- Align key points/lesson objectives and the College and Career Ready Standards to the master maps
- Review results of assessment data, disaggregate, and analyze applied skills report by grade level
- Identify and utilize sample questions at a higher depth of knowledge

LEAD PERSON(S): Principal, Classroom Teachers, HCCSC PD Coordinator, Title I Teacher, Resource Teacher, HA (High Ability) Coordinators

PROFESSIONAL DEVELOPMENT:

- Continue training on College and Career Ready Standards integration
- Training on increasing Depth of Knowledge

REVIEW DATES:

- Review, monthly during data meetings
- Review assessments to determine skill deficiencies

Goal 2: By spring 2018, 85% of HCCSC will be at mastery of math skills based on HCCSC approved district assessments.

STRATEGY: STRUGGLING LEARNERS

- ❑ Utilize the Response to Instruction Model (Tiers II and III)
- ❑ Differentiate instruction based on individual learning styles and needs through small flexible group instruction, centers, and/or individualized instruction

ACTION STEPS:

- ❑ Assess incoming kindergarten students using the HCCSC kindergarten screening tool
- ❑ Administer math assessments and district assessments
- ❑ Provide small group or individual instruction to struggling learners
- ❑ Document student growth through progress monitoring tools such as classroom assessments
- ❑ Provide at least 60 minutes of math instruction daily
- ❑ Provide additional instruction in targeted small group or individualized instruction for students not meeting the benchmark. (Tier II and Tier III)
- ❑ Document strategies/interventions used with Tier II and Tier III students in PIVOT
- ❑ Collaborate with related arts teachers and support staff to inform of IEP goals
- ❑ Collaborate each quarter to monitor student progress and to discuss current and future IEP goals
- ❑ Provide incentive programs for students to attend school
- ❑ Educate parents/guardians on the negative academic impact of missing school through parent outreach beyond 5 and 10 day letters through contact and counseling by school personnel
- ❑ Participate annually in College and Career Readiness activities such as "College GO"
- ❑ Use of IXL and Moby Max to differentiate instruction for struggling learners
- ❑ Use of guided math strategies to provide appropriate instruction at a differentiated skill level for struggling learners

LEAD PERSON(S): Principal, Teachers, HCCSC PD Coordinator, Title I Teacher, Resource Teacher, RTI Team

PROFESSIONAL DEVELOPMENT:

- ❑ Continue professional development in differentiation and use of technology including use of IXL, Moby Max, and Apple TV with HDTV
- ❑ Teachers new to Andrews Elementary participate in Ruby Payne Poverty in Education training
- ❑ Teachers meet with the HCCSC PD Coordinator for coaching

REVIEW DATES:

- ❑ Data meetings monthly
- ❑ IEP review of goals quarterly
- ❑ IEP case conferences held at least yearly

Goal 2: By spring 2018, 85% of HCCSC will be at mastery of math skills based on HCCSC approved district assessments.

STRATEGY: HIGH-ABILITY LEARNERS

- ❑ Collaborate with the HA (High Ability) Coordinators to determine appropriate strategies
- ❑ Utilize strategies in the classroom setting to differentiate instruction

ACTION STEPS:

- ❑ Administer math fluency assessments, classroom assessments and district assessments
- ❑ Identify students with high abilities using SAGES and Kingore Observation Inventory (KOI)
- ❑ Provide small group or individual instruction to high-ability learners
- ❑ Incorporate differentiation, use of technology and math instructional strategies to provide enrichment instruction
- ❑ Classroom teacher and HA coordinator meet to develop enrichment instruction for high-ability learners
- ❑ Provide incentive programs for students to attend school
- ❑ Educate parents/guardians on the negative academic impact of missing school through parent outreach beyond 5 and 10 day letters through contact and counseling by school personnel
- ❑ Participate annually in College and Career Readiness activities such as "College GO"
- ❑ Use of technology such as IXL, Moby Mac, and ALEKS to challenge students at a higher level of instruction
- ❑ Use of guided math groups to provide challenging curriculum and pacing for high ability students

LEAD PERSON(S):

Principal, Classroom Teachers, HCCSC PD Coordinator, Title I Teacher, Resource Teacher, HA (High Ability) Coordinators, Counselor

PROFESSIONAL DEVELOPMENT:

- ❑ Teachers meet with the HCCSC PD Coordinator for coaching
- ❑ Teachers meet with HA (High Ability) Coaches for collaboration
- ❑ Discuss strategies for high-ability learners in math and discuss with other teachers during collaboration time
- ❑ Training in ALEKS, Moby Max, and IXL

REVIEW DATES:

- ❑ S2S meetings, held monthly
- ❑ Review individual student data quarterly

Goal 2: By spring 2018, 85% of HCCSC will be at mastery of math skills based on HCCSC approved district assessments.

STRATEGY: HIGHLY QUALIFIED TEACHERS

- ❑ All Andrews Elementary teachers will meet criteria of Highly Qualified Teachers according to IDOE

ACTION STEPS:

- ❑ Complete course work and attend professional development opportunities to update teaching licenses
- ❑ Interview prospective teachers as directed by HCCSC standard hiring procedures, including a screening process, group interview and reference check
- ❑ Track professional development PGP (Professional Growth Points) on My Learning Plan
- ❑ Maintain a file with licensure information
- ❑ Attend CPR training if renewing teaching license

LEAD PERSON(S): Principal, Classroom Teachers, HCCSC PD Coordinators, Title I Teacher, Resource Teacher, HA Coordinators, Human Resource Specialist

PROFESSIONAL DEVELOPMENT:

- ❑ Continuing Education opportunities with district PD coaches
- ❑ Continuing Education opportunities through online sites such as Safe Schools and Kristina Smekins
- ❑ CPR training for license renewal

REVIEW DATES:

- ❑ Licensure review yearly

Goal 2: By spring 2018, 85% of HCCSC will be at mastery of math skills based on HCCSC approved district assessments.

STRATEGY: COLLABORATION

- ❑ Utilize collaboration time to discuss standards-based learning, monitor student progress with ongoing classroom assessments, and plan instruction to address needs of all students

ACTION STEPS:

- ❑ Collaborate weekly as grade level teams to plan and facilitate instruction
- ❑ Collaborate as a whole staff by meeting once each month
- ❑ Collaborate with administrator during monthly data meetings
- ❑ Review student IEP accommodations quarterly with the classroom teacher
- ❑ Review current IEP goals to determine new goals for the Annual Case Review with the classroom teacher
- ❑ Review current IEP goals with related arts teachers
- ❑ Discuss strategies for enhancing student achievement, and discuss during collaboration time
- ❑ Analyze classroom and grade level results using math assessments, district assessments and PIVOT Data Warehouse
- ❑ Meet bi-weekly with RTI Team to discuss possible interventions for Tier II and Tier III students
- ❑ Collaborate to find sample questions at levels 3 or 4 of Depth of Knowledge

LEAD PERSON(S): Principal, Classroom Teachers, HCCSC PD Coordinator, Title I Teacher, Resource Teacher, HA Coordinators, Counselor

PROFESSIONAL DEVELOPMENT:

- ❑ Review procedures for effective collaboration
- ❑ Review forms and documentation for RTI, monthly data meetings, and grade level collaboration

REVIEW DATES:

- ❑ Data meetings, held monthly
- ❑ PL221 committee meetings meet monthly

Goal 2: By spring 2018, 85% of HCCSC will be at mastery of math skills based on HCCSC approved district assessments.

STRATEGY: FAMILY AND COMMUNITY INVOLVEMENT

- ❑ Promote parent and community involvement to benefit all students

ACTION STEPS:

- ❑ Invite parents and community members to school events
- ❑ Invite parents and community members to serve on committees
- ❑ Form partnerships with community organizations to support student learning
- ❑ Provide parents with a weekly or monthly classroom newsletter
- ❑ Supply parents with a monthly school newsletter
- ❑ Offer access to the school web page and teacher email
- ❑ Utilize REMIND, FACEBOOK, and TWITTER to promote our school and keep parents informed of events
- ❑ Supply parents with passwords to access student grades (Grades K-5)
- ❑ Hold bi-monthly PTO meetings
- ❑ Schedule and conduct student goal-setting conferences and student-led conferences
- ❑ Provide parents with a copy of the Title I Parent Right-to-Know Letter
- ❑ Share the Title I Parent Compact with parents
- ❑ Send ISTEP and IREAD-3 results by mail to parents and share online availability
- ❑ Identify and train adult mentors for at-risk students

LEAD PERSON(S): Principal, Classroom Teachers, HCCSC PD Coordinator, Title I Teacher, Resource Teacher, HA Coordinators, Counselor, PTO Officers, and Special Programs Director

PROFESSIONAL DEVELOPMENT:

- ❑ Review of Title I Plan requirements

REVIEW DATES:

- ❑ Title I Plan reviewed annually
- ❑ Right To Know and Parent Compact completed annually

Goal 2: By spring 2018, 85% of HCCSC will be at mastery of math skills based on HCCSC approved district assessments.

STRATEGY: TRANSITION

- ❑ Assist 5th graders in their transition to middle school
- ❑ Promote orientation of incoming kindergarten students
- ❑ Support students who are new to Andrews Elementary
- ❑ Hold transition conferences for students with an IEP who are coming to kindergarten or transitioning to middle school
- ❑ Hold move-in conferences for students entering Andrews with an IEP

ACTION STEPS:

- ❑ Distribute welcome packets to new families
- ❑ Obtain and review data from any newly enrolled student's previous school
- ❑ Review IEP goals and accommodations for enrolling students
- ❑ Attend orientation and tour middle school that fifth grade students will attend
- ❑ Hold annual case reviews for fifth graders with an IEP at the middle school they will attend
- ❑ Communication between primary teacher and Head Start program annually
- ❑ Invite incoming kindergarten students and parents to Kindergarten Orientation
- ❑ Elementary counselors will meet with middle school counselors to discuss students with special needs or circumstances

LEAD PERSON(S): Principal, Classroom Teachers, Counselor, Office Staff, Parents

PROFESSIONAL DEVELOPMENT:

REVIEW DATES:

- ❑ Counselor coordinates middle school visits for 5th graders in spring
- ❑ Kindergarten teachers plan and conduct kindergarten orientation, assessments, and transition conferences for incoming students in spring

Goal 2: By spring 2018, 85% of HCCSC will be at mastery of math skills based on HCCSC approved district assessments.

STRATEGY: CULTURAL COMPETENCY

- ❑ Andrews's students will have a global understanding and appreciation of other cultures and diverse populations.

ACTION STEPS:

- ❑ Emphasize tolerance and anti-bullying lessons in classroom counseling lessons
- ❑ Use Ruby Payne training to assist with strategies for helping students from poverty
- ❑ Familiarize staff with the definition of and resources for homeless students
- ❑ Incorporate classroom activities and LIFESKILLS instruction to introduce and explore diverse cultures and races as well as current events
- ❑ Incorporate a variety of diverse literature for student use
- ❑ Utilize Rosetta Stone software to develop vocabulary for ELL students
- ❑ Provide ongoing bullying prevention and safe schools training for each student and HCCSC employee
- ❑ Implement positive behavior supports with fidelity, including posted agendas, key points, town hall discussions, LIFESKILL and Lifelong Guidelines, clutter free, limited color scheme, and non-threatening environment.

LEAD PERSON(S): Principal, Classroom Teachers, Counselor, Office Staff, Parents

PROFESSIONAL DEVELOPMENT:

- ❑ Ruby Payne training for all new staff who have not received training
- ❑ Ruby Payne refresher training for those with previous training
- ❑ Positive Behavior Support training for new teachers

REVIEW DATES:

- ❑ Review ELL students and needs yearly
- ❑ Hold Ruby Payne training and review in the fall

Goal 2: By spring 2018, 85% of HCCSC will be at mastery of math skills based on HCCSC approved district assessments.

STRATEGY: IMPLEMENTATION ASSESSMENT

- ❑ Monitor instruction and environment to ensure that student needs are being met and that strategies are being implemented
- ❑ Monitor implementation of the components of Andrews School Improvement Plan

ACTION STEPS:

- ❑ Conduct classroom observations and discuss results with each teacher
- ❑ Evaluate classroom instruction formally and informally using Pivot and other tools
- ❑ Hold monthly data meetings
- ❑ Use Pivot to monitor student progress
- ❑ Teachers will use PIVOT to develop and monitor interventions for students in Tier II and III

LEAD PERSON(S): Principal, Classroom Teachers, HCCSC PD Coordinator, Title I Teacher, Resource Teacher, HA Coordinators, Counselor, RTI Team Leaders

PROFESSIONAL DEVELOPMENT:

- ❑ Training on RISE rubric and Student Learning Objectives
- ❑ Training on district assessments

REVIEW DATES:

- ❑ Observations held weekly
- ❑ Response to Instruction team meetings held bi-weekly

Goal 2: By spring 2018, 85% of HCCSC will be at mastery of math skills based on HCCSC approved district assessments.

STRATEGY: PERFORMANCE ASSESSMENT

- ❑ Develop a shared understanding of effective research-based instruction

ACTION STEPS:

- ❑ Conduct weekly collaboration between grade level teachers to review and evaluate student performance in alignment with HCCSC Master Maps
- ❑ Record student documentation data in student data folder
- ❑ Conduct universal screenings of all students (district assessments, math assessments)
- ❑ Hold monthly data meetings
- ❑ Collaborate with teachers and PD Coordinator
- ❑ Conduct classroom observations and discuss results with teachers

LEAD PERSON(S): Principal, Classroom Teachers, HCCSC PD Coordinator, Title I Teacher, Resource Teacher

PROFESSIONAL DEVELOPMENT:

- ❑ Continue collaborating on math pre and posttests for differentiation

REVIEW DATES:

- ❑ Data meetings held monthly
- ❑ ISTEP+ administered yearly
- ❑ Benchmark data collected quarterly

Goal 2: By spring 2018, 85% of HCCSC will be at mastery of math skills based on HCCSC approved district assessments.

STRATEGY: TECHNOLOGY

- Andrews Elementary School will integrate technology and the Internet into the curriculum

ACTION STEPS:

- Integrate technology and Internet within the classroom using 1-1 implementation of iPADS or other technology devices
- Increase student proficiency in technology through use of classroom computers, laptops, iPADS, and other devices
- Utilize math websites to increase math proficiency
- Incorporate digital citizenship and internet safety skills
- Computer lab instruction planned by the classroom teacher utilized to support classroom instruction by using research, Power Point, Excel, Word, and Publisher or other project based lessons.
- Continue using sites such as IXL, Moby Max, and other websites for math practice

LEAD PERSON(S): Principal, Technology Lab Assistant, Media Clerk, Teachers

PROFESSIONAL DEVELOPMENT:

- Training in technology to support classroom integration including use of Apple TV and HDTV
- Training in online assessments
- Training on use of IXL, Moby Max, and ALEKS to differentiate instruction

REVIEW DATES:

- Technology plan developed yearly

GLOSSARY OF TERMS

AIP (Academic Intervention Plan)- A tool to monitor student progress as part of Response To Instruction within PIVOT.

AYP (Adequate Yearly Progress)- State formula for school progress.

DIBELS (Dynamic Indicators of Basic Early Literacy Skills) - A set of standardized, individually administered measures of early literacy development. They are designed to be short (1 minute) fluency measures used to regularly monitor the development of pre-reading and early reading skills.

HCCSC Universal Screenings-Fountas and Pinnell, NWEA, and DIBELS

HCCSC Kindergarten Screening Tool- Includes name writing and the identification of uppercase and lowercase letters, numbers, and colors.

High Ability Coordinator- The teacher(s) responsible for providing resources to assist classroom teachers in enriching and differentiating instruction for high ability students.

KOI (Kingore Observation Inventory)-Tool used to help identify high-ability students.

IREAD-3: (Indiana Reading Evaluation and Determination)- Administered to students in grade 3 to determine basic proficiency in reading. Students who do not pass the IREAD-3 test must receive grade 3 instruction for another year, unless they have a good cause exemption such as an IEP for a disability area.

ISTEP+ (Indiana Statewide Testing for Educational Progress-Plus)- Administered to students in Grades 3-10 in English/Language Arts and Mathematics. Science assessments are administered in Grades 4. Social studies assessments are administered in grade 5.

LLI (Leveled Literacy Intervention)- A program that includes explicit instruction in phonics, vocabulary, fluency, and comprehension for struggling readers and writers in grades K-5.

Master Maps - An HCCSC conceptual outline and timeline of the Indiana State Standards for each grade level.

NWEA (Northwest Evaluation Association) - Provides professional training, consulting services to improve teaching and learning, and research-based assessments. Huntington County Community School Corporation utilizes NWEA's Measure of Academic Progress (MAP).

Measures of Academic Progress are state-aligned computerized adaptive tests that accurately reflect the instructional level of each student and measure growth over time.

PD Coordinator (Professional Development Coordinator)- Trained facilitator for Huntington County Community School Corporation

PIVOT: Data Warehouse Program to store district data and interventions. It is also the tool used for teacher walk through classroom observations

RTI (Response to Instruction)- Individualized, differentiated instruction based on student achievement.

SIP (School Improvement Plan) Team- A team of classroom teachers, counselor, building administrator, parents, students, and community members that work collaboratively to address school improvement needs and the Public Law 221 requirements.

Student Data Folders – A visual tool used by students to track their individual progress (academic, attendance, and behavior).

WIDA: Testing used for ELL students to determine needed interventions

Appendix

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Title One Schoolwide Plan 2017-2018

Ten Components of a Schoolwide Plan*:	Found on Page #:
1. A comprehensive needs assessment of the whole school	<ul style="list-style-type: none"> • Pages 5-8 (School Profile) • Pages 11-14; NWEA data, ISTEP+ data, IREAD3 data
2. Implementation of schoolwide reform strategies that: <ul style="list-style-type: none"> □ Provide opportunities for all children to meet proficient and advanced levels of student academic achievement □ Use effective methods and instructional strategies that are based on scientifically based research that: <ul style="list-style-type: none"> □ Strengthens the core academic program □ Increases the amount of learning time □ Includes strategies for serving underserved populations □ 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 □ Address how the school will determine if those needs of the children have been met □ Are consistent with and are designed to implement state and local improvement plans, if any 	<ul style="list-style-type: none"> • Pages 26 and 40 (Action Steps for IN Academic Standards) • Pages 27 and 41 (Action Steps for Low Achievers) • Pages 28 and 42 (Action Steps for High Achievers) • Pages 35 and 49 (Actions Steps for Performance Assessments) • Pages 31 and 45 (Action Steps for Family and Community Involvement) • Pages 32 and 46 (Action steps for transition) • Pages 33 and 47 (Action steps for Cultural) • Pages 36 and 50 (Actions Steps for Technology)
3. Highly qualified teachers in all core content area classes	<ul style="list-style-type: none"> • Pages 29 and 43 • Employee Files
4. High quality and on-going professional development for teachers, principals, and paraprofessionals	<ul style="list-style-type: none"> • Pages 30 and 44 (Professional Development and Collaboration) • Pages 36 and 50

	(Technology Professional Development)
5. Strategies to attract high-quality, highly qualified teachers to this school	<ul style="list-style-type: none"> • Region 8 Education Service Center • Indiana Dept. of Education job postings
6. Strategies to increase parental involvement, such as literary services	<ul style="list-style-type: none"> • Pages 31 and 45 (Family/Community Involvement)
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	<ul style="list-style-type: none"> • Pages 32 and 46 (Transition) • Pages 31 and 45 (Action Steps for Family/Community Involvement)
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	<ul style="list-style-type: none"> • Pages 11-14 (Comprehensive Needs Assessment Instruments) • Pages 30 and 44 (Professional Development and Collaboration) • Pages 36 and 50 (Technology Professional Development)
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	<ul style="list-style-type: none"> • Pages 11-14 (Comprehensive Needs Assessment) • Pages 28 Action Plan for low and high achievers in Language Arts • Pages 42 Action Plan for low and high achievers in math
10. Coordination and integration of federal, state and local funds; and resources such as in-kind services and program components	<ul style="list-style-type: none"> • Handled at district level by Title 1 Coordinator