

F. W. CRICHFIELD ELEMENTARY SCHOOL

School Improvement Plan

2020-2021

I. Introduction

A. Narrative Description of the School, Community, and Educational Program

F. W. Crichfield Elementary School is located in LaPorte, Indiana, in LaPorte County. LaPorte is a city of numerous parks and lakes with a population of over 21,000 residents. Crichfield School is located in a rural residential area outside the city limits in Center Township at 336 West Johnson Road.

The building houses classes from pre-kindergarten through fourth grade and currently has 459 students for the 2020-2021 school year. The building hosts two sections of half day preschool. There are four sections each of kindergarten, first grade, second grade, third grade and fourth grade. Additionally, we have three sections of kindergarten and fourth grade. The special education cooperative houses two self-contained life skills classes and a resource room in the building. All kindergarten through fourth grade students participate in music, art, physical education, library and Project Lead the Way classes. We offer educational experiences to students from a variety of backgrounds and experiences.

The former Crichfield School was built in 1929 and underwent three renovations. The last renovation took place in 1978. A ground-breaking ceremony for a new Crichfield School was held on May 23, 2005. Construction for the new building then began in the summer of 2005, and the new building was opened for students on January 8, 2007. Crichfield has twenty-four classrooms. The school also has a speech room, a counselor's office, gymnasium, media center, Readers Theater, art room, music room, maker space classroom, cafeteria, nurse's office, and teachers' lounge. The building is also used for community activities such as Girl Scouts, Boy Scouts, Pop Warner cheerleading, DARE, Girls on the Run, Kiwanis K Kids, Student Ambassadors, community gatherings, sports events, and before and after-school clubs. The corporation also provides a limited number of before and after school care spots for students. Many dedicated hearts, minds, and hands help drive our commitment and propel our works-in-progress to continuously provide improved educational experiences for Crichfield students.

Crichfield has an abundance of support from the community. Parents are encouraged to volunteer in the classrooms and the PTA fundraisers to support educational experiences

and materials, as well as family fun activities. The staff is dedicated to researching and applying current best practices which meet the differentiated learning needs of all students.

B. Curriculum – Description and Location

The F. W. Crichfield Elementary School curriculum is aligned with the Indiana Department of Education's College and Career Readiness Standards. All grade level curriculum is aligned within our building and teachers have created curriculum maps which reflect grade level expectations. The Learning Connection and Indiana Department of Education houses information and access to the College and Career Readiness Standards and Employability Skills.

C. Assessments –

In addition to ILEARN in Grades 3-4 and IREAD in Grade 3, the NWEA formative assessment will be given in Grades K-4 to determine student growth information. Ready Math diagnostic assessments are used to individualize student online instruction. The Accelerated Reader program is used to assess reading comprehension in Grades 1-4. NWEA data is utilized to assist in the identification of high ability students. Students are screened for Dyslexia in grades K-2. Individualized student intervention effectiveness is assessed through the RTI process, following Response to Instruction guidelines. Additional teacher created written assessments and observations are used to identify students' strengths and needs as well.

II. Statement of Mission, Vision, or Beliefs

A. Corporation Mission Statement

Learn Today To Excel Tomorrow: The LaPorte Community Schools will be recognized among Indiana's highest achieving corporations by ensuring that all students reach their maximum academic potential, working in partnership with parents and the community to become productive and responsible citizens who are successful in a competitive global world.

B. The LaPorte Community School Corporation BELIEVES...

- All children can learn, we can teach all students, and there are no exceptions.
- All students will be challenged throughout their academic career to reach their maximum potential.
- Children are unique, and their self-esteem will be fostered to become successful.

- In mutual respect in every interaction with students, staff, parents, and community.
- A positive attitude creates a successful working and learning environment.
- Personal and professional integrity is critical to the learning process.
- District employees are highly valued resources.
- Decisions will be information and data based in the best interest of students.
- Accountability for student achievement is critical.
- A collaborative team approach is essential to ensure high performance.
- In an environment in which continuous improvement is embedded in our culture.
- In a safe and secure learning environment.
- Diversity is an asset that is to be valued and respected.

C. Crichfield Mission Statement

F. W. Crichfield Elementary School, in partnership with the community, values and pursues excellence in education. A responsive child-centered learning environment is maintained where children are recognized as unique individuals and supported and encouraged to reach their greatest potential.

D. Crichfield Elementary School BELIEVES...

- Every child is important and deserves the opportunity to learn.
- Students deserve a safe and healthy environment where they can be nurtured and respected.
- Students are learners who must be involved in meaningful grade-level activities.
- We all need to address the strengths of the gifted and individual needs of those at risk of low academic achievement.

III. Summary of data

A. Graphs of data from the annual performance report

Students at Crichfield Elementary School perform above average when compared to other schools in the state. To access data through the IDOE:

<http://compass.doe.in.gov/dashboard/overview.aspx?type=school&id=4753>

B. Data related to other performance indicators

Crichfield Elementary school administers summative and formative assessments throughout the school year, in addition to ILEARN. The following assessments are used:

- NWEA K-4
- IREAD 3

- Accelerated Reader/Renaissance Learning K-4
- Dyslexia Screening K-2
- WIDA K-4
- Study Island K-4
- Ready Math/iReady K-4
- Writing Assessments K-4

C. Other information about educational programming and the learning environment

In addition to differentiated instruction during the school day, Crichfield School offers flexible instructional groups in grades 3-4. Strategy specific intervention is offered to students through our Academic Coaches in grades K-4. Counselor lessons address SEL via Second Steps curriculum, along with career and academic needs of students K-4.

IV. Conclusions about the current educational programming, derived from an assessment of the current status of educational programming, including the following:

A. Information about how the school's curriculum supports the achievement of Indiana Academic Standards.

The District curriculum under which Crichfield School operates is based on College and Career Readiness Standards. With the recent revision of the standards, realignment has become a major focus for teachers. The following actions have been taken:

- LPCSC & Crichfield staff have established vertical and horizontal CORE Data Teams to monitor assessment outcomes and establish learning goals.
- Crichfield teachers developed challenges for students to align with school wide and individual achievement goals.
- Crichfield provides information to families via the school website, school and grade level newsletters and the school Facebook page.
- Teachers participate in weekly PLC meetings.
- LPCSC counselors have aligned curriculum to focus on standards to support all students and provide guaranteed and viable SEL curriculum throughout the corporation.
- Crichfield teachers focused on specific skill interventions to support students.
- A focus on high ability students and curriculum enrichment and acceleration has been the topic of staff development sessions.
- Teachers utilize integrated curriculum techniques to support our state STEM certification.
- Students participate in monthly Cougar Companion mentor activities.

- The CORE Data Team continually monitors the needs of all stakeholders under the guidelines of our five domains: 1) guaranteed and viable curriculum 2) goals and feedback 3) professional development 4) safety 5) parent and community engagement.
- A focus on creating a systemic writing program utilizing the Smekens 6 Traits writing programing has been the topic of several staff development sessions.
- A focus on differentiation of instruction has been the topic of many staff development sessions.
- Kindergarten, first and second grade teachers have received dyslexia intervention strategy training.
- Students and staff participate in the Cougar Companion mentor program.
- A focus on math problem solving has been the topic of school-wide staff development.
- Teachers serving as committee members on corporation-wide committees continue to report back-to-school body.
- Teachers have participated in Webinars and Technology Coach Workshops to strengthen use of
- Study Island, Accelerated Reader, Smekens, Google programs and additional technology available through the corporation; as an individualized teaching and assessment tool.
- Teachers have met at grade levels and across grade level to learn and share instructional strategies using technology and observe one another.
- Teachers have participated in professional development to enhance the instruction of gifted and talented students.
- Teachers have participated in professional development to support character development & SEL.
- Teachers have participated in professional development to strengthen the knowledge base for students in need of Response to Instruction intervention.
- Teachers have participated in professional development to strengthen STEAM (Science, Technology, Engineering, Art & Math) instruction and Project Based Learning.
- Teachers have participated in professional development to strengthen the knowledge base for students in our new Ready Math series.
- Teachers have participated in professional development to strengthen the knowledge base for students in our student database, gradebook and student management system, Skyward. Along with grade cards.
- Teachers have participated in professional development to support the establishment of eLearning Days (specifically via Google Classroom) by way of blended and virtual learning.
- Parents can monitor student learning goals by using classroom newsletters that are published monthly.

- Parents can monitor student academic progress by using Skyward Family Access.

B. Information About How the School's Instructional Strategies Support the Achievement of Indiana Academic Standards

Monthly CORE Data Team and committee meetings (RTI, Reading, Technology, STEAM and Crisis/Safety) are designed to focus on instructional strategies. Teachers have time during staff meetings, committee meetings and weekly grade level PLC meetings to discuss best practices and strategies that increased student achievement. Data is reviewed to determine student achievement and the need for remediation or enrichment.

Teachers utilize weekly grade level PLC planning time to review data and plan instruction using corporation grade level curriculum maps which align with the College and Career Readiness Standards. Such maps drive daily instruction in the classroom and provide guaranteed and viable curriculum throughout the corporation.

Monthly grade level meetings which incorporate professional development also support consistent monitoring of student achievement and program effectiveness.

C. Conclusions about student achievement, based on information from ILEARN and other assessment strategies

The Crichfield School community continues to meet at and across grade levels to discuss student achievement. Data found on the [Crichfield School ILEARN + web site](#) is used to analyze student achievement. NWEA, iReady math assessments, dyslexia screeners, and teacher assessments are used to help predict student ratings, identify specific students to target, and enable timely interventions. Study Island, Accelerated Reader, Ready Math and Aleks Math are used to remediate and enrich skills.

D. Parental Participation in the School

The Crichfield community encourages parental involvement through numerous activities and events. The school has an ambitious PTA that offers various levels of committee participation to accomplish goals. The PTA has also funded and labored the building of the Outdoor Learning Lab and gardens. Parental involvement in student enrichment programs includes providing STEM professional development for the school STEAM Team. Parents also coordinate several special events including Teacher Appreciation Week, Book Fairs and Grandparent's Day. Parental programs and projects affecting teachers the most include a large number of parent classroom volunteers, funding for field trips, purchases of supplies and equipment, and an annual Open House for parents to meet teachers. Fundraisers held throughout the year to support classrooms and fund family activities. PTA money is also used to fund five annual \$250 scholarships to graduating high school students who attended Crichfield School.

E. Technology as a Learning Tool

A district technology plan in place, as well as a revised building technology plan. There are two classroom technology specialists available to assist teachers in the building. In addition to providing planned professional development, they are on call as needed. There is also a corporation technology specialist who comes to our building, when needed, to assist our building specialists. Our school focuses on a blended learning approach to instruction to ensure students are comfortable using technology while at school and at home. Students are provided technology via a one to world approach and each student has access to technology for both school and home use. The corporation eLearning committee provides guidance to support eLearning days. Within the building, there is a Smart Board and Chromebook cart in each classroom, an iPad cart, access to distance learning, and several pieces of support hardware such as CPS response system, digital cameras, solid object projectors and printers. Students and staff have access to a wide variety of educational software and wireless access to the internet is provided throughout the building. Primary grade students have secondary "Cougar Companions" that work one-on-one with students in the classroom. Additional technology (Ozobots, Lego EV3 robotics kits, Vex IQ robotics kits) is available in the classroom and for after school clubs. The LaPorte County Public Library also provides technology-based lessons to students Pre K-2 and technology devices are on hand for use in all classrooms through the Library 360 program. Ongoing professional development is offered to teachers to support technology in the classroom.

The school has added an after school robotics and Girls Who Code club that is available to a limited number of students.

F. Safe and Disciplined Learning Environment

F. W. Crichfield Elementary School operates under the Safe School Plan adopted for the LaPorte Community School Corporation (Run, Hide, Fight). Elements of this program, as stressed for the school, include the following:

- Double entry locking doors to all outside visitors.
- The locking of doors from outside entrances restricts access to the school.
- All employees have been issued a key card entry badge that provides programmed entry to three doors during their job specific hours.
- A criminal history background check must be filed annually for all visitors.
- All visitors must check in at the office and be entered into the Raptor safety system to receive a visitor badge.
- A TV monitor is employed to permit entrance to the three main entrance doors during school hours.
- The Skyward student management system provides safety alerts concerning student health information and custodial guardian information.

- Teachers and lunchroom staff are provided with a confidential medical list and appropriate staff are trained in administering medicine.
- Teachers have safety folders on file and readily available next to their classroom door to expedite the class exit during an emergency.
- Each staff work room is equipped with an emergency bag containing necessary materials.
- Teachers at Crichfield are prepared to deal with discipline problems using a positive discipline approach.
- A team of teachers have been trained in Crisis Prevention Intervention for students at risk of harm to themselves or others.
- Seclusion and restraint best practices have been provided to staff members.
- Administrative personnel are always available through electronic means.
- Drills such as fire, severe weather, and lockdown are reviewed and practiced monthly.
- Instruction in student safety and awareness is provided for as part of the curriculum through the counseling department.
- The building has a corporation committee member that attends quarterly safety meetings and shares information with the school safety team.
- Several staff members, coaches and all office members have been CPR certified.
- All classroom teachers have been issued a walkie talkie for emergency communication.
- All staff members have access to a defibrillator.
- The school Crisis/Safety Team meets following each corporation safety meeting.
- Additional fencing has been added to secure students leaving the lunchroom to the playground.
- Car and bus traffic is separated in the school parking lot.

G. Professional Development

The building program for our school is conducted with a focus on the guaranteed and viable curriculum corporation-wide goals and objectives, along with specific needs based on building data specific to Crichfield. An annual professional development plan is provided by administration to the central office. This school year, new teachers will receive professional development on many Google-based technology workshops will be offered to staff as well. A focus on blended learning is taking place and teachers are advancing in their Google Classroom training. Additional STEM training will be offered and project based learning, along with ACES/SEL training. NWEA training is ongoing. Teachers will work in grade level PLC teams to maintain and update curriculum maps and align curriculum. Additionally, teachers that attend corporation committees for data, language arts, safety and high ability students, will bring their training back to school-based committees for professional development. Teachers that are new to the building will receive training in all programs used at Crichfield and be assigned a mentor.

V. Student Achievement Objectives, derived from an assessment of the current status of educational programming, including the following

A. Attendance Rate

F.W. Crichfield Elementary School closely monitors student attendance. Our attendance has maintained an average of at least 96%.

<http://compass.doe.in.gov/dashboard/attendance.aspx?type=school&id=4753>

B. Percentage of Students Meeting Academic Standards per ILEARN

F. W. Crichfield Elementary School closely monitors student achievement. Our student achievement consistently remains above the state average.

<http://compass.doe.in.gov/dashboard/ILEARN.aspx?type=school&id=4753>

VI. Specific areas where improvement is needed immediately:

As identified from the information above, the following areas will be a focus for the next school year. Crichfield will focus on the following: the writing process and conventions, reading vocabulary and nonfiction text and the mathematical process.

VII. Benchmarks for progress that specify how and to what extent the school expects to make a continuous improvement in all areas of the educational system.

A. Students will demonstrate increased mastery of Indiana CCR Language Arts/Reading Standard in each of the next three years.

B. Students will demonstrate increased mastery of Indiana CCR Math Standards in each of the next three years.

IX. Proposed interventions based on student achievement objectives/goals:

In Reading & Language Arts, teachers are integrating curriculum to support the pairing of reading and writing instruction. The implementation of the Smekens writing program and 6 Traits writing strategies will further enhance writing instruction and provide students with strategies to ensure student growth. A focus on fluency and nonfiction comprehension within

reading instruction time will provide additional focus for support staff providing student interventions. A variety of technology is used to enhance instruction in reading and writing. Individual student instructional levels provide material appropriate for a variety of student ability levels to accommodate differentiation.

In Mathematics, teachers are working from a rigorous, problem solving-based curriculum. The math curriculum provides technology-based individual student instructional levels which are appropriate for a variety of student ability levels to facilitate differentiation.

X. Professional development that is coordinated with proposed interventions and that supports sustainable school improvement efforts.

- Vertical CORE Data Team
- Horizontal CORE Data Teams
- Common Assessment
- Custom Assessment
- ILEARN format & content vocabulary K-4
- ILEARN blue prints & performance tasks
- IDOE & Learning Connection
- IDOE Literacy Frameworks
- Utilize Study Island, Exact Path & Accelerated Reader K-4
- Target specific skill strands through Response to Instruction
- Corporation staff in-service days
- Grade level PLC meetings
- STEM and PBL
- Textbook adoption
- Using data to direct instruction
- Differentiated instructional strategies
- Positive behavior support strategies
- Cooperative learning
- Special Education training and development
- Academic coach/literacy training and development
- Corporation Language Arts Committee training
- CORE Data Team training
- Corporation Broad-Based Planning Committee
- Smekens writing program
- Google Apps for Education and online resource training
- Blended learning
- Google Classroom
- Dyslexia reading strategies (Kendore)
- Corporation grade level curriculum mapping

XI. Statutes and rules to be waived:

None

XII. Three Year timeline for implementation, review, and revision:

A timeline has been established with each goal. Implementation will include reviewing and revising the Improvement Plan each year. The Student Growth Model, ILEARN, and IREAD data will be key components to the improvement plan. Reading, writing and math assessments, informal tests, and observations from the RTI Team, teachers, and parents will be used as secondary indicators.

The principal and CORE Data Team will annually review student achievement. Grade-level teachers will collect test item analysis and share this information with teachers and stakeholders to make informed decisions as to student achievement. The Student Growth Model, ILEARN, and IREAD and all secondary indicators will be used to make these decisions.

School Improvement Action Plan
F. W. Crichfield Elementary School

GOAL: All Crichfield Elementary School students will show growth and increased achievement of Indiana CCR Language Arts/Reading Standards in each of the next three years.

Support Data:	Standardized Assessments:	Local Assessments:
Writing Process	Student Growth Model	Textbook Assessments
Writing Conventions	ILEARN	Student Work Samples
Nonfiction Reading Comprehension	IREAD	Classroom Observations
Reading Vocabulary	NWEA	Benchmark/Writing Sample Assessments
	Benchmark Reading/Writing Assessments	Literacy Group Vocabulary Assessments
		Classroom Assessments
		RTI Intervention Review.
		Go Phonics
		Fast Forward
		Midterms
		Report Cards
		Study Island
		Literacy Groups

Intervention: Teachers will use assessment data to design instruction that supports individualized student growth in writing.		Research/Best Practice: Smekens, Kristina & Schmidt, Linda- <u>Launching the Writer's Workshop (k-2 & 3-12)</u> Davidson, Kay - <u>Simple Six Writing</u> Daily 5 5 Star Writing Four Square Writing Process Pearson Language Arts series Bloom's Taxonomy Webb's Depth of Knowledge Kendore Reading Study Island CORE Data Team RTI		
Strategies/Activities to Implement the Intervention:	Persons Responsible:	Time Frame:	Resources:	Staff Development Activities

<p>*A building writing committee will meet quarterly to discuss the implementation of Smekens writing strategies in the classroom.</p> <p>*Writing stations will be established in the classroom.</p> <p>*Students will maintain writing folders in the classroom.</p> <p>*All teachers will continue the quarterly writing prompts.</p> <p>*Study Island will be used to help students work at their ability level.</p> <p>*All teachers will integrate the writing process into additional content areas.</p> <p>*Flexible instructional groups will support differentiated learning.</p> <p>*Daily writing will be required for all students.</p> <p>*Language conventions will be taught within writing instruction.</p> <p>*Technology will be used to enhance writing activities.</p> <p>*STEM activities will be used in classrooms.</p>	<p>*Classroom teachers</p> <p>*Instructional assistants</p> <p>*Principal</p> <p>*Academic Coach</p> <p>*RTI Team</p> <p>*CORE Data Team</p> <p>*Writing Committee</p>	<p>Ongoing</p>	<p>*Simple Six Strategies</p> <p>*Corporation & DOE information</p> <p>*Rubrics from ILEARN</p> <p>*Study Island</p> <p>*Smekens</p> <p>*Easy CBM</p> <p>*A.G.E.N.T.</p> <p>*Go Phonics</p> <p>*Fast Forward</p> <p>*Epic</p> <p>*Read Works</p> <p>*Freckle</p> <p>*Learning Upgrade</p>	<p>*Grade level team meetings to review information</p> <p>*Cross-grade level meetings</p> <p>*Corporation and building CORE CORE Data Team training</p> <p>*Corporation and building Writing Committee training</p> <p>*Corporation High Ability Committee training</p> <p>*Review school-wide writing goals</p> <p>*Principal will meet with teachers/academic coach/special education teacher to identify skills of focus</p> <p>*Corporation and building professional development in writing</p> <p>*Technology training to enhance writing</p> <p>*Grade level identification and conventions focus</p>
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Intervention: Teachers will build academic background knowledge through direct vocabulary instruction.		Research/Best Practice: Steck-Vaughn, <u>Vocabulary Connections</u> Marzano - <u>Building Background Knowledge</u> Marzano - "Building Background Knowledge" Video Payne - <u>Learning Structures</u> Study Island AR CORE Data Team RTI		
Strategies/Activities to Implement the Intervention:	Persons Responsible:	Time Frame:	Resources:	Staff Development Activities

<p>*Vocabulary development in all subject areas will be required to provide background knowledge for all students.</p> <p>*Students will create nonlinguistic representations of vocabulary words.</p> <p>*Students will periodically discuss vocabulary words and play games that focus on vocabulary.</p> <p>*Google Classroom, Quizlets, and Study Island will be used to help students work at their ability level.</p> <p>* K-5 teachers will use Daily 5/Café system of management during the 90 minute reading block.</p> <p>*Teachers will create common vocabulary lists to support all subject areas.</p> <p>*Technology will be used to enhance vocabulary instruction.</p> <p>* Flexible instructional groups will support differentiated learning.</p>	<p>*Classroom teachers</p> <p>*Instructional assistants</p> <p>*Principal</p> <p>*Academic Coach</p> <p>*CORE Data Team</p> <p>*RTI Team</p>	<p>Ongoing</p>	<p>*Textbooks</p> <p>*<u>Building Background Knowledge</u></p> <p>*<u>Vocabulary Connections</u></p> <p>*Study Island</p> <p>*Ready Math</p> <p>*Smekens</p>	<p>*Grade levels will share summarization ideas at Staff & Committee meetings.</p> <p>*Google App training</p> <p>*Smekens reading training</p> <p>*Online resources training</p>
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Intervention: Teachers will provide strategies to increase student nonfiction comprehension.			Research/Best Practice: Marzano <u>Instructional Strategies that Work</u>	
Strategies/Activities to Implement the Intervention:	Persons Responsible:	Time Frame:	Resources:	Staff Development Activities

<p>*Teachers will teach students how to summarize reading texts.</p> <p>*A common template will be utilized and expanded upon for each increasing grade level</p> <p>* K-5 teachers will use Daily 5/Café system of management during the 90 minute reading block.</p> <p>*Science and Social Studies text will be integrated into reading block.</p> <p>*Students will read nonfiction text one grade level below individual AR reading level (per STAR).</p> <p>*Technology will be used to reinforce the ease of reading materials that are provided online.</p> <p>*Students will respond to nonfiction text in writing.</p> <p>*Students will acquire information from multiple resources.</p> <p>* Flexible instructional groups will support differentiated learning.</p>	<p>*Classroom teachers</p> <p>*Instructional assistants</p> <p>*Academic Coach</p> <p>*Reading Committee</p> <p>*CORE Data Team</p> <p>*RTI Team</p>	<p>Ongoing</p>	<p>*Marzano templates (lab server)</p> <p>*Study Island</p> <p>*AR</p> <p>*Read Works</p> <p>*Freckle</p> <p>*Epic</p> <p>*NWEA</p>	<p>*Review Marzano's work</p> <p>* Daily 5/Café training to structure 90 minute reading block</p> <p>*Smekens reading comprehension training</p>
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GOAL: All Crichfield Elementary School students will show growth and increased achievement of Indiana CCR Math standards in each of the next three years.

Support Data:

Ready Math assessments

Daily Problem Solving

Standardized Assessments:

Student Growth Model

NWEA

ILEARN

iReady Diagnostic Assessment

Local Assessments:

Ready Math Assessments

Classroom Assignments

Teacher Review

Benchmark Assessments

Midterms

Report Cards

ALEKS math

Study Island

CORE Data Team

Intervention:

Teachers will provide strategies to solve complex problems.

Research/Best Practice:

Robert Marzano - [Instructional Strategies that Work](#)

Strategies/Activities to Implement the Intervention:	Persons Responsible:	Time Frame:	Resources:	Staff Development Activities
<p>*K-5 Teachers will give students opportunities to practice math computation.</p> <p>*Technology such as Study Island, Ready Math and ALEKS math will be used for remediation, enrichment and independent practice.</p> <p>*Students will be taught to break larger problems down into smaller pieces.</p> <p>*Students will identify common math vocabulary in problems.</p> <p>*Students will use multiple methods to solve one problem.</p> <p>* Flexible instructional groups will support differentiated learning.</p> <p>*Students will participate in guided math centers.</p> <p>*Students will use iReady Math to work at independent instructional levels.</p>	<p>*Classroom teachers</p> <p>*Instructional Assistants</p> <p>*Principal</p> <p>*CORE Data Team</p> <p>*School Math Committee</p> <p>*RTI Team</p>	<p>Ongoing</p>	<p>*Teacher textbooks</p> <p>*United Streaming</p> <p>*Smart Board</p> <p>*Study Island</p> <p>*CARE Math</p> <p>*Ready Math</p> <p>*iReeady</p> <p>*Extra Math</p> <p>*Noetic Learning</p> <p>*Freckle</p> <p>*Prodigy</p> <p>*3 Act Math</p> <p>*Math Antics</p> <p>*Math Upgrade</p> <p>*Illuminations</p> <p>*Sunshine Math</p> <p>*ALEKS Math</p> <p>*3 Act Math</p> <p>*Noetic Learning</p>	<p>*Grade level team meetings to review information.</p> <p>*Cross grade level meetings</p> <p>*CORE Data Team</p> <p>*CARE Math</p> <p>*Ready Math</p> <p>*Technology/Google Apps</p>

<p>Intervention:</p> <p>Teachers will provide students with strategies to orally explain the process they use to solve a problem. Students will be required to verbally explain the process that they used to solve a problem.</p>	<p>Research/Best Practice:</p> <p>Robert Marzano -Instructional Strategies that Work</p> <p>Kathy Checkley -The Essential of Mathematics, K-6: Curriculum, Instruction, and Assessment</p>
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Strategies/Activities to Implement the Intervention:	Persons Responsible:	Time Frame:	Resources:	Staff Development Activities
<p>*K-1 teachers will give students opportunities to explain the problem solving process in whole group settings.</p> <p>*2-5 teachers will give students opportunities to practice explaining the problem solving process in pairs and then individually.</p> <p>* Flexible instructional groups will support differentiated learning.</p> <p>*Guided Math</p> <p>*Teachers will provide students with opportunities to solve math problems using technology</p> <p>*Teachers will provide students with STEAM activities.</p>	<p>*Classroom teachers</p> <p>*Instructional Assistants</p> <p>*Principal</p> <p>*CORE Data Team</p> <p>*School Math Committee</p> <p>*RTI Team</p>	<p>Ongoing</p>	<p>*Textbooks</p> <p>*Existing tests</p> <p>*United Streaming</p> <p>*Smart Board</p> <p>*Manipulatives</p> <p>*CARE Math</p> <p>*Ready Math</p> <p>*ALEKS Math</p> <p>*Noetic Learning</p>	<p>* Ron Ritchhart and David Perkins, "Making Thinking Visible". <i>Educational Leadership Feb. 08</i></p> <p>*Grade level team meetings</p> <p>*Cross grade level meetings</p> <p>*CORE Data Team</p> <p>*CARE Math</p> <p>*Ready Math</p> <p>*Technology/Google Apps</p>

Intervention: Teachers will provide students with strategies to explain, in written format, the process they use to solve a problem. Students will be required to write an explanation for the process that they used to solve a problem.		Research/Best Practice: Robert Marzano - <u>Instructional Strategies that Work</u> Kathy Checkley - <u>The Essential of Mathematics, K-6: Curriculum, Instruction, and Assessment</u>		
Strategies/Activities to Implement the Intervention:	Persons Responsible:	Time Frame:	Resources:	Staff Development Activities

<p>*K-1 teachers will teach students how to write solutions to problems in whole group settings.</p> <p>*2-5 teachers will give students opportunities to write solutions to problems in pairs and individually.</p> <p>* Flexible instructional groups will support differentiated learning.</p>	<p>*Classroom teachers</p> <p>*Instructional Assistants</p> <p>*Principal</p> <p>*CORE Data Team</p> <p>*School Math Committee</p> <p>*RTI Team</p>	<p>Ongoing</p>	<p>*Textbooks</p> <p>*United Streaming</p> <p>*Smart Board</p> <p>*Manipulatives</p> <p>*CARE Math</p> <p>*Smekens</p> <p>*Sunshine Math</p> <p>*Noetic Learning</p>	<p>*Review chapter 3 in <u>Instructional Strategies that Work</u></p> <p>*Review chapters 1 and 4 in <u>The Essential of Mathematics, K-6: Curriculum, Instruction, and Assessment</u></p> <p>*Grade level team meetings</p> <p>*Cross grade level meetings</p> <p>*CORE Data Team</p> <p>*CARE Math</p> <p>*Ready Math</p> <p>*Technology/Google Apps</p>
<p>Intervention:</p> <p>Students in grades K-5 will improve algebra and functions skills.</p>			<p>Research/Best Practice:</p> <p>* Ron Ritchhart and David Perkins, "Making Thinking Visible". <i>Educational Leadership Feb. 08</i></p>	
<p>Strategies/Activities to Implement the Intervention:</p>	<p>Persons Responsible:</p>	<p>Time Frame:</p>	<p>Resources:</p>	<p>Staff Development Activities</p>

<p>*Teachers in grades K-5 will teach using concrete examples to help students understand algebra and functions.</p> <p>*Flexible instructional groups will support differentiated learning.</p>	<p>*Classroom teachers</p> <p>*Instructional Assistants</p> <p>*Principal</p> <p>*CORE Data Team</p> <p>*School Math Committee</p> <p>*RTI Team</p>	<p>Ongoing</p>	<p>*Textbooks</p> <p>*Existing tests</p> <p>*United Streaming</p> <p>*Study Island</p> <p>*Smart Board</p> <p>*Manipulatives</p> <p>*ALEKS</p> <p>*Sunshine Math</p>	<p>*Grade level team meetings</p> <p>*Cross grade level meetings</p> <p>*CORE Data Team</p> <p>*CARE Math</p> <p>*Ready Math</p> <p>*Technology/Google Apps</p>
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