

F. W. CRICHFIELD ELEMENTARY SCHOOL
School Improvement Plan
2017-2018

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 fifth grade and currently has 536 students for the 2017-2018 school year. There are four sections each of kindergarten, first grade, third grade and fifth grade. Additionally, we have three sections of second and fifth grade. Two sections of pre-kindergarten are also located within our facility. We offer educational experiences to students from a variety of backgrounds and experiences, including special education students whom live in within our boundaries.

The old 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 special education room, speech room, a counselor's room, gymnasium, media center, Readers Theater, art room, music room, cafeteria, nurse's office, and teachers' lounge. The building is also used for community activities such as Girl Scouts, Boy Scouts, DARE, Girls on the Run, Kiwanis K Kids, community gatherings, sports events, and before and after-school clubs. 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 fundraises 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 houses information and access to the CCRS.

C. Assessments –

In addition to ISTEP+ in Grades 3-5 and IREAD in Grade 3, the NWEA formative assessment will be given in Grades K-5 to determine student growth information. Quarterly writing prompts are given in Grades K-5 to monitor student writing growth. The STAR reading assessment will be administered in Grades 1-5 as a diagnostic tool to track comprehension improvement and current student reading levels. Study Island and Ready Math diagnostic assessments are used to individualize student online instruction. The Accelerated Reader program is used to assess reading comprehension in Grades 1-5. Kindergarten, second and fifth grade students are given cognitive tests, to assist in the identification of high ability students. 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.

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 the 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 ISTEP+. The following assessments are used:

- NWEA
- IREAD
- STAR/Renaissance Learning
- Accelerated Reader/Renaissance Learning
- WIDA
- Study Island
- Ready Math/iReady
- Writing Assessments
- CoGat
- Olsat

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 3-5. Strategy specific intervention is offered to students through our Academic Coaches in grades K-5.

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 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 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.
- The CORE Data Team continues to monitor instructional strategies and make adjustments when needed.
- A focus on creating a systemic writing program utilizing the Smekens 6 Traits writing programing has been the topic of several staff development sessions.
- Teachers have been provided with collaboration time to create grade level writing curriculum.
- A focus on differentiation of instruction has been the topic of many staff development sessions.
- 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.
- Teachers have participated in professional development to enhance the instruction of gifted and talented students.
- 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 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 new student database, gradebook and student management system, Skyward.
- 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 are designed to focus on instructional strategies. Teachers have time during staff meetings and committee 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 grade level planning time to create 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.

C. Conclusions about student achievement, based on information from ISTEP+ 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 ISTEP + web site](#) is used to analyze student achievement. NWEA, STAR reading assessments, iReady math assessments, and writing 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 organizing the Accelerated Reader program. 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 \$200 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 is one classroom technology specialist 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. Within the building, there is a Smart Board in each classroom, 16 Chromebook carts, 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 “tech buddies” that work one-on-one with students in the classroom. Additional technology (Ozobots, Lego EV3 robotics kits, Vex IQ robotics kits) is available for after school clubs. Ongoing professional development is offered to teachers to support technology in the classroom.

The school has added an after school robotics 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. 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.
- A criminal history background check must be filed annually for all visitors.
- All visitors must be entered into the Raptor safety system.
- A TV monitor is employed to permit entrance to the locked front door during school hours.
- Visitors must sign in and sign out and display a time sensitive badge while in the building.
- 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 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 periodically practiced.
- 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 and all office members have been CPR certified.
- All staff members have access to a defibrillator.
- All extracurricular sporting coaches are CPR certified.
- The school parking lot restricts the merging of car and bus traffic.

G. Professional Development

The building program for our school is conducted with a focus on 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, teachers will continue to receive professional development in 6 Traits Writing via the Smekens model. Many Google-based technology workshops will be offered to staff as well. Training for teachers will continue to be

provided for the Ready Math program that was adopted last school year. Teachers will receive training for our new science curriculum. Teachers will work in grade level teams to maintain and update curriculum maps. Additionally, teachers that attend corporation committees for data, writing, 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 ISTEP+

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

<http://compass.doe.in.gov/dashboard/istep.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 Standards 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 Data Team
- Horizontal Data Teams
- Common Assessment
- Custom Assessment
- ISTEP format & content vocabulary K-5
- IDOE & Learning Connection
- Utilize Study Island, Accelerated Reader, and STAR K-5
- Develop a common summarization template to be used in reading
- Target specific skill strands through Response to Instruction
- Corporation staff in-service day
- Grade level meetings
- 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 Writing Committee training
- CORE Data Team training
- Corporation Broad-Based Planning Committee
- Smekens writing program
- Google Apps for Education and online resource training
- 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, ISTEP+, and IREAD data will be key components to the improvement plan. Quarterly writing assessment, reading and math assessments, informal tests, and observations from the RTI Team, teachers, and parents will be used as secondary indicators.

The principal, Steering Committee, and 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, ISTEP+, 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: Writing Process Writing Conventions	Standardized Assessments: Student Growth Model ISTEP+	Local Assessments: Textbook Assessments Student Work Samples
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<p>Nonfiction Reading Comprehension Reading Vocabulary</p>	<p>IREAD NWEA Benchmark Reading Assessments</p>	<p>Classroom Observations Benchmark Assessments RTI Intervention Review Midterms Report Cards Study Island STAR Reading</p>		
<p>Intervention: Teachers will use assessment data to design instruction that supports individualized student growth in writing.</p>		<p>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 Four Square Writing Process Pearson Language Arts series Bloom’s Taxonomy Study Island Data Team RTI</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>*A building writing committee will meet monthly to discuss the implementation of Smekens writing strategies in the classroom. *Writing stations will be established in the classroom. *Students will maintain writing folders in the classroom. *All teachers will continue the quarterly writing prompts. *Study Island will be used to help students work at their ability level. *All teachers will integrate the writing process into additional content areas. *Flexible instructional groups will support differentiated learning. *Daily writing will be required for all students. *Language conventions will be taught within writing instruction. *Technology will be used to enhance writing activities.</p>	<p>*Classroom teachers *Instructional assistants *Principal *Academic Coach *RTI Team *Data Team *Writing Committee</p>	<p>Ongoing</p>	<p>*Simple Six Strategies *Corporation & IDOE information *Rubrics from ISTEP *Study Island *Smekens</p>	<p>*Grade level team meetings to review information *Cross-grade level meetings *Corporation and building CORE Data Team training *Corporation and building Writing Committee training *Corporation High Ability Committee training *Review school-wide writing goals *Principal will meet with teachers/academic coach/special education teacher to identify skills of focus *Corporation and building professional development in writing *Technology training to enhance writing *Grade level identification and conventions focus</p>
<p>Intervention: Teachers will build academic background knowledge through direct vocabulary instruction.</p>		<p>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 Data Team RTI</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>*Vocabulary development in all subject areas will be required to provide background knowledge for all students. *Students will create nonlinguistic representations of vocabulary words. *Students will periodically discuss vocabulary words and play games that focus on vocabulary. *Google Classroom, Quizlets, and Study Island will be used to help students work at their ability level. * K-5 teachers will use Daily 5/Café system of management during the 90 minute reading block. *Teachers will create common vocabulary lists to support all subject areas. *Technology will be used to enhance vocabulary instruction. * Flexible instructional groups will support differentiated learning.</p>	<p>*Classroom teachers *Instructional assistants *Principal *Academic Coach *Data Team *RTI Team</p>	<p>Ongoing</p>	<p>*Textbooks <u>*Building Background Knowledge</u> <u>*Vocabulary Connections</u> *Study Island *Ready Math *Smekens</p>	<p>*Grade levels will share summarization ideas at Staff & Committee meetings. *Daily 5/Café training to structure 90 minute reading block *Google App training *Smekens reading training *Online resources training</p>
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<p>Intervention: Teachers will provide strategies to increase student nonfiction comprehension.</p>	<p>Research/Best Practice: Marzano <u>Instructional Strategies that Work</u></p>
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Strategies/Activities to Implement the Intervention:	Persons Responsible:	Time Frame:	Resources:	Staff Development Activities
<p>*Teachers will teach students how to summarize reading texts. *A common template will be utilized and expanded upon for each increasing grade level * K-5 teachers will use Daily 5/Café system of management during the 90 minute reading block. *Science and Social Studies text will be integrated into reading block. *Students will read nonfiction text one grade level below individual AR reading level (per STAR). *Technology will be used to reinforce the ease of reading materials that are provided online. *Students will respond to nonfiction text in writing. *Students will acquire information from multiple resources. * Flexible instructional groups will support differentiated learning.</p>	<p>*Classroom teachers *Instructional assistants *Academic Coach *Reading Committee *Data Team *RTI Team</p>	<p>Ongoing</p>	<p>*Marzano templates (lab server) *Study Island *AR *STAR</p>	<p>*Review Marzano’s work * Daily 5/Café training to structure 90 minute reading block *Smekens reading comprehension training</p>

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 ISTEP+ iReady Diagnostic Assessment	Local Assessments: Ready Math Assessments Classroom Assignments Teacher Review Benchmark Assessments Midterms Report Cards ALEKS math Study Island Data Team School Math Committee		
Intervention: Teachers will provide strategies to solve complex problems.		Research/Best Practice: Robert Marzano - <u>Instructional Strategies that Work</u>		
Strategies/Activities to Implement the Intervention:	Persons Responsible:	Time Frame:	Resources:	Staff Development Activities
<ul style="list-style-type: none"> *K-5 Teachers will give students opportunities to practice math computation. *Technology such as Study Island, Ready Math and ALEKS math will be used for remediation, enrichment and independent practice. *Students will be taught to break larger problems down into smaller pieces. *Students will identify common math vocabulary in problems. *Students will use multiple methods to solve one problem. * Flexible instructional groups will support differentiated learning. *Students will participate in guided math centers. *Students will use iReady Math to work at independent instructional levels. 	<ul style="list-style-type: none"> *Classroom teachers *Instructional Assistants *Principal *Data Team *School Math Committee *RTI Team 	Ongoing	<ul style="list-style-type: none"> *Teacher textbooks *United Streaming *Smart Board *Study Island *CARES Math *Ready Math *ALEKS Math 	<ul style="list-style-type: none"> *Grade level team meetings to review information. *Cross grade level meetings *Data Team *CARES Math *Ready Math *Technology/Google Apps
Intervention: 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.		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
<ul style="list-style-type: none"> *K-1 teachers will give students opportunities to explain the problem 	<ul style="list-style-type: none"> *Classroom teachers 	Ongoing	<ul style="list-style-type: none"> *Textbooks *Existing tests 	<ul style="list-style-type: none"> * Ron Ritchhart and David Perkins, "Making Thinking Visible". <i>Educational Leadership Feb. 08</i>

<p>solving process in whole group settings. *2-5 teachers will give students opportunities to practice explaining the problem solving process in pairs and then individually. * Flexible instructional groups will support differentiated learning. *Guided Math</p>	<p>*Instructional Assistants *Principal *Data Team *School Math Committee *RTI Team</p>		<p>*United Streaming *Smart Board *Manipulatives *CARES Math *Ready Math *ALEKS Math</p>	<p>*Grade level team meetings *Cross grade level meetings *Data Team *CARESS Math *Ready Math *Technology/Google Apps</p>
<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.</p>			<p>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></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>*K-1 teachers will teach students how to write solutions to problems in whole group settings. *2-5 teachers will give students opportunities to write solutions to problems in pairs and individually. * Flexible instructional groups will support differentiated learning.</p>	<p>*Classroom teachers *Instructional Assistants *Principal *Data Team *School Math Committee *RTI Team</p>	<p>Ongoing</p>	<p>*Textbooks *United Streaming *Smart Board *Manipulatives *CARES Math *Smekens</p>	<p>*Review chapter 3 in <u>Instructional Strategies that Work</u> *Review chapters 1 and 4 in <u>The Essential of Mathematics, K-6: Curriculum, Instruction, and Assessment</u> *Grade level team meetings *Cross grade level meetings *Data Team *CARES Math *Ready Math *Technology/Google Apps</p>
<p>Intervention: Students in grades K-5 will improve algebra and functions skills.</p>			<p>Research/Best Practice: * 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. *Flexible instructional groups will support differentiated learning.</p>	<p>*Classroom teachers *Instructional Assistants *Principal *Data Team *School Math Committee *RTI Team</p>	<p>Ongoing</p>	<p>*Textbooks *Existing tests *United Streaming *Study Island *Smart Board *Manipulatives *ALEKS</p>	<p>*Grade level team meetings *Cross grade level meetings *Data Team *CARES Math *Ready Math *Technology/Google Apps</p>