

Hailmann Elementary School
School Improvement Plan
2017-2018

A. Description of school

Hailmann Elementary School is located in LaPorte, Indiana. It is one of eight elementary schools in the LaPorte Community School Corporation. Hailmann School is a Title I School Wide School and is the 2009-2010 recipient of the Title 1 Distinguished School Award. The student population includes regular education and special education students. Hailmann Elementary School provides special education for children who are learning disabled, mildly mentally handicapped, have other health impairments, are hearing impaired, autistic, or have a communication disorder. The student population also includes students identified as moderately mentally handicapped or multiple handicapped from the South LaPorte County Special Education Cooperative.

B. Description and location of the curriculum

The Hailmann Elementary School curriculum is based on and aligned with the standards adopted by the Indiana State Department of Education. We use the LaPorte Community School Corporation curriculum maps for all subjects.

C. Titles and descriptions of assessment instrument to be used in addition to ISTEP

Student writing is tested on a regular basis using common rubrics per grade level. Math benchmark tests are administered at the end of each unit. The purpose of these tests is to give teachers information they need to provide instruction that is appropriate and to measure student mastery and growth. ISTAR is used as a state approved alternative assessment for some of our special education students. STAR, Study Island assessments, IReady diagnostic tests, teacher made tests, SMEKINS rubrics, and textbook tests complete the non-ISTEP+ assessment program. The purpose of testing at Hailmann Elementary is primarily to assess mastery of the curriculum and direct instruction in the classroom and interventions in small groups.

II. Statement of mission, vision, and beliefs

The La Porte Community Schools will be recognized among Indiana's highest achieving corporations by ensuring that all students reach their maximum academic potential, while working in partnership with parents and the community to become productive and responsible citizens who are successful in a competitive global world. The La Porte 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 based on the student information and data available to provide an instructional climate 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 respects.

Hailmann Elementary School Mission Statement

The Hailmann School Community believes learning is a lifelong journey for everyone. It is our responsibility as educators to provide our students with instruction and guidance to assist them in becoming productive members of society through positive learning experiences. The Hailmann School staff has the following beliefs:

1. All students are able to learn. (Time, student attitude, and accommodations need to be considered for student success.)
2. Students grow and achieve through experiences, assessment, and recognition of their strengths and achievements.
3. It is important to assess and implement teaching practices to improve student learning.
4. Students need to know what is expected of them and realize the natural consequences of their actions.
5. Parents and the Hailmann community have an important role in student learning and must take part in the educational journey of our students.
6. Targeted instruction should be designed through collaboration with General Education and Special Education instructors.

III. Summary of data

- A. Data from the Indiana Department of Education. Click for [data](#) from the Indiana Department of Education.
- B. Data related to other performance indicators:

In addition to the ISTEP assessment used at Hailmann Elementary School, we will administer summative and formative assessments throughout the school year. These assessments include: Benchmark language and math assessments

- ISTAR
- Writing assessments
- I Ready Diagnostic and summative assessments
- WIDA
- Study Island
- STAR Reading
- Pearson Assessments

The data gathered from these assessments will be used to help determine appropriate instruction for Hailmann students. This data will be included in parent reports for their information.

- C. Other information about educational programming and the learning environment

The nature of the community in which Hailmann Elementary School is located is changing, as well as the diversity of the population of LaPorte, Indiana. The socioeconomic status of families has decreased in our area due to industry closures and economic recession. Families with limited English spoken in their homes have increased in recent years. We continue to build relationships with our families through constructive communication and family events and activities.

IV. Conclusions about the current educational programming, derived from an assessment of the current status of education programming.

A. Information about how the school's curriculum supports the achievement of Indiana academic standards: The LaPorte Community School Corporation curriculum maps include the Indiana Academic Standards. The indicators are mapped in each subject for grades K-5 for each of the quarterly grading periods.

B. Information about how the school's instructional strategies support the achievement of Indiana academic standards:

The Indiana standards and indicators are emphasized in daily instruction. The corporation curriculum maps and state standards provide a common focus for instruction, assessment, and student learning.

Teachers integrate state standards into the curriculum across content areas.

C. Analysis of student achievement based on ISTEP+ and other assessment strategies:

Assessment results from the ISTEP+, Study Island Assessments, Diagnostic assessments, corporation writing analysis, and student work will be analyzed and used to monitor student progress. Click for [data](#) from the Indiana Department of Education. Teachers are committed to using assessment data in the improvement of instruction and student learning. A heavy emphasis is placed on the use of formative assessments for diagnostic purposes.

The Response to Intervention Team will review referred students to identify their strengths and areas of need based on teacher observation, assessment data, and previous academic performance. Appropriate instructional and behavior interventions will be provided to address their individual needs and promote progress.

General Education and Special Education Teachers will all be Data Team members and participate in data analysis and targeted instruction planning weekly.

D. Parental participation in the school:

Hailmann Elementary School welcomes parent involvement and participation and would like to see it increase through the building of positive relationships. The Parent Teacher Association plans activities that will bring parents into the school. Some of the activities include: volunteering to tutor students and do clerical tasks in the classroom, assisting with school registration, Family Picnic, sponsoring a Munch and Read activity with the school book fair, sponsoring fund-raising activities, purchasing learning materials for every classroom, purchasing books for Hailmann School's Media Center, coordinating staff appreciation for all staff, and sponsoring Fifth Grade Recognition. Parents are encouraged to join their children for activities on the Back to School Night to meet the staff and become familiar with the school building and educational mission. Events are planned throughout the year to encourage fun, fellowship and educational activities for our school family. Parents are encouraged to join their children for lunch throughout the school year.

Teacher led Family Reading Nights will be held bi-annually to provide parents with homework tips and instructional techniques they can do at home. A Health Fair will be held to inform parents of community resources available to them and their families. Activities to encourage family interaction and communication will be introduced. Parents of special education students will be involved in creating IEP goals for their students annually. ISTEP information will be provided and parent web sites identified to give parents access to information pertaining to ISTEP preparation.

Communication will be provided via newsletter, school marquee, notes to parents, phone calls, Family events, distribution of announced events after school, announcements, school web site, and e-mail.

E. Technology as a learning tool:

The LaPorte Community School Corporation district technology plan is in place. Staff development is an important component of the district plan. Hailmann Elementary School has a computer lab, two student computers in every classroom, access to the Internet, portable presentation stations, Chrome Books, and Smart boards installed in classrooms. Smart Board technology, educational software and the Internet are used for instructional and communication purposes at Hailmann Elementary School.

Parents will be provided access to their students' records and progress through the Parent Access program. We hope to provide students access to computer classes through an after school grant if approved. The lab will be

opened to our parents and students to access the internet and software for educational purposes under the supervision of school staff. Parents of special education students will participate in a survey to assess our school and district's progress annually.

PTO purchased iPads and Chromebooks for each classroom and we provide an after school Technology Club for enrichment

F. Safe and disciplined learning environment:

Hailmann Elementary School operates under the Critical Incident Plan adopted by the LaPorte Community School Corporation. Elements of this program include locked exterior doors, verification of visitors through the office, CPR and AED trained staff, emergency drills, electronic communication available among staff, and procedures for emergency situations. Instruction in student safety is provided as part of the curriculum by teachers and the counselor. Doors are numbered and marked for reference.

Teachers and staff use a variety of positive and negative consequences to maintain a non-threatening learning environment. A positive school climate will be encouraged through the adoption of a school theme to encourage team work and a sense of community within our school staff, student and parent population. Communication occurs between school and home about student behavior for positive and corrective purposes. Rewards and recognition programs for positive behavior will be implemented.

- First, second, and third grade teachers and students will participate in the Junior Achievement Program.
- Students will participate in our after school programs that include targeted instruction, community involvement, and enrichment.
- Students will have the opportunity to be members of sporting events, Girls on the Run, Student Council, Technology Club, and the K-Kids Club.
- Special Education students participate in Reins for Life

G. Professional Development:

The Hailmann Elementary School staff participates in local, district and outside professional development opportunities. All teachers will be trained in SMEKINS Writing Curriculum. New instructional staff will be trained in Wilson, Tucker Signing, and Foundations if applicable. Updated data will be considered shared information with Hailmann staff and grade level teams. Teachers will be trained in software and assessment delivery by our technology coaches. Grade level and cross grade level DATA Team meetings provide the opportunity for sharing data and instructional strategies with peers. A professional library is available to staff in the Hailmann Media Center and the principal's office. Our technology coaches will provide training to staff in our newly adopted series, I-Ready Math.1

Grade level and Special Education Data Team meetings will be held once each week to review data and assess student progress. Individual and group needs will be targeted through interventions and strategies developed to ensure all students' needs are being met.

Hailmann RTI Team will continue to improve upon the procedure and process of the Response to Intervention Program. Training will be provided on an as needed basis for the entire instructional staff to provide intervention designed to address the specific needs of students.

Hailmann staff will be provided instruction in the use of a Smart Board as needed throughout the school year. The Technology Instructional coaches will conduct mini-sessions to provide instructors with training and guidance in data driven programs and technology based instruction.

The staff believes that targeted professional development activities will be the key to improving student achievement and focusing instruction more specifically on the needs of students. The specific areas of professional development will be determined by a staff survey issued by the Core Data Professional Development committee.

V. Student achievement objectives, derived from an assessment of the current status of educational programming:

For school data from the Indiana Department of Education including attendance rate and average percent passing ISTEP+, you may click [here](#).

VI. Specific areas where improvement is needed immediately.

Improvement is needed in the areas of reading/language arts, and math. The percent of the students mastering standards as identified on the ISTEP+ is the measure used to determine the specific standards. The primary grades will emphasize comprehension, literary response & analysis, vocabulary, phonetic skills, reading fluency, writing process, written conventions, computation, measurement, and problem solving. The intermediate grades will emphasize vocabulary, comprehension, literary response & analysis, writing process, writing application, computation, measurement, problem solving, and application of skills.

We have implemented additional interventions which include Data Meetings for General Education and Special Education Teachers, RTI Team recommendations for specific skill interventions derived from the data, and additional Professional Development.

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

Hailmann Elementary School expects that the number of students mastering the language arts/reading and mathematics standards will increase in each of the next three years. The members of the Hailmann School community will establish and maintain a safe and caring learning environment that is responsive to our diverse community. The staff is committed to provide a safe and caring school to prepare the students to be responsible and responsive citizens. High standards, assessments, and accountability, as well as effective use of resources will be used to accomplish these goals.

IX. Proposed interventions based on school improvement goals.

In reading and language arts, teachers will focus instruction on comprehension of written or oral material. Students will learn and use various comprehension strategies and develop their vocabulary. Students will become more proficient in writing across the content areas and for different purposes using Smekins and writing rubrics, and/or a variety of strategies provided to students. Finally, students will learn and use phonetic skills to develop reading fluency. Textbooks, varied professional resources, and technology will be used in instruction for comprehension, vocabulary development, writing activities, and phonetic skills. In mathematics, multiple step problem solving, application of skills, measurement, and computation will be addressed. Differentiated instruction will continue to be developed and applied in units of instruction.

Instructional interventions for students struggling in math and language arts will be the central focus of our After-School program at Hailmann. In addition to these interventions; the program will offer an enrichment class to address the needs of ISTEP Plus fifth grade students. The implementation of this program is dependent upon grant approval.

Students, staff, and parents will know and use the school wide discipline plan. Communication between staff and parents will include positive and constructive contacts. Rewards and recognition will be increased by the addition of the Student of the Month and quarterly Behavior Celebrations. The action plan is attached.

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

Professional development is coordinated with proposed interventions and supports Hailmann Elementary School's improvement efforts. Hailmann will participate in technology training and instruction. Staff will receive training in Response to Intervention and implement the strategies. Staff will learn and utilize learning strategies

related to vocabulary development and comprehension strategies, review classroom instructional strategies that work for at-risk learners, have in-service and/or collaboration time on technology and Internet resources, continue to review standards, indicators, and curriculum maps, participate in grade level and cross-grade level meetings/collaboration. Staff will receive on-going training in the use of the data driven Accelerated Reading and Study Island programs.

Professional Development for Special Education instructors will be expanded to include Smekins, IEP training, Foundations, DATA Core Team training, Assistive Instructional Technology, and Curriculum Mapping.

XI. Statutes and rules to be waived.

Hailmann Elementary School is requesting no statutes or rules to be waived.

XII. Three (3) year time line for implementation, review, and revision.

At Hailmann Elementary School, there will be an annual review and revision of the P.L. 221 School Improvement Plan by the staff and principal. Staff will analyze student achievement data including ISTEP+, ISTAR, I Read, AR, Study Island and other local assessments. Changes to the School Improvement Plan will be made to increase student mastery of Indiana state standards and achievement.

Our school grade for the 2016-2017 school year is a 89.5% which translates as a B. We contribute our proficiency rates as a result of our change to a different method of teaching math. The method was designed to coordinate with the Math portion of the ISTEP with a differentiated approach.

The Spring 2017 ISTEP results are as follows;

Third grade ISTEP 2017

Content Area/Academic Standard	Total Number Mastered	Total Percent Mastered
Mathematics	68	83.95%
Number Sense	66	81.48%
Computation	68	83.95%
Algebraic Thinking and Data Analysis	68	83.95%
Geometry and Measurement	69	85.19%
Mathematical Process	60	74.07%

English/Language Arts	60	75.00%
Reading: Literature and Vocabulary	58	72.50%
Reading: Nonfiction, Vocabulary, and Media Literacy	62	77.50%
Writing: Genres, Writing Process, Research Process	59	73.75%
Writing: Conventions of Standard English	62	77.50%

Third Grade IREAD 2017

80 third grade students were assessed with the third grade IREAD. 72 students passed and 8 students were considered Good Cause Exemptions using their IEP or ELL eligibility status.

The passing rate was 90% of our third grade population.

Fourth grade 2017

Content Area/Academic Standard	Total Number Mastered	Total Percent Mastered
English/Language Arts	53	68.83%
Reading: Literature and Vocabulary	54	70.13%
Reading: Nonfiction, Vocabulary, and Media Literacy	54	70.13%
Writing: Genres, Writing Process, Research Process	48	62.34%
Writing: Conventions of Standard English	48	62.34%
Mathematics	56	71.79%
Number Sense	58	74.36%
Computation	55	70.51%
Algebraic Thinking and Data Analysis	57	73.08%
Geometry and Measurement	57	73.08%
Mathematical Process	45	57.69%
Science		
Physical Science	60	76.92%
Earth Science	60	76.92%
Life Science	61	78.21%
Science, Engineering and Technology	59	75.64%
The Nature of Science	60	76.92%
The Design Process	59	75.64%

Fifth Grade 2017

Content Area/Academic Standard	Total Number Mastered	Total Percent Mastered
English/Language Arts	36	67.92%
Reading: Literature and Vocabulary	36	67.92%
Reading: Nonfiction, Vocabulary, and Media Literacy	34	64.15%
Writing: Genres, Writing Process, Research Process	37	69.81%
Writing: Conventions of Standard English	35	66.04%

Content Area/Academic Standard	Total Number Mastered	Total Percent Mastered
Mathematics	42	77.78%
Number Sense	42	77.78%
Computation	41	75.93%
Algebraic Thinking and Data Analysis	42	77.78%
Geometry and Measurement	42	77.78%
Mathematical Process	42	77.78

Content Area/Academic Standard	Total Number Mastered	Total Percent Mastered
Social Studies	39	72.22%
History	38	70.37%
Civics and Government	38	70.37%
Geography	38	70.37%
Economics	37	68.52%

Shared Vision Statement

As the school-wide plan at Hailmann Elementary is implemented, all students will be offered the maximum opportunities of learning in a safe and caring school environment. The staff at Hailmann will work as a team to develop and implement a variety of activities and strategies to improve instruction and continue to address the educational expectations of Indiana. Continual assessment and communication of student progress will encourage parents to become better informed and active participants in their child's educational progress. With the support of parents, community, and the school staff, a partnership will be formed to improve learning and life skills. Hailmann will encourage students to be lifelong learners while developing their desire to do their personal best in all their endeavors.

GOAL: The number of students at Hailmann Elementary School mastering the Language Arts/Reading standards will increase in each of the next three years.				
Support Data: Textbook assessments Quarterly assessment Writing Process STAR Study Island AR assessments and Data Study Island data Writing benchmarks		Standardized Assessments: ISTEP+ Benchmarks in Language arts and Reading IREAD Study Island		Local Assessments: Textbook assessments Daily work Periodic classroom reviews Benchmark assessments Report card grades STAR Study Island Writing Rubrics
Intervention: Students will learn and use strategies to comprehend written or oral material. Instruction will be provided in the classroom, small groups, special education classes, and extended day programs. Instruction will be data driven and focused on the needs of each individual student Students in grade 3 & 4 will have the opportunity to join Reading University Book Club (meets weekly) Tutors will be provided to support the BUG program for third graders Volunteers tutor students in K- 5 in reading and math standards. After school Program will focus on skills in reading and math			Research/Best Practice: Scott Pearson Adopted curriculum Study Island Accelerated Reading Foundations/Wilson RTI Toolkit Smekins Daily Five Data Team analysis	
Strategies/Activities to Implement the Intervention:	Persons Responsible:	Time Frame:	Resources:	Staff Development Activities

<p>Teachers will teach, model and provide practice learning opportunities for students to write summaries, written responses with text support, compare/contrast, or other related comprehension tasks. Extended day tutoring, academic teaming, and enrichment activities.</p> <p>*Students will read a variety of genres, fiction and non-fiction selections.</p> <p>*Students will learn and practice comprehension strategies using technology, highlighters, numbered paragraphs, or other resources.</p> <p>*Vocabulary development will be required in all subject areas to provide background knowledge for all students. Students will work in cooperative learning groups</p> <p>*Students will take comprehension tests on unfamiliar reading at least once every 3 weeks.</p> <p>*Classroom teachers will read orally to students at least three times a week.</p> <p>*All teachers will instruct & practice on listening activities.</p>	*Classroom teachers, instructional staff, and assistants	Ongoing	Data Analysis for Continuous School Improvement Smekins Eng/Lang Rubrics	Review, analysis, and application of test data in grade level and cross grade level team meetings Smekins
	*Classroom teachers and instructional staff	Ongoing	*Textbooks, professional resources	Response to Intervention
	*Classroom teachers, assistants and instructional staff	Ongoing	RTI Intervention team Summarization techniques *Textbook, trade books, library, Grant Funds Fresh Reads	District professional development *Grade level team meetings *Summer curriculum work.
	*All teachers and assistants	Ongoing	*Internet web quests, activities, and professional resources	*Review of practices at staff meetings
	*Classroom teachers, assistants *Classroom teachers, assistants *All teachers, assistants	Ongoing	* <u>Teaching Vocabulary in All Classrooms</u>	*Grade level team meetings to review data and develop level two interventions for students at their grade level.
		Ongoing	*Textbook, Internet, DOE information *Library, trade books *Internet, professional resources AR Reading Program Study Island SMEKINS Webinex	*Grade level and cross grade level team meetings Google Classroom Smekins training

<p>Intervention: Students will become more proficient in writing through planned learning experiences. Instruction will be provided in the classroom, small groups, special education classes, and extended day programs.</p>			
Strategies/Activities to Implement Intervention:	Persons Responsible:	Time Frame:	Resources:

<p>*Teachers in grades 1-5 will teach writing using the SMEKINS curriculum. *First grade students will learn and use story maps to plan their writing including the title, beginning, middle, and end.</p> <p>Smekins writing program</p> <p>*Students in grade 1 will learn and use a writer's checklist to revise and edit writing.</p> <p>Students will use graphic organizers such as story webs or BME chart to plan and maintain focus in their writing. *Teachers will teach mini lessons on the writing process as needed.</p> <p>*Students in grade 2-5 will learn and use an editing checklist such as <i>You're the Teacher</i> or other activities to proofread writings. They will revise drafts to include more description or improve the sequence of events. *Students' written responses will be in complete sentences. *Teachers will use models of Simple Six anchor papers in their instruction.</p> <p>*Students will write for various purposes in their journals. *Students will complete Daily Oral Language (DOL) activities related to proper grammar and language conventions. *Students in grade 2 will learn about reference materials especially how to use the dictionary through instruction and activities such as a dictionary scavenger hunt. *Writing will be integrated in all academic subject areas. Students will increase their computer literacy through projects, keyboarding, computer software and the internet.</p> <p>All students will use the computer to draft, revise, and</p>	<p>*Classroom teachers, assistants *Classroom teachers, assistants, Special educators</p> <p>*Classroom teachers, assistants, Special educators</p> <p>*Classroom teachers, assistants *Classroom teachers, assistants</p> <p>*Classroom teachers, assistants</p> <p>*Teachers, assistants *Classroom teachers, assistants *Teachers, assistants *Classroom teachers, assistants</p> <p>*Classroom teachers, assistants</p> <p>*Classroom teachers, assistants *Classroom teachers, assistants</p> <p>*Classroom teachers *Classroom teachers, assistants, Special Educators</p> <p>ENL Instructor</p> <p>Classroom and resource teachers</p>		<p>Daily Five Foundations Wilson Sidewalk Series Smekins</p> <p>*DOE information, Curriculum Frameworks, professional resources *DOE information, professional resources Smart Board activities</p> <p>Smekins Writing Process *Internet, professional resources *DOE information, Curriculum Frameworks, professional resources *DOE information, Curriculum Frameworks, professional resources</p> <p>Summarization techniques *Corporation and DOE information *Professional resources</p> <p>*Textbooks, DOE information, Curriculum Frameworks, professional resources *Textbooks, professional resources *DOE information, professional resources *DOE information</p> <p>Data Analysis for Continuous School Improvement/Bernhardt</p>
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<p>publish writing</p> <p>*All teachers will continue the Benchmark writing prompts.</p> <p>*Student applied skills booklets and other resources will be used to review and reinforce writing skills.</p> <p>Students with limited English speaking knowledge will be instructed by small group intervention methods.</p> <p>Students will work in cooperative learning groups to complete projects requiring writing skills.</p>				<p>teams instructional focus.</p>
<p>Intervention: Students will learn and use phonetic skills to develop reading fluency. Instruction will be provided in the classroom, small groups, special education classes, and extended day programs.</p>			<p>Research/Best Practice: Marzano, <u>Instructional Strategies That Work</u> Armstrong, <u>Multiple Intelligence</u> Ruby Payne strategies</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>*For students in K-2, progress will be used to determine phonetic and fluency skills to re-teach, review and reinforce.</p> <p>*Students will learn and practice phonetic skills and fluency using technology, manipulatives, Tucker, trade books, and other resources.</p> <p>*Students in grade K-2 will read orally every day.</p>	<p>*Classroom teachers, assistants Title 1 Personnel *Classroom teachers, assistants</p> <p>*Teachers, assistants, Special Educators</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>*Internet, professional resources Smart Board Instruction and enhancement of curriculum *Textbook, trade books Foundations Tucker Wilson</p>	<p>*Grade level and cross grade level team meetings</p> <p>*Staff training in technology usage and application to instruction.</p>
<p>GOAL: The number of students at Hailmann Elementary School mastering the Mathematics standards will increase in each of the next three years.</p>				
<p>Support Data: Saxon assessments Quarterly assessment gr. 2-5 Daily word problems Algebra & Functions, Data Analysis & Probability, and Number Sense (5th Grade specifically) Study Island Assessments</p>	<p>Standardized Assessments: ISTEP+ Study Island I-Ready math Supplemental Math skills</p>	<p>Local Assessments: Saxon assessments ALEKS Daily work Periodic classroom reviews Benchmark assessment gr. 2-5 Report card grades Data Team Analysis for Continuous School Improvement</p>		
<p>Intervention: Students will learn and use strategies for problem solving.</p>			<p>Research/Best Practice: Marzano Brene' Brown (Courage Works) Ruby Payne strategies Study Island I-Ready Math</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 will develop and teach students in grades K-5 a building wide, multiple step problem solving plan. Extended day tutoring will be available to students. Enrichment activities and academic teams will be</p>	<p>*Classroom teachers, assistants *Classroom teachers, assistants *Classroom teachers, assistants</p>	<p>Ongoing Ongoing Ongoing</p>	<p>Data Analysis for Continuous School Improvement I-Ready curriculum and Study Island</p>	<p>Data Team training *Grade level and cross grade level team meetings to include Special Education teachers.</p>
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<p>established. *Students in grades 1-5 will complete a daily word problem. Technology Club</p> <p>*Students in grade 2 will relate problem situations to number sentences involving addition and subtraction using word problems.</p> <p>*Students in grade 3 will solve problems involving the functional relationship between two numbers ex. "+16" or "-5" using a function machine or other activities.</p> <p>*Students in grade 4 will understand equations as rules for finding numbers ex. $y=x+4$ using a function machine or other activities.</p> <p>*Students in grade 4 will relate problem situations to number sentences involving multiplication or division using word problems.</p> <p>*Students will respond to problems in different ways for example with a written explanation, drawing a picture, or in a math journal.</p> <p>Teachers will practice activity based instruction methods *All teachers will continue instruction and practice on multi-step oral and written directions. *Teachers will integrate math components in a language arts lesson to practice math written responses each week. *Teachers will teach mini lesson on application of math skills based on student needs. *Students will learn to represent, compare, and interpret data using tables, tally charts and bar graphs using various resources. *Students will learn to interpret data in circle graphs and answer questions. Students will review and prepare for ISTEP with teacher prepared test taking skill activities.</p>	<p>*Classroom teachers, assistants</p> <p>*Classroom teachers, assistants</p> <p>*Classroom teachers, assistants</p> <p>*Classroom teachers, assistants</p> <p>*All teachers, assistants</p> <p>*Classroom teachers, assistants, resource teachers</p> <p>*Classroom teachers, assistants *Classroom teachers, assistants</p> <p>*Classroom teachers, assistants</p> <p>*Classroom teachers, assistants</p> <p>*Classroom teachers, assistants, Resource teachers</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>*DOE information, Curriculum Frameworks, professional resources *DOE information, Curriculum Frameworks, professional resources *DOE information, Curriculum Frameworks, professional resources *DOE information, Curriculum Frameworks, professional resources Purdue Math activities</p> <p>*Internet, DOE, professional resources *Professional resources</p> <p>*Internet, professional resources *DOE information, Curriculum Frameworks, professional resources *DOE information, Curriculum Frameworks, professional resources *DOE information, professional resources *DOE information</p> <p>*Corporation and DOE information</p> <p>PLS In-service Study Island I-Ready</p>	<p>*Grade level team meetings</p> <p>*Grade level team meetings to include Special Education teachers and assistants.</p> <p>Data Teams will meet once weekly to review data and plan instructional strategies to target skills. Teams will include General Education, Title I, and Special Educators.</p> <p>In-service training will be provided in RTI. For all members of the Building Based Team and instructional staff. *Grade level and cross grade level team meetings to discuss RTI strategies.</p> <p>*Review of Saxon assessment and daily work</p> <p>*Grade level team meetings to determine progress and develop strategies to address specific instruction determined by assessment data.</p> <p>*Grade level team meetings to review information</p> <p>*Review of applied skills tests and other student products</p>
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<p>*Students will interpret data graphs to answer questions about a situation such as word problems with graphs. *</p> <p>*Student applied skills booklets and other resources will be used to review and reinforce problem solving strategies.</p> <p>*Teachers will use the Saxon ISTEP+ Prep booklet in their instruction.</p> <p>All students will work with their learning groups to practice critical problem solving and creative thinking skills</p>				<p>*Grade level and cross grade level team meetings</p>
<p>Intervention: Students will become more proficient in measurement standards and computation through planned learning experiences and targeted data driven instruction in flexible groups.</p>			<p>Research/Best Practice: I-Ready Data analysis for targeted instruction Study Island</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>*Students will complete Daily Math (DOM) activities related to measurement and computation.</p> <p>*Students in will recognize, name, and compare fractions using fraction circles or other resources.</p> <p>Student activity centered instruction will involve student in direct instruction focusing on their learning styles.</p> <p>*Students will identify place value in a number up to 1000 and to .01.</p> <p>*Students will write tenths and hundredths in decimal and fractions using fraction squares or other resources.</p> <p>*Students will learn and practice computation and measurement using technology, pattern cards, manipulative, coins, clocks, or other resources.</p>	<p>*Classroom teachers, assistants</p> <p>*Classroom teachers, assistants</p> <p>*Classroom teachers, assistants</p> <p>*Teachers, assistants</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>, <u>Drop in the Bucket Daily Math Practice</u></p> <p>*DOE information, Curriculum Frameworks, professional resources</p> <p>*DOE information, Curriculum Frameworks, professional resources</p> <p>*DOE information, Curriculum Frameworks, professional resources</p> <p>*Internet, professional resources</p>	<p>*Grade level and cross grade level team meetings.</p> <p>*Data analysis/Grade level team meetings</p> <p>Mathematics and cognition approach training.</p> <p>*Grade level team meetings</p> <p>Classroom/teacher website design</p> <p>*Staff training on technology. Grade level and cross grade level team meetings.</p>

GOAL: The members of the Hailmann School community will maintain a safe and caring learning environment that is responsive to our diverse community.				
Support Data: Discipline referrals Student participation in nine week celebrations. Parent and community participation.		Standardized Assessments: Supportive data to measure progress of participation in school and community events and activities.		Participation in school related activities Volunteer participation
Intervention: Students will follow the school procedures and rules while being a part of a positive school climate that encourages and supports positive learning attitudes.			Research/Best Practice: Rules / Cynthia Lord Ruby Payne strategies PLS In Service strategies for managing classroom climate	
Strategies/Activities to Implement the Intervention:	Persons Responsible:	Time Frame:	Resources:	Staff Development Activities

<p>he school rules and procedures will be communicated to students, parents, and staff. *Staff will consistently use the school wide discipline plan. *New staff will be in-serviced on the school rules and procedures. *Communication among students, teachers/staff, principal, and parents will occur for both positive and negative reports of behavior. Communication may be written or in the form of a phone call or parent/teacher conference. Natural consequences will be implemented while adhering to the school corporation discipline policies *Counselor and teachers will collaborate on additional learning opportunities for students demonstrating specific needs. *Teachers and staff will work with principal or other support staff regarding individual students who have a pattern of not following the rules or procedures. An individual student behavior plan will be developed as needed. *LPCSC Bullying curriculum will be taught and practiced at Hailmann School. Junior Achievement School Buddies will be provided as needed. After School Program Safety plan will be reviewed quarterly and drills will be conducted monthly to familiarize students with the procedures.</p>	*All staff	Ongoing	*Hailmann rules and procedures, LP handbook	<p>Extended training in RTI for all staff members</p> <p>*Attend discipline/intervention related workshops as available, continue in-service training by community members</p> <p>*LPCSC Bullying curriculum shared with staff.</p> <p>Book study and discussion in grade level meetings/staff meetings Data meetings</p>
	*All staff	Ongoing	*Hailmann rules and procedures	
	*New staff, Principal	Ongoing	*Hailmann plan, forms, phone calls, communication with parents and guardians.	
	*All staff, Principal	Ongoing	RTI Team Special Education teachers and supervisors	
	*Counselor, teachers	Ongoing	*Counseling resources, list of community services	
	*All staff, RTI	Ongoing	*RTI, Special Education behavior consultant	
	*Teachers, counselor, administrator	Ongoing	*LPCSC Bullying Curriculum, Rewards and Recognition Assemblies for students and parents. *Quarterly summary of discipline referrals	
	Staff and students	Ongoing		
	Mentors and classroom teachers Classroom teachers, assistants and resource teachers	Quarterly		
	Principal/Staff	Fall semester	District required building wide safety drills	
Crisis Team/Safety Team Counselor Safety Committee	Quarterly			

<p>Check In, Check Out Program Kiwanis K-Kid program; 5th grade DARE; 2nd and 4th grade Little Fish; Creative Fair.</p> <p>*Staff will review discipline referrals every nine weeks to identify and monitor progress. Family activities will be held each month at Hailmann including Family Picnics, Reading Nights, Health Fair, Festivals and Open House, Creative Fairs, Cookies and Canvas, Walkathon</p>	<p>Principal, Staff Parents,</p>			
<p>Intervention: Classroom teachers, staff, and principal will provide positive recognition for students celebrating their successes to develop a sense of belonging to the Hailmann community.</p>			<p>Research/Best Practice: Family Events and Activities Work Ethic resources Extended Day Program Rewards and Recognition School Theme</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>*Parents will receive a positive contact about their child frequently during the school year by principal and classroom teacher.</p> <p>*Students will have positive recognition for following the rules and procedures including parent contact, awards, classroom celebrations and nine week celebrations.</p> <p>*Students will have academic recognition through Academic All star awards for all A's, A's and B's, and BUG (Bringing Up Grades) awards.</p> <p>*Students will have attendance recognition through individual awards each grading period, daily class recognition, monthly class recognition, and quarterly class recognition. *Students will build relationships through Hailmann Ties (staff volunteer with students) and/or school jobs. *Progress on attendance and discipline referrals will be posted quarterly.</p> <p>Mentor School Buddy program will build relationships and ties with community members.</p> <p>Student Council fundraisers for community needs (Autism Awareness, Food Pantry, Children's hospitals)</p> <p>Student Ambassador Program to greet new students and welcome them to Hailmann.</p>	Principal Counselor Staff	Ongoing	*Phone, post cards	On- going Staff Meetings throughout the year.
	*Classroom teachers, Principal	Ongoing	*PTO Activity fund Donations Scholarships	On-going Grade Level meetings throughout the year
	Fourth Grade Teachers Principal Parent volunteers	Monthly		Parent participation committee
	*Classroom teachers	Quarterly	*Awards Assemblies Parents invited	
	*Teachers, Principal, Secretary	Ongoing	*Awards, PTO, public address announcements, quarterly convocations, banners <u>Student volunteer program</u>	
	*Staff, Counselor	Ongoing		
	Staff *Discipline committee, Principal	Quarterly	*Display	
	Community, staff Staff, Parents, Teachers	Ongoing		
	Counselor, Staff, and students	Ongoing		
			Ongoing	