

HANDLEY ELEMENTARY SCHOOL

LaPorte Community School Corporation



SCHOOL IMPROVEMENT PLAN 2017-2018

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HANDLEY ELEMENTARY SCHOOL
School Improvement Plan

1. Introduction

A. Description of school

Handley Elementary School is located on Tenth and “E” Street in the small town of LaPorte, Indiana. Handley is the fifth largest of eight elementary schools in a community of about 22,000 citizens. The student enrollment at Handley is about 370. Handley School serves kindergarten through fifth grade classes. The student population includes students with learning disabilities for whom Handley is their home school. The student population also includes several students identified as mildly mentally handicapped, autistic, emotionally handicapped, and other health impaired. The racial-ethnicity breakdown was as follows: 71.2% Caucasian, 20.1% Hispanic, 7.3% Multi-Racial, 1.1% African American, and .3% Asian. Class size at Handley ranges from 18-23 students. Approximately twenty-five percent of the student population changes each school year; however, with the focused action-oriented atmosphere, Handley is not only meeting the needs of today’s child but is visionary enough in its purpose to be ready to meet the needs of children in the future.

B. Description and location of the curriculum

The Handley Elementary School Curriculum is tied to the curriculum for the LaPorte Community School Corporation. It is based on and aligned with the standards adopted by the Indiana State Board of Education. Teachers at Handley School, with the help of C.L.A.S.S. coaches and Instructional Coaches, have organized the state standards into a meaningful, conceptually designed framework. Each teaching team has developed an integrated year-long plan that includes various topics of study connected to state standards and demonstrates how various subject areas can be connected into meaningful curriculum. Teachers provide remediation and enrichment of the curriculum through differentiated learning opportunities and flexible grouping. Copies of the curriculum for Handley Elementary School are available in the school office and in the district office at 1921 “A” St., LaPorte, IN.

C. Titles and description of assessment instruments to be used in addition to ISTEP+

Handley students participate in a variety of common formative assessments. See the table below to identify which tests each grade participates.

| ASSESSMENT | K | 1 | 2 | 3 | 4 | 5 |
|-------------------|----------|----------|----------|----------|----------|----------|
| CogAT | | | X | | | |
| IREAD3 | | | | X | | |
| ISTEP+ | | | | X | X | X |
| NWEA | X | X | X | X | X | X |
| OLSAT | | | | | | X |
| Ready Math | X | X | X | X | X | X |
| STAR | | X | X | X | X | X |

We utilize both math and reading assessments in order to best determine students’ strengths and needs. This allows us to identify which students may be at risk for failure so that we can target necessary interventions for success. The tests are administered periodically throughout the year in order to continuously progress monitor performance and growth. This also allows us to monitor progress toward meeting the standards that will be on the ISTEP+. In addition to achievement, growth is an important aspect. ISTEP+ test results, data from Accelerated Reading and Star Reading computer programs, teacher-made tests, textbook tests, and other computer generated tests, are also used to drive instruction and to identify needs for differentiation of learning. Informal writing assessments are administered at grades K-5. These provide important information regarding student needs in the area of written language and development.

2. Statement of mission and beliefs

LaPorte Community School Corporation Mission Statement

Learn today to excel tomorrow!

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.

Handley Elementary School mission statement

Handley School has adopted the LPCSC mission statement. We believe that it is crucial to prepare students today in order for them to be successful in the future.

Beliefs

Stakeholders at Handley Elementary School have the following beliefs:

- We believe all children can learn and be successful at their level.
- We believe active parenting is important.
- We believe in home-school communication.
- We believe in active community involvement.
- We believe in a child-oriented environment.
- We believe accountability for student achievement is critical.
- We believe cultural diversity is an asset that is to be valued and respected.
- We believe Handley School is a safe and nurturing place.
- We believe Handley School staff shares responsibility and cares for all students.

3. Summary of data:

A. Students in Handley Elementary School perform above average when compared to other schools in the state.

ACHIEVEMENT DATA BASED ON GRADE LEVEL

ISTEP+ RESULTS

*The data below is from COMPASS

<http://compass.doe.in.gov/dashboard/istep.aspx?type=school&id=4773>

| GRADE 3 – ISTEP+ | | | |
|------------------|---------------|----------------|----------------|
| YEAR | % Passing ELA | % Passing MATH | % Passing BOTH |
| '16-17 | 73.4 | 73.4 | 62.5 |
| '15-16 | 86 | 69 | 66 |
| *'14-15 | 76.9 | 73.8 | 67.7 |
| '13-14 | 92.9 | 91.2 | 87.5 |
| '12-13 | 84 | 84 | 78.7 |
| '11-12 | 85.2 | 81.5 | 79.6 |

| GRADE 4 – ISTEP+ | | | |
|------------------|---------------|----------------|----------------|
| YEAR | % Passing ELA | % Passing MATH | % Passing BOTH |
| '16-17 | 77.6 | 70.7 | 67.2 |
| '15-16 | 70 | 62 | 58 |
| *'14-15 | 76.9 | 73.3 | 67.7 |
| '13-14 | 78.9 | 83.3 | 71.8 |
| '12-13 | 78.7 | 89.6 | 74.5 |
| '11-12 | 88.5 | 91.8 | 83.6 |

| GRADE 5 – ISTEP+ | | | |
|------------------|---------------|----------------|----------------|
| YEAR | % Passing ELA | % Passing MATH | % Passing BOTH |
| '16-17 | 54.1 | 72.1 | 54.1 |
| '15-16 | 67 | 74 | 58 |
| *'14-15 | 55.3 | 57.7 | 50 |
| '13-14 | 76.1 | 91.5 | 76.1 |
| '12-13 | 77.4 | 95.2 | 77.4 |
| '11-12 | 78.9 | 86 | 75.4 |

| TOTAL SCHOOL – ISTEP+ | | | |
|-----------------------|---------------|----------------|----------------|
| YEAR | % Passing ELA | % Passing MATH | % Passing BOTH |
| '16-17 | 68.3 | 72.1 | 61.2 |
| '15-16 | 74 | 68 | 60 |
| *'14-15 | 68 | 67.5 | 59.5 |
| '13-14 | 82.7 | 88.1 | 78.0 |
| '12-13 | 80.4 | 89.2 | 77.2 |
| '11-12 | 4.3 | 86.6 | 79.7 |

***The 2014-15 test scores were not used in the accountability reporting due to the change in standards and testing.**

IREAD-3 RESULTS

| SCHOOL YEAR | # OF STDTS PARTICIPATING | # OF STUDENTS PASSING | % OF STUDENTS PASSING |
|-------------|--------------------------|-----------------------|-----------------------|
| 2016-17 | 63 | 54 | 85.7% |
| 2015-16 | 58 | 53 | 91.4% |
| 2014-15 | 65 | 61 | 93.8% |
| 2013-14 | 61 | 57 | 93.4% |
| 2012-13 | 75 | 68 | 90.66% |

B. Data related to other performance indicators

In addition to the formal state assessments, Handley School uses a variety of ongoing assessments to monitor student progress and growth. STAR, NWEA and Ready Math formative assessments are used. Data is used to plan instructional groups and guide the instruction. STAR assessments and progress monitoring is used in grades 1-5. Accelerated Reader monitors comprehension. WIDA is used for our ESL students. Ready Math Diagnostic Assessments monitor math understanding and progress. NWEA assesses both reading and math.

Periodic writing assessments are used. The teaching staff is closely involved with student performance of writing. We are working closely with our corporation Instructional Coaches to include Smekens strategies in our instruction.

C. Other information about educational programming and the learning environment

Handley School has several programs in place which contribute to the success of the students. One such program is a mentoring program. This program uses an instructional strategy that combines latest research on effective educational practices and technology into a proven language arts mentoring program. The Title I teacher matches students with business and community volunteer mentors who work to strengthen students' reading, writing, vocabulary development, study skills, and higher order thinking skills. Mentors provide role models of successful people who motivate, support, and provide individual student attention. The mentors are trained by the Title I teacher. In addition, teachers utilize flexible grouping in order to differentiate instruction and meet the needs of all students. We also believe that good role models and emotional development is important. We have partnered with the Youth Service Bureau to provide an adult mentor to come in and eat lunch with a student and spend time together talking. Our kindergarten students participate in an early language acquisition program called GrapeSEED.

4. Conclusions about educational programming derived from an assessment of the current status of educational programming

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

The district curriculum, under which Handley School operates, is based on Indiana's academic standards. With the revision of the standards, realignment has become a major focus for teachers. Each grade level has the current standards mapped by grading period.

- Teachers at Handley School, with the help of C.L.A.S.S. coaches, have organized the state standards in Reading/Language Arts, Math, Science, and Social Studies into a meaningful, conceptually designed framework.
- Teaching teams developed an integrated yearlong plan that includes various topics of study connected to state standards and demonstrate how various subject areas can be connected into meaningful curriculum.
- A focus on differentiated instruction and flexible grouping has been the topic of staff development sessions.
- The use of Common Formative Assessments and the data they provide have been used to develop instructional planning for students.
- Teachers have participated in Daily 5 training, math grouping training and C.L.A.S.S. training in order to learn strategies for small group instruction designed to meet the ability level of all students.
- The School Improvement Team, Data Team, and Reading Committee continue to monitor educational activities.
- Parents can monitor student progress and growth through the online Family Access program.

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

Through the help of C.L.A.S.S. coaches, teachers organize meaningful curriculum in a brain compatible way using best practices. They use a conceptually based framework and integrated yearlong plan. Teachers align the state/common core standards using concept knowledge and essential skill key points. Teachers design lesson plans and student performance activities connected to state standards and use strategies and best practices including multiple intelligences, collaboration, experiences, and emotion. Time is provided during staff meetings and committee meetings to discuss best practices and strategies that increase student achievement.

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

Handley School is committed to using data from formative and summative assessments in order to improve student learning and performance. We use the ISTEP+ assessment, Ready Math, STAR testing, AR Comprehension tests, NWEA and other reading, math and writing assessments. These assessments provide data about student achievement and help teachers more effectively meet the specific needs of students.

- Staff members meet as grade level teams to review data and create instructional goals to increase student achievement.
- Teachers at each grade level meet to assess test scores and create both individual instructional goals as well as school-wide goals for the purpose of increasing student achievement.
- Assessment tools are being developed to measure student achievement and continuous growth through not only curricular tests, but performance assessments such as rubrics, checklists, rating sheets, and self-assessment.

D. Parental participation in the school

Handley School welcomes parent involvement and participation and would like to see it advance to new heights. The school has a Parent and Community Involvement committee that has representation from the building principal, counselor, staff, parents, and the PTO. Its role is to plan activities that bring parents into the school. Some of the activities planned by the PTO and Handley teachers include a Back to School Picnic, Family Movie Night, Family Bingo/Game Nights, Holiday Sing-Along, Book Fair, Fun Fair, Grandparents’ Day, Field Day, and others.

Handley School believes parental involvement is a crucial component in a child’s academic achievement. We believe parents play an active role in their child’s education as well as in the school community. We provide learning experiences and materials needed in order to assist families at home so that students achieve academic success.

Communication between school and home is strongly encouraged. Students in grades 3-5 have an assignment book which allows for daily notes to/from parent and teacher. Teachers send home a newsletter keeping parents updated regarding projects and upcoming classroom events. Parents are provided immediate access to their child’s academic progress at any given time throughout the school year by means of the computer program, “Family Access”. This program connects to each individual teacher’s grade book through the Skyward system. A parent can see the current grade, missing assignments, how their child performed on a test, attendance, etc. All test results are also provided to parents in hard copy on an on-going basis. ISTEP+ results are shared with parents immediately upon receipt of them through the D.O.E. Any parent wishing to have a conference with the teacher is invited to do so. Teachers also request parents to come for conferences if the test results indicate “Did Not Pass” in any area.

Opportunities are available for parental and family involvement with our school. Many parents volunteer to work in classrooms - some on a regular basis - to provide extra help for students with academic need and others whenever needed for special projects. Open House is held at the

beginning of each school year. Grandparents' Day is an opportunity to involve extended family and important friends. Progress reports are sent home in the middle of every nine-week grading period. Parent/Teacher conferences are held after the first nine-week grading period and other times throughout the school year at the request of the parent or teacher. Convenient meeting times are provided for the parents. Handley has a Spanish translator on staff so that all non-English speaking Hispanic parents are able to communicate effectively with their child's educators through oral and written translations. There are monthly school-family evening activities planned in order to provide opportunities for the school and home to work together. Our Title I program sponsors a program called HOSTS – Helping One Student to Succeed. Community and business people volunteer to work one-on-one with a child in the area of literacy, math and writing. It provides the students focused instruction, a positive role-model, and positive attention which contribute to student success.

Parents are provided a copy of the Corporation Student Handbook as well as the Elementary Student Handbook at the beginning of the school year. Parents of new students throughout the school year are also provided copies of these handbooks. Homework planners are used to keep track of all homework assignments for students in grades 3-5. Parents and teachers communicate through these daily planners. Students keep track of assignments and are responsible for parents signing their planners daily. All Handley students are provided "Friday Folders". All important communications are sent home in these folders weekly. Parents are expected to sign the front of the folder and return it on the following school day.

Title I students and parents are asked to sign off on an achievement compact. The compact is an agreement between students, parents, and teachers to make a cooperative effort in improving student achievement. Copies of signed compacts are kept on file in the school.

E. Technology as a learning tool

There is a district technology plan in place that includes staff development. The corporation technology specialist provides planned professional development and is on call as needed. Handley School has two building level technology assistants who work with students and teachers. Within the building, Handley School has portable computer labs (a 30 - ChromeBook lab per two classes), cameras, a mobile presentation station, Smart Boards in every classroom, a Smart table in the Title I classroom, and networked computers or laptops in classrooms. The laptop technology is being integrated into the curriculum in order to address the individual needs of students. In addition, each teacher has an iPad that can be used for presenting a lesson or by students for learning. The building has six additional iPads that can be checked out and utilized for small group instruction. The Handley School vision for technology is that it will interconnect students, staff, parents, and community members to maximize learning and communication.

In terms of specific preparation and use:

- Teachers have participated in voluntary corporation workshops.
- Teachers participate in building in-services provided by the corporation Data Coach.
- Staff members meet to create a Handley School Technology Strategic Plan which is updated annually.
- A variety of technology is incorporated into daily lessons and student projects.
- Students utilize technology as part of remediation/enrichment programs.
- Selected students participate in a Tech Club.
- All special education paperwork is web-based.
- Report cards are computer generated.
- All classroom and school newsletters are computer generated.
- Parent Access is available so that parents can access their child's grades, lunch accounts, etc.

F. Safe and disciplined learning environment:

Handley School follows the Critical Incident Plan adopted by the LaPorte Community School Corporation. This includes the following: locked exterior doors, numbered exits for safety personnel, verification of visitors through the office, CPR and AED trained staff, emergency drills, electronic communication available among staff, and posted procedures for emergency situations.

Teachers and staff use a variety of behavior plans to encourage and promote positive student behavior. There is a school-wide referral form that is used in order to record data regarding offenses. This is a non-carbon three part form that is used to communicate with parents. There is a focus on the development and utilization of procedures and processes. Students are encouraged to contribute to the creation of rules and consequences so that there is ownership. Students are recognized for positive behavior. A combination of positive and negative consequences is used to maintain a positive learning environment. A positive school climate is encouraged as we strive to create a sense of community between students, teachers, parents and community members.

G. Professional development

The Handley School professional development program is conducted within district goals and objectives and includes the following:

- C.L.A.S.S. - All staff members are offered C.L.A.S.S. training opportunities with the C.L.A.S.S. coach.
- All staff members have technology training for effective use.
- The IDOE presents webinars available to teachers on-line.
- Smekens webinars and training by Instructional Coaches
- Differentiation and High Ability training.
- Staff meetings provide opportunities to share ideas and effective strategies as they relate to specific concerns.
- Opportunities for professional development provided by outside organizations are available.

5. Student achievement objectives derived from an assessment of the current status of educational programming (see School Improvement Action Plan)

A. Attendance Rate

ATTENDANCE

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-2013 | 2011-2012 |
|----------------|----------------|----------------|----------------|------------------|------------------|
| 96.7 | 96.9 | 97.2 | 97.0 | 96.4 | 97.1 |

Handley School plans to continue what has been a successful focus on student attendance. The following policy statement will guide this focus:

The School board, as an agency of the State, is required to enforce regular attendance of students. The Board recognizes that presence in the classroom enables the student to participate in instruction, class discussions, and other related activities. As such, regular attendance and classroom participation are integral to instilling incentives for the student to excel.

The attendance at Handley School has consistently exceeded the state average, with our attendance being at or above the 96th percentile. Contributing factors that have maintained this consistent pattern of high attendance include policy of parents and/or guardians calling in when a child is absent and recognition of perfect attendance on an individual and classroom basis. The increased technology and focus on active engagement is also incentive for students to want to be in school. In addition, with the practice of the C.L.A.S.S. philosophy and differentiation by all staff at Handley School students WANT to be at school.

B. Percentage of students meeting academic standards under the ISTEP+ program

Handley Elementary School closely monitors student achievement. Our student achievement consistently remains consistent with or above the state average.

*The data below is from COMPASS

<http://compass.doe.in.gov/dashboard/istep.aspx?type=school&id=4773>

INDIANA GROWTH MODEL

The Indiana Growth Model is used by the Handley principal and teachers to measure each student's growth and progress on the ISTEP+ tests. Our goal is to focus on the progress of all students.

*The link below is from the DOE: Student Centered Accountability Report Card

<https://accountability.doe.in.gov/ReportCard/Summary?reportYear=2017&corpid=4945&schoolid=4773>

6. Specific areas where improvement is needed immediately

As a result of data analysis of the spring 2017 ISTEP+ tests, the following areas will remain the focus for the 2017-18 school year.

Language Arts – Non-Fiction/informational text, vocabulary, literary text, and writing application. The primary grades will focus on sight words, phonics, vocabulary, comprehension, and writing application.

Mathematics – Number sense, Mathematical Processes, Computation, and Algebraic and Data Analysis

ELL students – passing rate for ELL

7. 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 (See School Improvement Action Plan)

- 90% of students in grades 3-5 will achieve a pass or pass+ score on the English/Language Arts portion of the ISTEP+ test for the next three years. 90% of the students in grades K-2 will meet 85% mastery of the skills on the NWEA EOY assessment.
- 90% of students in grades 3-5 achieve a pass or pass+ score on the Math portion of the ISTEP+ test for the next three years. 90% of the students in grades K-2 will meet 85% mastery of the skills on the NWEA EOY assessment.

The staff is aware that these benchmarks will be challenging tasks. The goal is to demonstrate increased mastery in ELA and Math over the next three years. The State Standards in some areas assessed by ISTEP have been revised and are now significantly more rigorous. It will, therefore, be necessary to reach new levels of teaching effectiveness and instructional strategies. The instructional staff at Handley School is determined to meet this challenge.

8. Academic Honors Diploma and Core 40 – Non-Applicable

9. Proposed interventions based on school improvement goals (See School Improvement Action Plan)

- Continue focused literacy groups based on specific skill and need at all grade levels.
- Use GrapeSEED with K and some 1st grade students as an intensive, research-based oral language acquisition program.
- Continue using the Three-Tier Framework for Reading instruction.
- Organize meaningful curriculum in the areas of Reading and Language Arts using research based strategies – multiple intelligences, brain-compatibility, flexible grouping.

- Design lesson plans and student performance activities connected to the state/common core standards.
- Meet weekly as a grade level team to review student progress and needs.
- Meet to review data after common formative assessments checking for growth.
- Create a building-wide, grade level, and classroom SMART goal to encourage student academic growth in the area of comprehension.
- Identify students not successful with specific critical indicators and provide immediate remediation.
- Identify students mastering specific critical indicators and provide enriching activities for them.
- Use technology to remediate, enrich, and enhance the curriculum.
- Apply differentiation of instruction to meet the needs of all students.
- Teachers use the same terminology as is used on the ISTEP+ test.
- Continue the use of the RTI model to address the needs of students at risk.
- Use best practices of Four Blocks, Tucker Signing, Wilson Reading, Simple Six, Smekens, and goal setting as instructional strategies.
- Inform parents of practice ISTEP+ on the internet.

10. Professional development that is coordinated with proposed interventions and that supports sustainable school improvement efforts. (See School Improvement Action Plan)

Handley School stakeholders are committed to the research-based C.L.A.S.S. (Connected Learning Assures Successful Students) professional development model. We embrace the C.L.A.S.S. philosophy that all students can learn, and given the proper environment and academic program, teachers and students can strive for academic excellence through continual improvement of student learning and performance. Through the C.L.A.S.S. staff development program, all staff members attend training opportunities in specific areas of interest and need.

The Handley staff is unified in the belief that the C.L.A.S.S. professional development model has made the most impact on improving student achievement at Handley School. It addresses the whole child with the help of the whole school.

Other professional development opportunities come through the following:

- Corporation-wide staff in-service
- Shared strategies at staff meetings
- Grade level meetings
- Instructional coaches provide on-site training
- Daily 5 training
- Common Assessments
- Data Teams training
- Differentiated instruction
- Response to Intervention
- C.L.A.S.S. Coach training
- Smekens training

In order to better understand our poverty students and how best to teach them, we have studied Ruby Payne's works. Due to Handley School's high poverty rate, we will review and have multiple discussions regarding Ruby Payne's research and how it relates to the Handley students. Data Teams will be formed to gather and analyze data. This information will be used to drive instruction. Using reflective teaching, best practices, and research based strategies, instruction will be provided that meets the needs of ALL Handley students and increases success.

In order to narrow the gap between the performances of students of varying cultural backgrounds, gender, and socioeconomic status, there needs to be staff development on strategies to meet the needs of ALL students. Teachers must know and be able to use effective instructional strategies and methods that will most effectively meet the needs of different types of learners. The staff will use the following to achieve this goal.

- Training and Professional Development: data, Daily 5, technology, C.L.A.S.S., GrapeSEED, Smekens, research-based strategies
- Specific study groups using professional articles, books, or specific chapters from a book.
- Parent Involvement/Communication

11. Statutes and rules to be waived

None

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

A timeline has been established with each goal. Implementation will include reviewing and revising the improvement plan each year. Data will be a key component to the improvement plan. ISTEP+ data will be the primary indicator. The secondary indicators will be information taken from STAR Reading tests, reading assessments, Ready Math tests, NWEA, and pre/post tests, district-wide common assessments, formative assessments, rubrics, and observations from parents, teachers, and students. The principal, School Improvement Team, teachers, and other stakeholders in Handley School will annually review student achievement. The achievement review will include data provided by the Indiana Department of Education, ISTEP+, IREAD, results of formative and summative assessments, NWEA, and other broad indicators of student achievement.

GOALS FOR 2017-18 SCHOOL YEAR

The Handley Elementary School Improvement Team is the driving force for the building's school wide reforms. The building goals are as follows.

| School Improvement Action Plan Handley Elementary School 2017-18 school year | | | | |
|--|---|---|--|--|
| GOAL: Student achievement and growth in the area Reading/English Language Arts will increase in each of the next three years. | | | | |
| Support Data: Writing Applications Language Conventions Response to Literature Vocabulary Reading Comprehension | Standardized Assessments: ISTEP+ IREAD Ready Math NWEA Star Reading | Local Assessments: Quarterly rubrics End of chapter tests Informal and Formal Assessments STAR Ready Math NWEA | | |
| Intervention: Students will become more proficient in the writing process and applications through a structured plan of writing experiences. | | | Research/Best Practice: Smekens Davidson, Kay - <i>Simple Six Writing</i> Evan Moor – <i>Daily Oral Language</i> | |
| Strategies/Activities to Implement the Intervention: | Persons Responsible: | Time Frame: | Resources: | Staff Development Activities |
| *Teachers will teach, model and provide practice learning opportunities for students to write a variety of genres: summaries, written response to literacy, compare/contrast, narratives, and persuasive essays. *The Yes, Ma'am format from Smekens will be used to help students completely respond to literature. *Student applied skills booklets will be used to review and reinforce the writing process. *The ISTEP+ writing rubric and Simple Six rubric will be reviewed and discussed with students in grades 3-5. They will review the sample prompts and discuss what is expected to compose a well-written essay. *Students will practice editing using proper editing marks – ex. Daily Oral Writing or You're the Teacher. *Grade levels will meet to analyze writing scores and discuss best practices. | *Principal *Classroom teachers *Students *Special Ed teacher *ENL assistant | Ongoing | *Simple Six Strategies *Smekens training and strategies *Corporation & DOE information *Rubrics from ISTEP+ *Quarterly writing prompts *Editing program | *Horizontal and vertical grade level team meetings to review information *Review of applied skills tests *Review school-wide writing goals *Classroom teachers will gather reports/information for the Data Walls. *Principal will meet with teachers, Title I, and special education teacher to identify skills of focus. |
| Intervention: Students will build academic background knowledge through direct vocabulary instruction. | | | Research/Best Practice: Marzano - <i>Building Background Knowledge</i> A variety of professional articles | |
| Strategies/Activities to Implement the Intervention: | Persons Responsible: | Time Frame: | Resources: | Staff Development Activities |
| *Vocabulary development in all subject areas will be required to | *Classroom teachers *Title I teacher | Ongoing | *Textbooks including content areas | *Demonstration lessons from staff members using Smart Board |

| | | | | |
|---|--|--------------------|---|--|
| provide background knowledge for all students. *Students will use graphic organizers to study vocabulary. *Students will discuss vocabulary words and play games that focus on vocabulary. *SmartBoard lessons/activities will be used to actively involve students in the learning process. | *Special Ed teacher *ENL assistant *Technology resource coaches | | *Grade level Vocabulary List *Common Core Vocabulary List by grading period | * Grade levels will share summarization ideas at Staff Meetings. *Graphic organizer templates |
| Intervention: Students will work cooperatively and in flexible groups to practice focused and student-specific skills. | | | Research/Best Practice: Marzano “Instructional Strategies that Work” Gail Boushey & Joan Moser - <i>The Daily 5</i> Gail Boushey & Joan Moser – <i>The Café Book</i> Flexible grouping | |
| Strategies/Activities to Implement the Intervention: | Persons Responsible: | Time Frame: | Resources: | Staff Development Activities |
| *Daily 5 *Flexible grouping based on data *Differentiated instruction *Cooperative learning | *Classroom teachers *Title I *Special Ed teacher *ENL assistant | Ongoing | *Daily 5 *Class DoJo *ReadWorks.org *Internet websites *Teachers Pay Teachers *C.L.A.S.S. | *Peer observations *C.L.A.S.S. *Review Marzano’s work *Webinars |

| School Improvement Action Plan Handley Elementary School 2017-18 school year | | | | |
|---|--|--------------------|--|---|
| GOAL: Student achievement and growth in the area Math will increase over the next three years. | | | | |
| Support Data: Computation Problem Solving Measurement Algebra and Functions Data Analysis Number Sense | Standardized Assessments: ISTEP+ Ready Math NWEA | | Local Assessments: Pre/Post tests End of unit tests Periodic classroom reviews Ready Math unit assessments iReady individualized instructional plans | |
| Intervention: Students will focus on math standards and basic computation through a variety of learning experiences and strategies. | | | Research/Best Practice: Robert Marzano - <i>Instructional Strategies that Work</i> Teaching Math Computation and Problem Solving - http://deafed.department.tcnj.edu/math/computation.html | |
| Strategies/Activities to Implement the Intervention: | Persons Responsible : | Time Frame: | Resources: | Staff Development Activities |
| *Teachers will give students opportunities to practice math computation. *Teachers will provide hands-on activities – manipulatives, SmartBoard, Study Island, TouchMath, acting out, drawing pictures *Technology to provide practice *Flexible grouping to target skills | *Classroom teachers *Assistants *SPED teacher *SPED asst. | Ongoing | *Teacher textbooks *Smart Board *Data Walls *mnemonic devices – ex. FIND, DRAW *IPad apps *Study Island *Internet sites – Math Blasters, IXL | *Horizontal and vertical grade level team meetings to review information. *SmartBoard tool kit options *professional articles *PLC collaboration *Ready math tool kit |

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| *Students will complete a Daily Math problem – ex. Drops in a Bucket, Evan Moor, CARE math, | | | *Ready math | |
| Intervention: Students will utilize mathematical processes in order to understand and apply mathematical concepts. | | | Research/Best Practice: Robert Marzano - <i>Instructional Strategies that Work</i> C.L.A.S.S. Ready Math Discourse Cards | |
| Strategies/Activities to Implement the Intervention: | Persons Responsible : | Time Frame: | Resources: | Staff Development Activities |
| *Teachers will utilize dialogue and discourse in order for students to development conceptual understanding of math concepts. *Teachers will utilize pairing strategies (elbow to elbow, turn and learn, back to back/brain to brain) to give students opportunities to process and practice explaining math processes. *CARE math | *Classroom teachers *Assistants *SPED tchr. *SPED asst. | Ongoing | *Textbooks *Anchor charts *Existing tests *Smart Board *Manipulatives *Assistants *C.L.A.S.S. coach *CARE math *Evan Moor *Teachers Pay Teachers *Drops in a Bucket *Ready math | * C.L.A.S.S. training on brain research *Information from professional articles and <i>Instructional Strategies that Work</i> |
| Intervention: Students will improve algebraic thinking and data analysis skills. | | | Research/Best Practice: * Ready math resources *CARE math * https://mathteachingstrategies.wordpress.com/2008/11/24/algebraic-thinking/ | |
| Strategies/Activities to Implement the Intervention: | Persons Responsible : | Time Frame: | Resources: | Staff Development Activities |
| *Hands-on activities *Student dialogue and discourse *CARE math *Drawing pictures *Mathematical models *Problem Solving strategies *Use the website: https://mathteachingstrategies.wordpress.com/2008/11/24/algebraic-thinking/ | *Principal *Classroom teachers *Data Coaches *Tech Resource representatives | Ongoing | *Textbooks *iReady/Ready *Existing tests *Smart Board *Manipulatives *Teachers Pay Teachers | *Horizontal and vertical grade level meetings to review information *Staff meetings, School Improvement Team meetings *Mini-sessions from Tech Resource Reps |