

KINGSBURY PL 221 PLAN

School Improvement Plan 2017-2018

I. Introduction

A. Description of School:

Kingsbury Elementary School is located in the northwest corner of Indiana in the town of LaPorte. Situated at the crossroads of Indiana Highway 2 and U.S. 35, LaPorte has a surrounding population of approximately 25,000 people. LaPorte is twelve miles south of the Michigan state line and 25 miles west of South Bend. Kingsbury School lies 3 miles south of the town of LaPorte. Kingsbury Elementary School is part of the LaPorte Community School Corporation, which consists of eight elementary schools, two middle schools, and one high school. LaPorte Community School Corporation boundaries enclose 170 square miles, making it one of the largest in area within Indiana. [Kingsbury Elementary School data](#)

Kingsbury has a faculty made up of professionals dedicated to the improvement of student skills and abilities. The school's atmosphere is one of caring, sharing, and love for all people who grace our building. Kingsbury School is a team. Through the cooperation of students, parents, staff, and community, the school is a great place to be.

B. Description and location of the curriculum:

Kingsbury School curriculum is closely tied to the curriculum maps for the total school district. It is based on and aligned with the standards adopted Indiana State Board of Education. Teachers at Kingsbury, under the direction of building principal, provide enrichment of the curriculum with the assistance of district wide personnel.

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

Kingsbury School students in Grades K through 5 are tested in the Reading/Language Arts and Math State Standards and Common Core using NWEA. Reading comprehension is also tested through the use of Accelerated Reader and Star Reading Tests. Further math assessments include iReady diagnostic testing. Local assessment is done on a daily basis through student or group activities, teacher-made tests, rubrics, and tests taken from the textbooks are given in each content area and completes the non-ISTEP assessment program.

II. Statement of mission, vision or beliefs:

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.

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.

Kingsbury School provides an enriched environment where students and staff are challenged to reach their full potential. Success is achieved through student, staff, parent, and community interaction. Students develop a strong sense of self and are prepared to face the academic and social challenges of the future.

Kingsbury Elementary School believes:

- Every child is important and deserves the opportunity to learn.
- All learners are in a safe and healthy school environment, where they are nurtured and respected.
- All learners are involved in meaningful activities, which address their strengths and provide opportunities for growth.
- All learners are challenged to grow academically and socially.

III. Summary of data:

A. For Kingsbury Elementary School data:

[Kingsbury Elementary School data](#)

B. Data related to other performance indicators:

Students are tested routinely on the Indiana State Standards (Grades K-5). Students in Grades K-5 are routinely assessed with STAR Reading and Study Island.

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

In addition to differentiated instruction during the school day, Kingsbury School offers several after school opportunities for enrichment such as the Technology Club, Student Council, Robotics Club, and Spell Bowl Team.

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:

Kingsbury School uses the ISTEP + assessment data and Reading/Language Arts and Mathematics data derived from the tests provided in NWEA, CogAt, OLSAT, Reading Language Arts benchmark tests, STAR tests, AR quizzes, and iReady diagnostic tests to drive the improvement of student academic performance. The data gathered from these resources is used to guide our staff in diagnosing areas in need of attention. We use the information to identify student strengths and weaknesses in order to provide appropriate instruction for students. Teachers meet as grade level teams to create instructional goals, to increase student achievement, to assess test scores and create both individual instructional goals

as well as school wide goals for the purpose of increasing student achievement.

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

The alignment of standards to the curriculum is but the first step in providing instruction that is tailored to those standards. Teachers use the LPCSC Curriculum Maps to drive their instruction and to identify students for remediation and for enrichment

C. Analysis of student achievement based on ISTEP+:

Kingsbury School uses the ISTEP + assessment data, NWEA testing data, Accelerated Reader, STAR Reading Test, and iReady Diagnostic Test data to drive the improvement of student academic performance. The data gathered from these resources is used to guide our staff in diagnosing areas in need of attention. We use the information to identify student strengths and weaknesses in order to provide appropriate instruction for students. Teachers meet as grade level teams across grade levels to create instructional goals, to increase student achievement, and to assess test scores and create both individual instructional goals as well as school wide goals for the purpose of increasing student achievement.

D. Parental participation in the school:

Kingsbury School welcomes parent involvement and participation and would like to see it advance to new heights. The school has a parent organization that works hand in hand with the faculty to design activities that will bring parents and students into the building. The school calendar reflects the numerous opportunities that are available:

- A Registration Day for all to visit the school the week before school begins
- Open House – open visitation to all classrooms
- Popsicles on the Playground for Kindergarten families
- Movie Nights
- Talent Show
- Fifth Grade Recognition Night
- Parent Teacher Conferences
- Riley Week – parents and staff help raise money for Riley Hospital
- Kingsbury Spelling Bee
- Fun Fair
- Evening Book Fairs in the Fall and Spring
- Bingo Night
- Dodge ball Tournament
- Kingsbury Fun Run and Family Fun Run
- Wellness Week
- Pint-Size Hero American Red Cross Blood Drive
- Grandparents / Special Friend Day
- Field Day – activities for all students and staffed by parent volunteers

The Kingsbury Parent Teacher Organization also contributes directly to the activities that support our school. These activities include:

- Sponsorship of fundraising activities
- Planning and hosting monthly events (Movie Nights, Dodge ball Tournament, Fun Run/Family Fun Run, Bingo Night, Popsicles on the Playground, and Fun Fair)
- Classroom and office volunteers

- Grants to teachers to assist in financial needs in the classrooms
- Coordination of staff appreciation for all staff and bus drivers
- Providing meals during parent teacher conferences
- Sponsoring Fifth Grade Recognition
- Help purchase technology for the classrooms
- Scholarships to graduating seniors
- Provide funds for student convocations
- Provide funds for professional development workshops for staff
- Running concessions at athletic events
- Organizing and volunteering for Wellness Week
- Box Tops competitions

E. Technology as a learning tool:

There is a district technology plan in place that includes a major effort in staff development. There are two technology specialists who are available to go out and work with teachers in the buildings. In addition to providing planned professional development, they are on call as needed. Within the building, two teachers serve as technology trouble-shooters. Kingsbury has at least two networked student stations in each classroom, a teacher's workstation in each classroom, two networked mobile labs, twelve Chromebook mobile labs, a Student Response System (Clickers), an IPAD assigned to each teacher, and each classroom has a Smartboard.

Students are also using Accelerated Reader, Study Island, NWEA, and iReady Math (online student assessment programs) to assess student learning. Technology instruction has been ongoing during staff meetings and staff development to teach staff new software and strategies to enhance instruction. In terms of specific preparation and use:

- Several teachers have participated in voluntary corporation workshops
- Teachers participate in building and corporation in-service as needed, including training with Skyward (our new student management system), Google, and STAR, and Ready Math
- Each teacher and student has been assigned a Google account to utilize Google Drive and Google Classroom
- Class Dojo is used to monitor classroom behavior and maintain communication with parents
- ThinkCentral is used for Science instruction
- Technology is incorporated into daily lessons and students' projects
- Special Education paperwork is web based
- Report Cards are computer and standards based
- All classroom and school newsletters are computer generated
- Kindergarten and First Grade use the Study Dog program to improve reading skills
- Kindergarten – Fifth Grades use NWEA to assess student mastery on State Standards
- Kindergarten – Fifth Grades use Study Island to guide instruction on State Standards
- Kindergarten – Fifth Grades use Accelerated Reader used to assess student reading comprehension
- Kindergarten – Fifth grades use iReady Math weekly to differentiate instruction and assess student master on State Standards for math
- STAR Reading tests are used as an indicator to range student reading ability
- The use of United Streaming to introduce concepts to students
- The use of Smartboards to enhance classroom instruction and make the curriculum more hands on for the students
- The use of Smart Table to enhance student instruction for special education students
- The Student Response System (CLICKERS) used for immediate assessment

- Grade book and attendance is kept online for parent access
- Web Links to educational sites have been created and placed on the school web site to enhance student learning at home
- Teachers utilize Symbaloo to compile websites for student use
- Students and teachers use spreadsheets to input student data to help progress monitor student achievement.
- The use of Chrome Book carts in each classroom
- A school Facebook page and website are used to communicate with parents and community members

F. Safe and disciplined learning environment:

Kingsbury School operates under the Critical Incident Plan adopted for the LaPorte Community School Corporation. Elements of this program as stressed for the school include the following:

- Locking of all exterior doors except the front with secretary screening everyone who comes to the front door.
- The Raptor system scans driver's licenses for safety and provides a visitor badge that expires within 24 hours.
- Instruction in student safety is provided through the counselor as part of the curriculum.
- Teachers at Kingsbury are prepared to handle discipline problems using a positive discipline approach. Discipline is to be just, fair, and private.
- Emergency drills are practiced regularly as outlined in the Crisis Response Plan.
- A Safety Quick Reference Guide is provided in each of the rooms and posted near the door.
- Crisis Team has been trained in the AED and CPR techniques.
- Background checks are done on all individuals who volunteer at the school.
- A team of teachers has been trained in Crisis Prevention Intervention.
- There is a Safety Team Corporation Designee who attends corporation meetings and disseminates information to the Kingsbury School Safety Team.
- Outside doors are numbered.
- A proxy card entry system was added for building security.
- Instruction in student safety is provided as part of the curriculum through lessons from the school counselor.

G. Professional development:

The Kingsbury School professional development program is conducted with the district goals and objectives and includes the following:

- Differentiated Instruction
- Vocabulary instruction
- Continuing to research the DOE to aid in improving instructional strategies
- Methods in instructing mathematical processes
- Reading strategies have been developed to improve on comprehension and analysis
- Writing strategies have been developed to improve constructed responses and essays
- Technology training has been implemented to enhance student instruction, specifically Google Drive, Google Classroom, Accelerated Reader, NWEA, and iReady Math
- Summarization techniques presented and incorporated to improve student retention
- Use of Technology and Instruction Coach to improve upon technology as an instructional tool

- Several teachers have received training on the Smekens Writing Program. The staff will utilize their knowledge as well as webinars to improve instructional writing strategies at all grade levels.

We believe that targeted professional development activities will be the key to tracing student achievement and focusing instruction more specifically on the needs of students.

- V. Student achievement objectives, derived from an assessment of the current status of educational programming, including the following: (see School Improvement Action Plan)

A. Attendance rate:

[Kingsbury Elementary School data](#)

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

[Kingsbury Elementary School data](#)

- VI. Specific areas where improvement is needed immediately:

Based on the 2017 ISTEP results, the following areas will need to be a focus on for next year. In mathematics algebraic thinking and data analysis and mathematical process will continue to be a focus. Computation, with emphasis on math facts, will also be an area of concentration for all grade levels, beginning with Kindergarten. In the area of Language Arts there will be a focus for all grade levels on expanding vocabulary, reading, comprehending, and analyzing fiction and nonfiction text, responding to comprehension questions in writing across content areas, and applying convention skills to writing.

- 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:

Kingsbury students will demonstrate increased mastery of both Language Arts/Reading standards in each of the next three years. Kingsbury students will also demonstrate increased mastery in mathematics in each of the next three years. ***(Please See School Improvement Action Plan)***

- VIII. Proposed interventions based on school improvement goals.

Based upon the data supplied through ISTEP Kingsbury staff has devised interventions that will specifically target the stated goals. The interventions will concentrate on the key areas that were indicated as deficiencies according to ISTEP + results. Through these interventions all students should be improved to the mastery level the following school year. ***(Please See School Improvement Action Plan)***

- IX. Professional development that is coordinated with proposed interventions and that supports sustainable school improvement efforts:

These goals were developed in cooperation with the Kingsbury Core Team and the remaining staff. ***(Please See School Improvement Action Plan)***

- X. Statutes and rules to be waived:

None

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

A time line has been established. Annually the core team and the sub committees will review and revise the improvement plan for each goal. Data will be a key component to the improvement plan. The principal, core team, teachers, and other stakeholders at Kingsbury Elementary School will review the achievement of students annually. The achievement review will include data from the DOE, ISTEP+ data, NWEA, STAR tests, iReady diagnostic tests, and local assessments. Other secondary indicators will be information taken from observations from parents, teachers, and students

School Improvement Action Plan Kingsbury Elementary				
GOAL: Students will demonstrate mastery of at least 80% in Language Arts/Reading Standards on the ISTEP				
<p>Support Data:</p> <p>Reading: Literature and Vocabulary</p> <p>Reading: Nonfiction, Vocabulary, and Media Literacy</p> <p>Writing: Genres, Writing and Research Process</p> <p>Writing: Conventions of Standard English</p>	<p>Standardized Assessments:</p> <p>ISTEP+</p> <p>IREAD</p>	<p>Local Assessments:</p> <ul style="list-style-type: none"> - NWEA - Accelerated Reader - STAR Reading Assessment/Progress Monitoring - Weekly reading tests - Periodic classroom reviews 		
<p>Intervention:</p> <p>Students will expand their vocabulary.</p>	<p>Research/Best Practice:</p> <ul style="list-style-type: none"> - <i>The Daily Five with CAFÉ Inclusions</i> by Gail Boushey and Joan Moser - “18 Power Strategies to Boost Reading & Writing Achievement on Standardized Tests” by Kristina Smekens - Vocabulary instruction within our adopted reading series, <i>Reading Street</i> by Scott Foresman - <i>Super Core: Turbocharging your Basal Reading Program with More Reading, Writing, and Word Work</i> by mark Weakland 			
Strategies/Activities to Implement the Intervention:	Persons Responsible:	Time Frame:	Resources:	Staff Development Activities
- A separate literacy coach will be assigned to grades K-2 and	- Classroom teachers - Principal	Ongoing	- Scholastic News - Science Studies Weekly	- Grade level team meetings to review data, discuss strategies, and

<p>grades 3-5 to provide small group or individualized instruction, reteach skills, and/or review skills related to vocabulary.</p> <p>- Flexible grouping will be used to target vocabulary instruction to the reading ability/level of students</p> <p>- Vocabulary development in all subject areas will be required to provide background knowledge for all students.</p> <p>- STAR Reading tests will be given as a form of progress monitoring those students not at grade level.</p> <p>- Students will read books within their Zone of Proximal Development based on the STAR test to develop stronger vocabulary skills.</p> <p>- Accelerated Reader Vocabulary quizzes will be given to assess students' knowledge of vocabulary.</p> <p>- Daily 5 will be</p>	<p>- Literacy Coaches</p> <p>- Classroom Assistants</p>		<p>- Corporation & IDOE information, including the Educator's Toolkit for Indiana's K-12 Reading Selections</p> <p>- State Standards (activities based on indicators)</p> <p>- <i>The Daily 5</i></p> <p>- <i>The Cafe Book</i></p> <p>-STAR and Accelerated Reader</p> <p>-<i>Super Core!</i></p> <p>-Textbooks</p>	<p>target instruction.</p> <p>- Staff will share and demonstrate lesson ideas during staff meetings.</p> <p>- Staff meetings will include discussing vocabulary strategies</p> <p>- Staff will observe classrooms implementing The Daily Five.</p> <p>- Staff will meet with corporation technology coaches to interpret and analyze STAR and Accelerated Reader data</p> <p>-Staff will receive training on NWEA testing and data analysis</p>
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<p>implemented during the 90 minute reading block to provide students with a number of opportunities for word work.</p> <p>- Café reading strategies will be modeled and utilized in whole-class, small group, or individual instruction.</p> <p>- Teachers will model and teach vocabulary strategies and words presented in the adopted reading series for each weekly story.</p> <p>- Teachers will model, provide guided practice, and assess students' ability to find the meaning of words by breaking them into prefixes, suffixes, and root words.</p>				
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<p>Intervention:</p> <p>Students will become more proficient reading, comprehending, and analyzing fiction and nonfiction text.</p>	<p>Research/Best Practice:</p> <p>- <i>The Daily Five with CAFÉ Inclusions</i> by Gail Boushey and Joan Moser</p> <p>- “18 Power Strategies to Boost Reading & Writing Achievement on Standardized Tests” by Kristina Smekens</p> <p>- <i>Chart Sense: Common Sense Charts to Teach 3-8 Informational Text and literature</i> by Rozlyn Linder</p> <p>- <i>K-2 Chart Sense: Common Sense Charts to Teach k-2 Informational Text and Litearture</i> by Rozlyn Linder</p>
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<p><i>- Super Core: Turbocharging your Basal Reading Program with More Reading, Writing, and Word Work by mark Weakland</i></p>				
Strategies/Activities to Implement the Intervention:	Persons Responsible:	Time Frame:	Resources:	Staff Development Activities
<p>- Teachers will provide students with a variety of text focused on one topic. This will include different genres, varied text complexity, and different lengths of text.</p> <p>- A separate literacy coach will be assigned to grades K-2 and grades 3-5 to provide small group or individualized instruction, reteach skills, and/or review skills.</p> <p>- Flexible grouping will be used to target reading instruction to the reading ability/level of students</p> <p>- The librarian will conduct the Kingsbury Genre Challenge, encouraging students that have met their grading period goal for Accelerated Reader to read from a variety of genres</p> <p>- Vocabulary development in all subject areas will be required to provide background knowledge for all students.</p> <p>- Study Island will be used to both aid in the classroom instruction and to assess student comprehension skills. Data will be used to target class and student</p>	<p>- Classroom teachers</p> <p>- Literacy Coaches</p> <p>- Principal</p> <p>- Librarian</p>	<p>Ongoing</p>	<p>- Scholastic News</p> <p>- Science Studies Weekly</p> <p>- Corporation & IDOE information, including the Educator’s Toolkit for Indiana’s K-12 Reading Selections</p> <p>- State Standards (activities based on indicators)</p> <p>- <i>The Daily 5</i></p> <p>- <i>The Cafe Book</i></p> <p>- Smeken’s reading and writing templates and other materials</p> <p>-STAR and Accelerated Reader</p> <p>-Librarian’s Kingsbury Genre Challenge materials and reading selections</p> <p>-<i>Super Core!</i></p> <p>-Textbooks</p>	<p>- Grade level team meetings to review data, discuss strategies, and target instruction.</p> <p>- Staff will share and demonstrate lesson ideas during staff meetings.</p> <p>- Staff meetings will include discussing Smeken’s strategies for incorporating text variety and comprehension of nonfiction text</p> <p>- Teachers will attend Smeken’s workshops and view WebPDs</p> <p>- Staff will observe classrooms implementing The Daily Five.</p> <p>- Grade levels will discuss reading conferencing techniques for Daily 5 breakout groups.</p> <p>- “Smekens Days” will be implemented twice a year to allow grade level teams to create curriculum maps for reading and writing and allow teams to meet with other grade level teams to discuss vertical alignment of strategies and curriculum</p> <p>- Grade level teams will seek the assistance of corporation technology coaches to discuss ways to utilize/incorporate technology</p>

<p>deficiencies.</p> <ul style="list-style-type: none"> - STAR Reading tests will be given a minimum of three times a year (more for students being progress monitored). - Students will read books within their Zone of Proximal Development based on the STAR test to develop stronger reading comprehension skills with nonfiction text. - Accelerated Reader quizzes will be given to assess students' reading comprehension. - Daily 5 will be implemented during the 90 minute reading block to provide students with a number of opportunities for reading experiences. - Café reading strategies will be modeled and utilized in whole-class, small group, or individual instruction - Teachers will utilize anchor charts to help students make sense of complex text. - Teachers will model and provide guided practice with making inferences from text. - Teachers will discuss story elements to assist in comprehension and analysis of text. 				<p>-Staff will receive training on NWEA testing and data analysis</p>

<p>Intervention:</p> <p>Students will develop better strategies for analyzing and responding to comprehension questions in writing across the curriculum.</p>		<p>Research/Best Practice:</p> <ul style="list-style-type: none"> - <i>The Daily Five with CAFÉ Inclusions</i> by Gail Boushey and Joan Moser - “18 Power Strategies to Boost Reading & Writing Achievement on Standardized Tests” by Kristina Smekens - <i>QAR Now: A Powerful and Practical Framework that Develops Comprehension and Higher-Level Thinking in all Students</i> by Taffy E. Raphael, Kathy Highfield, and Kathryn H. Au - <i>6+1 Traits of Writing: The Complete Guide Grades 3 and Up</i> by Ruth Culham 		
Strategies/Activities to Implement the Intervention:	Persons Responsible:	Time Frame:	Resources:	Staff Development Activities
<p>-Vocabulary development in all subject areas will be required to provide background knowledge for all students.</p> <p>- A separate literacy coach will be assigned to grades K-2 and grades 3-5 to provide small group or individualized instruction, reteach skills, and/or review skills.</p> <p>-All students will be expected to respond in complete sentences in both writing and speaking.</p> <p>-Students will take weekly comprehension tests as well as vocabulary tests.</p> <p>-All teachers will focus use the “Yes MA’AM” formula to assist students with writing complete responses to constructed response questions, including citing evidence</p>	<ul style="list-style-type: none"> - Classroom teachers - Literacy Coaches - Classroom assistants - Principal 	<p>Ongoing</p>	<ul style="list-style-type: none"> - Textbooks - Scholastic News - Science Studies Weekly - Vocabulary Instruction for All Classrooms - Existing tests in content areas. - <i>The Daily 5</i> - <i>The Café Book</i> - Smekens’s reading and writing templates and other materials - <i>QAR Comprehension Lessons</i> for Grades K-2 and Grades 4-5 - 6+1 Traits of Writing materials 	<ul style="list-style-type: none"> - Grade level team meetings to review data, discuss strategies, and target instruction - Staff will share and demonstrate lesson ideas during staff meetings. - Staff meetings will include discussing Smekens’s strategies for comprehension and writing in response to text - Teachers will attend Smekens’s workshops and view WebPDs - Staff will observe classrooms implementing The Daily Five. - Grade levels will discuss writing conferencing techniques for Daily 5 breakout groups. “Smekens Days” will be implemented twice a year to allow grade level teams to create curriculum maps for reading and writing and allow teams to meet with

<p>from the text.</p> <ul style="list-style-type: none"> - K-1 will be using “Study Dog” (web based reading enrichment program) to enhance reading comprehension - Study Island will be used to both aid in the classroom instruction and to assess student comprehension skills. Data will be used to target class and student deficiencies. -Daily 5 will be implemented during the 90 minute reading block to provide students with a number of opportunities for writing experiences related to text. - Teacher will explicitly teach the difference between evidence and details in a text. - Teachers will utilize QAR (Question Answer Relationship) to assist students with answering comprehension questions - Teachers will utilize a 6+1 Traits of Writing rubric to score writing responses, provide feedback to students, and guide future instruction 				<p>other grade level teams to discuss vertical alignment of strategies and curriculum</p> <ul style="list-style-type: none"> - Grade level teams will seek the assistance of corporation technology coaches to discuss ways to utilize/incorporate technology -Staff will receive training on NWEA testing and data analysis
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<p>Intervention:</p> <p>Students will become more proficient in their use of conventions in their writing.</p>	<p>Research/Best Practice:</p> <ul style="list-style-type: none"> - <i>Launching the Writer’s Workshop: Grades 3-12</i> by Kristina Smekens and Dr. Maureen Scane - <i>Launching the Writer’s Worskhop: Grades K-2</i> by Kristina Smekens and Linda Schmidt - <i>The Daily Five with CAFÉ Inclusions</i> by Gail Boushey and
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		Joan Moser - <i>6+1 Traits of Writing: The Complete Guide Grades 3 and Up</i> by Ruth Culham - “Managing Conventions During the Writer’s Workshop” Presentation by Kristina Smekens		
Strategies/Activities to Implement the Intervention:	Persons Responsible:	Time Frame:	Resources:	Staff Development Activities
<ul style="list-style-type: none"> - Kindergarten will write in journals on a daily basis with teacher and assistants checking for accuracy. - Grades 1-5 will use Daily Oral Language or Daily Language Review to increase student knowledge of correct grammar and sentence structure - K-5 students will be presented a number of opportunities for writing experiences during Daily 5 break-out groups - Teachers will include legibility in their Six Traits Writing rubrics - Teachers will use student anchor papers to determine the following week’s Daily Fix-It - Teachers will utilize writing mini-lessons found in the <i>Launching the Writer’s Workshop</i> books 	<ul style="list-style-type: none"> - Classroom teachers - Literacy Coaches - Classroom assistants - Principal 	<p style="text-align: center;">Ongoing</p>	<ul style="list-style-type: none"> - Scott Foresman Reading Series, specifically the grammar component Learning Connection - Study Island - <i>The Daily 5</i> - <i>The Café Book</i> - <i>Launching the Writer’s Workshop: Grades K-2</i> - <i>Launching the Writer’s Workshop: Grades 3-12</i> 	<ul style="list-style-type: none"> - Grade level team meetings to review data, discuss strategies, and target instruction - Staff will share and demonstrate lesson ideas during staff meetings. - Staff meetings will include discussing Smeken’s strategies for incorporating conventions into the writer’s workshop - Teachers will attend Smeken’s workshops and view WebPDs - Staff will observe classrooms implementing The Daily Five. - Grade levels will discuss writing conferencing techniques for Daily 5 breakout groups. - “Smekens Days” will be implemented twice a year to allow grade level teams to create curriculum maps for reading and writing and allow teams to meet with other grade level teams to discuss vertical alignment of strategies and curriculum - Grade level teams will seek the assistance of corporation technology

				<p>coaches to discuss ways to utilize/incorporate technology</p> <p>-Staff will receive training on NWEA testing and data analysis</p>
School Improvement Action Plan Kingsbury Elementary School				
GOAL: Students will demonstrate mastery of at least 80% in Math Standards on the ISTEP				
<p>Support Data:</p> <p>Algebraic Thinking and Data Analysis</p> <p>Computation</p> <p>Mathematical Process</p>	<p>Standardized Assessments:</p> <p>ISTEP +</p>	<p>Local Assessments:</p> <ul style="list-style-type: none"> - Study Island tests - iReady Diagnostic Tests - iReady lesson results - Ready Math Unit tests - Periodic classroom review 		
<p>Intervention:</p> <p>Students will become more proficient in solving multiple step problems and explaining their rationale orally and in writing.</p>		<p>Research/Best Practice:</p> <p><i>Classroom Instruction that Works</i> by Robert Marzano</p> <p><i>Summarization in Any Subject</i> by Rick Wormlei</p> <p>Research of Robert Marzano and Ruby Payne</p> <p>IDOE Resources</p> <p><i>Ready Math</i> by Curriculum Associates</p> <p><i>iReady Math</i> by Curriculum Associates</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>
<ul style="list-style-type: none"> - K-5 Daily Oral Math Problem – multi-step (created by teachers or taken from problem solving resource books) - Smartboard will be used to dissect word problems and allow for student interaction to sharpen 	<ul style="list-style-type: none"> - Classroom teachers - Classroom assistants - Principal 	<p>On going</p>	<ul style="list-style-type: none"> - Textbook, currently Ready Math - Existing Tests in content area - IDOE released previous math test questions 	<ul style="list-style-type: none"> - Research past ISTEP tests - Grade level team meetings to review data, discuss strategies, and target instruction - Staff will share and demonstrate lesson ideas

<p>problem solving skills</p> <ul style="list-style-type: none"> -Students in grades 1-5 will “diagram” word problems, including a formula for circling, underlining, and marking specific components of the problem - Grades 2-5 will use a variety of multi-step problem solving questions throughout the math curriculum - Teachers will model and provided guided and independent practice with using a variety of strategies for solving a single multiple-step problem and explaining the rationale for each strategy - Teachers and students will use mathematical discourse to discuss strategies and solve problems - Students will practice explaining the process for solving a problem in writing - Grades K-5 will use problem solving strategies across the curriculum - Teachers will model and define key terms and vocabulary needed to solve word problems, for example, variable, equation, formula, etc. - Teachers will use math synonyms in their daily instruction, such as 			<ul style="list-style-type: none"> - Highlighters to emphasize key words or vocabulary in a word problem - IDOE “K-12 Mathematics Glossary and Vocabulary” - Elementary Math Resources found on the IDOE website - Study Island -iReady Teacher Toolbox -iReady Central 	<p>during staff meetings.</p> <ul style="list-style-type: none"> - Staff meetings will include discussing strategies for teaching problem solving - “Smekens Days” will be implemented twice a year to allow grade level teams to create curriculum maps for math and allow teams to meet with other grade level teams to discuss vertical alignment of strategies and curriculum - Grade level teams will seek the assistance of corporation technology coaches to discuss ways to utilize/incorporate technology - Teachers will research and develop Smartboard activities to sharpen Algebraic skills - Teachers will continue training with iReady staff to improve implementation of the program - Staff will receive training on NWEA testing and data analysis - Several staff members received training in Daily 3 Math
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<p>simplify and reduce</p> <ul style="list-style-type: none"> - Study Island will be used to guide instruction and assess students' skill level -Students will spend 45 minutes each week on iReady for differentiated instruction and practice at their ability level - iReady diagnostic testing results will be used to assess students' skill level and guide differentiated instruction 				
<p>Intervention:</p> <p>Students will become more proficient in their computation skills.</p>			<p>Research/Best Practice:</p> <p><i>Classroom Instruction that Works</i> by Robert Marzano</p> <p><i>Summarization in Any Subject</i> by Rick Wormlei</p> <p>Research of Robert Marzano and Ruby Payne</p> <p>IDOE Resources</p> <p><i>Ready Math</i> by Curriculum Associates</p> <p><i>iReady Math</i> by Curriculum Associates</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>
<ul style="list-style-type: none"> - K-5 Daily Oral Math Problem—computation processes - Teachers will model and define key terms and vocabulary needed to solve computation problems, for example, simplify, average, etc. - Teachers will use math synonyms in their daily instruction, such as 	<ul style="list-style-type: none"> - Classroom teachers - Classroom assistants - Principal 	<p>On going</p>	<ul style="list-style-type: none"> - Textbook, currently Ready Math - IDOE released previous math test questions - Elementary Math Resources found on the IDOE website - Study Island - Leveled Math Facts Timed Tests 	<ul style="list-style-type: none"> - Research past ISTEP tests - Grade level team meetings to review data, discuss strategies, and target instruction - Staff will share and demonstrate lesson ideas during staff meetings. - Staff meetings will include discussing strategies for teaching math facts and computation

<p>simplify and reduce</p> <ul style="list-style-type: none"> - Teachers will utilize acronyms to teach computation processes, such as “Please Excuse My Dear Aunt Sal” for the order of operations - Teachers will continue to reinforce number patterns to assist with memorization of math facts -Stress inverse relationships between addition and subtraction and multiplication and division. - Teachers will use visual representation of computation, such as number bonds and number lines to assist students with understanding computation. - Study Island will be used to guide instruction and assess students - Teachers will use leveled timed math facts tests to track student growth in their memorization of basic math facts -Students will spend 45 minutes each week on iReady for differentiated instruction and practice at their ability level - iReady diagnostic testing results will be used to assess students’ skill level and guide differentiated instruction 			<ul style="list-style-type: none"> -iReady Teacher Toolbox -iReady Central 	<ul style="list-style-type: none"> - “Smekens Days” will be implemented twice a year to allow grade level teams to create curriculum maps for math and allow teams to meet with other grade level teams to discuss vertical alignment of strategies and curriculum - Grade level teams will seek the assistance of corporation technology coaches to discuss ways to utilize/incorporate - Teachers will research and develop Smartboard activities to sharpen computation and math fact skills - Staff will receive training on NWEA testing and data analysis - Several staff members received training in Daily 3 Math
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