

Kingsford Heights Elementary School
School Improvement Plan
2016-2017

I. INTRODUCTION

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

Kingsford Heights Elementary School is located in the northwest corner of Indiana, nestled in the town of Kingsford Heights in LaPorte County. Kingsford Heights Elementary School is one of eight elementary schools of the LaPorte Community School Corporation. The school has twelve self-contained classrooms for grades K-5. Music, art, physical education, speech, counseling, preschool and two special education classrooms are also housed at Kingsford Heights School. The pupil population includes general education students as well as students with learning disabilities, cognitive impairments, autism, emotional handicaps, other health impairments, and moderately/significantly handicapped students.

B. Curriculum - Description and Location

The Kingsford Heights Elementary School curriculum is based on and aligned with the 2014 Standards adopted by the Indiana State Board of Education. Copies of the curriculum are available in the school office and at the district office, 1921 “A” Street, LaPorte, IN.

C. Assessments - Used in Addition to ISTEP+

Students in Grades K-5 are given Study Island formative assessments 3 times each year. WIDA tests are administered to ELL students in grades K-5. Ready Math Diagnostic Tests are given 3 times per year. Accelerated Reader/Star Reading, and Study Island are used by teachers to assist in individualizing instruction. Teacher-made tests and rubrics and tests taken from textbooks are also used for assessment purposes. Grade level writing assessments are included in the reading series tests. The purpose of testing is to assist teachers in identifying and providing appropriate support to each student and to measure student academic growth based on district/state benchmarks.

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.

The mission of Kingsford Heights School is to provide all students with an education that promotes sustained learning in a safe and caring environment.

The staff of Kingsford Heights School has the following beliefs:

- Every child is important and deserves the opportunity to learn.
- Children need to be in a safe, caring, and respectful school environment.
- Parents, teachers, and students must work together for optimum student success.
- Students learn in different ways and must be challenged to grow academically and socially through meaningful activities.
- Cultural diversity is shared and valued.

III. SUMMARY OF DATA:

A. Graphs of data from the annual performance report:

Can be found at <http://compass.doe.in.gov/dashboard/overview.aspx?type=school&id=4721>

B. Data Related to Other Performance Indicators:

Formal and informal assessments are used to guide instruction which is based on the state standards.

- WIDA
- Benchmark reading, writing, and math tests
- Star Reading
- ISTAR
- Study Island
- ISTEP+
- Diagnostic math tests

C. Additional Educational Programming and the Learning Environment:

Differentiation of instruction continues to be used and refined at all grade levels. Our counselor has initiated a tutoring program entitled Partner Up and Read, which matches volunteers and 4th-5th grade students to work on reading skills with younger students. Additional support in reading and math is provided to students through our Title 1 program.

IV. CONCLUSIONS ABOUT THE EDUCATIONAL PROGRAMMING AND ASSESSMENT OF THE CURRENT STATUS OF EDUCATIONAL PROGRAMMING.

A. Curriculum - Indiana Academic Standards

The district curriculum under which Kingsford Heights Elementary School operates is based on Indiana's Academic Standards 2014. With the recent revision of the standards, transition to the 2014 Indiana Standards has become a major focus for teachers. The following actions have taken place:

- The Steering Committee continues to plan and monitor staff development and instructional strategies that will ensure improvement in student learning.
- Bi-monthly newsletters and teacher web pages keep parents up to date on instruction and events.
- The KH Data Team will analyze the information from the various assessments including ISTEP+ reports to individualize instruction for students.
- Parents may use the online Family Access to monitor their children's academic progress.
- Teachers continue to meet together at grade level and across grade levels to share instructional strategies.

B. Instruction supports the achievement of 2014 Indiana Academic Standards

The alignment of standards to the curriculum is but the first step in providing instruction that is tailored to those standards. The staff at Kingsford Heights School has implemented strategies that support the Indiana Academic Standards including the following:

- The work of Ruby Payne, "Poverty in the Classroom" has been incorporated into our instruction through the use of Learning Structures.
- Tucker Signing Strategies for Reading, a decoding tool, has been incorporated into all primary classrooms.
- Literacy groups provide opportunities for homogeneous grouping to better diagnose and deliver instruction.
- Grade level and cross grade level meetings by teachers support the continuity of instruction.
- High ability training has been provided to teachers.
- Summarization techniques have been studied and implemented.
- Differentiated instruction continues to be refined and implemented.
- Accelerated Reader, Star Reading, and Study Island are used.
- The Building Based Team uses the RtI model for students identified as struggling academically.

C. Conclusions about Student Achievement (ISTEP+ and Other Assessment Strategies)

<http://compass.doe.in.gov/dashboard/overview.aspx?type=school&id=4721>

Kingsford Heights School uses ISTEP+ data, math, reading, and writing assessments, Star Reading, and Study Island 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. Teachers meet at grade level, across grade levels and with the building administrator to create instructional goals to increase student achievement.

D. Parental Participation in the School

Kingsford Heights School welcomes parent involvement and participation and would like to see it advance to new levels. The school has an active PTA. The PTA plans activities that will bring parents into the school. The school calendar already reflects numerous opportunities including:

- Family Reading Night
- Open House

- Book Fairs
- Movie Nights
- Fun Fair
- Grandparents/Special Friends Day
- Field Day for all students
- Family Science Night (in partnership with Purdue North Central)

The PTA acts as an ongoing support group serving as a sponsor of events in and outside of the school. Specific activities include:

- Sponsorship of fund raising activities.
- Classroom volunteers.
- Grants to teachers for staff development.
- Classroom money to purchase supplies not covered under operational supplies.
- Coordination of staff appreciation for all staff.
- Providing meals during parent teacher conference days.
- Sponsoring Fifth Grade Recognition.
- School assemblies that focus on academics, anti-bullying, and drug prevention.
- Sports Banquet

E. Technology as a Learning Tool:

There is a district technology plan in place that includes a major effort in staff development. Kingsford Heights School has a technology specialist who assists teachers in the building. Within the building, Kingsford Heights has four shared computer labs which house Dell computers as well as a teacher's work station. There are 3 portable Chromebook carts. Each classroom has a SMART Board and a visual presenter. In terms of specific preparation and use:

- Report cards are computer generated and parents have online access to grades and attendance.
- Special education paperwork is web based.
- Classroom and school newsletters are computer generated.
- Each classroom has a Smart Board.
- Accelerated Reader, Star Reading, Ready Math, and Study Island are used to differentiate instruction for students.
- An after-school Tech Club provides technology experiences.

F. Safe and Caring Learning Environment

Kingsford Heights School operates under the Critical Incident Plan adopted by LaPorte Community School Corporation. Elements of this plan include the following:

- Exterior doors remain locked
- Four cameras and an external intercom system, with a monitor on the secretary's desk
- Ability to open exterior doors from the secretary's desk
- Signs direct visitors to the office.
- Visitors must sign in, wear a visitor badge, and sign out. We use the Raptor Visitor Management System.
- Instruction in student safety is provided as part of the curriculum through lessons from the counselor.
- Teachers at Kingsford Heights are prepared to deal with discipline problems using a positive discipline approach.
- The school safety team meets once a month.
- Emergency drills are practiced regularly.

- The school crisis team have been trained in CPR, the Heimlich maneuver, and the AED (defibrillator).
- A “No Bullying” curriculum is in place and taught at each grade level per corporation curriculum guide.
- Teachers use a variety of positive and negative consequences to maintain a non-threatening learning environment.

G. Professional Development

The Kingsford Heights School staff participates in local, district, and out-of-district professional development opportunities which reinforce the district goals and objectives.

- Smekens Writing Webinars
- Pearson digital resources
- Training by Technology Coaches to improve the use of technology with students
- Weekly staff meetings focus on technology, data analysis, and learning strategies
- Study Training
- Training by Technology Coaches to improve the use of data
- Skyward PD
- Ready Math training
- Pearson Social Studies training

V. STUDENT ACHIEVEMENT OBJECTIVES, DERIVED FROM AN ASSESSMENT OF THE CURRENT STATUS OF EDUCATIONAL PROGRAMMING

A. Attendance Rate

The Kingsford Heights attendance rate ranges between 96-98%.

B. Percentage of Students Meeting Academic Standards.

<http://compass.doe.in.gov/dashboard/overview.aspx?type=school&id=4721>

VI. SPECIFIC AREAS WHERE IMPROVEMENT IS NEEDED IMMEDIATELY

Language Arts: (1)Reading: Nonfiction, Vocabulary, and Media Literacy; (2)Writing Conventions

Mathematics: (1)Computation; (2)Geometry and Measurement

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

The Kingsford Heights Staff expects to see improvements in instruction in the following areas: mathematics, reading/language arts, writing, science and social studies. Progress will be measured by increases in ISTEP+ scores and increases in student grades on unit tests in content areas, as well as Study Island results. The staff will continue to analyze student achievement data to increase student achievement.

IX. PROPOSED INTERVENTIONS BASED ON SCHOOL IMPROVEMENT GOALS

(See School Improvement Action Plan)

- Continue using and improving writing using the Six Traits approach (Smekens) and the ISTEP+ rubrics.
- Students will write in all subject areas.
- Use teaching assistants, the Title 1 teacher, and classroom teachers to do flexible grouping of students to better address their needs.
- Continue to use the differentiation model of teaching and summarization techniques in reading, science, and social studies.
- Use ISTEP+ data, Math Benchmark data, Study Island data, and STAR Reading data to focus instruction.
- Daily oral language opportunities will begin each day during morning work.
- Teachers will conference with students during the Daily 5 time to address remediation of fluency, comprehension, phonemic awareness, phonics, and vocabulary.
- Teachers will ensure that informational reading is emphasized (non-fiction texts).
- Multiple step math problems will be broken down into smaller steps.

X. PROFESSIONAL DEVELOPMENT

Professional development is coordinated with proposed interventions and supports sustainable school improvement efforts. Staff development training will be directed to both technology and instructional delivery based on data from 2015 student tests. (See School Improvement Action Plan)

- Continue to employ the teachings of Ruby Payne
- Use of online sites such as Study Island, Ready Math, Accelerated Reader, and Star Reader to remediate and enrich skill work
- Continue to improve writing in all content areas using Smekens webinars
- Additional technology training with SMART Boards, Discovery Education, and Google Docs
- Continue to use Accelerated Reader/STAR Reader updates
- Continue to use The Learning Connection and IDOE instructional videos

XI. STATUTES AND RULES TO BE WAIVED None

XII. TIME LINE FOR IMPLEMENTATION, REVIEW, AND REVISION

A time line for improvement over the next three years has been established. The school improvement team will meet monthly to review and implement the timeline for improvement. Data from the IDOE (The Learning Connection), ISTEP+, STAR Reading, Study Island, and benchmark testing will be a key component to the improvement plan. The achievement of students will continually be reviewed by the principal, all teachers, school improvement team and other stakeholders at Kingsford Heights Elementary School. Revisions in the plan will be made as driven by school data gathered.

**School Improvement Action Plan
Kingsford Heights Elementary School**

GOAL: Students will demonstrate improvement in the mastery of Indiana Language Arts/Reading standards in each of the next 3 years.

Support Data: Writing Process Writing Conventions Reading Comprehension (nonfiction)	Standardized Assessments: ISTEP+ Tests IREAD3 STAR Reading Benchmark reading tests	Local Assessments: Textbook assessments Daily work Star Reading Report card grades Study Island		
Intervention: Teachers will use data from assessments to design instruction that will increase the number of students who achieve Pass and Pass+ on ISTEP+.		Research/Best Practice: DIBELS Big Ideas in Reading Study Island AR Sidewalks Summarization Techniques Daily 5 Smekens Data Teams RtI Interventions		
Strategies/Activities to Implement the Intervention:	Persons Responsible:	Time Frame:	Resources:	Staff Development Activities
<ul style="list-style-type: none"> *Flexible groups of students will meet daily to work on phonemic awareness, phonics, fluency, vocabulary, and comprehension in small groups. *Progress monitoring will direct intervention sessions with students in K-5. *Students will read a variety of genres. *Tucker signing will be used in grades K-2. *Smartboard activities will continue be developed by teachers to enhance lessons. *Teachers will read orally to students daily. *Vocabulary instruction will continue to provide an enriching reading experience. 	K-5 teachers Title 1 Staff Data coaches Classroom assistants Media Paraprofessional	Ongoing	Leveled books Big Idea website Textbook activities Reading A-Z Daily 5 and CAFE materials Access to technology Library books	Grade level meetings to share and analyze data and develop strategies Smartboard updates and lesson development Staff development on the use of Star Reading, Accelerated Reader, Study Island, and Smekens Writing. Staff development with Daily 5 and CAFÉ Data team meetings to analyze data and set Smart Goals
Intervention: Teachers will continue to enhance their writing instruction to improve students' writing and become more proficient writers.		Research/Best Practice: Smekens Writing Wormeli: <u>Summarization in Any Subject</u> Data Teams Daily 5		
Strategies/Activities to Implement the Intervention:	Persons Responsible:	Time Frame:	Resources:	Staff Development Activities
<ul style="list-style-type: none"> *Daily writing will be a requirement for all students. *The school data team will monitor results from student writing. *Student applied skills booklets will be used to review and instruct. *Language conventions will be reinforced through daily writing practices. *Teachers will conduct writing 	Classroom teachers Principal Title 1 staff Data coaches Classroom	Ongoing	Smekens Writing Strategies ISTEP Rubrics ISTEP Applied Skills (IDOE) KH Technology Curriculum	Grade level meetings to review information Cross grade level meetings Review of Applied Skills tests Share teaching strategies at staff meetings

<p>conferences with individual students. *Graphic organizers will be used by students at all grade levels. *Writing will be integrated in all subject areas. *Anchor papers will be used with students. *Summarization techniques will be used by students. * Word processing skills will be a focus K-5</p>	<p>assistants ELL coach</p>		<p>IDOE professional resources Pearson Reading Series</p>	<p>Staff training in the use of technology to accomplish writing goals. Smekens writing workshop/webinars for all KH teachers Grade level and cross grade level meetings Data Team analysis</p>
<p>Intervention: Teachers will instruct students on comprehension strategies to increase understanding and become more proficient readers.</p>			<p>Research/Best Practice: Marzano: <u>Classrooms That Work</u> Wormeli: <u>Summarization in Any Subject</u> Best Practices from Educational Impact</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>*An emphasis on reading comprehension will occur to assist students in making connections, predicting, summarizing, analyzing, critiquing, and questioning. *Students will have more experiences on computers to increase comprehension. *Teachers will place emphasis on higher level questioning. *Summarization techniques will be used. *Students who are below grade level will be progress monitored using STAR Enterprise. *An emphasis will be placed on nonfiction texts (reading for information)</p>	<p>Classroom teachers All teachers, assistants Title 1 Staff Technology and Instruction teacher Principal</p>	<p>*Ongoing</p>	<p>Textbooks Existing tests Reading A-Z Accelerated Reader Daily 5 and CAFÉ materials</p>	<p>Staff workshops to develop grade level materials and assessments. Grade level and cross grade level meetings to review progress and share ideas/strategies. Staff development for Daily 5 and CAFÉ. Smekens PD- Vocabulary Workshop</p>

GOAL: Students will display improvement in the mastery of Indiana Math Standards in each of the next 3 years.				
Support Data: Ready Math assessments Problem of the day activities Problem solving Geometry and Measurement	Standardized Assessments: ISTEP+ iReady Math diagnostic Tests	Local Assessments: Ready Math Chapter and Unit Tests Teacher observations Daily work Teacher-developed tests Report card grades Data Team process		
Intervention: Students to develop strategies to solve complex problems.		Research/Best Practice: Research of Robert Marzano and Ruby Payne Purdue Math CARE Math IDOE resources		
Strategies/Activities to Implement the Intervention:	Persons Responsible:	Time Frame:	Resources:	Staff Development Activities
*Students will be taught to look for patterns, break a problem into simpler parts, and look for relevant information. *Estimation will be taught to check the validity of answers. *Students will practice explaining their process to others in writing. *Applied skills tests will be used for practice and review in grades 2-5. *Technology will enhance learning. *Teachers will use a daily problem to practice problem solving. *Smartboard lessons using technology will be used to enhance math lessons. *Students will learn to interpret a variety of tables and graphs and develop questions using the data. *Problem solving will be supported in Art and Music classes. *Acuity lessons will be utilized. *Title 1 students will receive tier 2 support in math. *Flexible groups will work with complex story problems. * Students will graph their own assessment data.	Classroom teachers Art and Music Teachers Data coaches Title 1 staff	*Ongoing	Ready Math Purdue Math CARE Math Smart Board Peripherals Discovery Education Online Resources Data coaches Mobile labs of Chromebooks Applied Skills Tests (IDOE)	Staff technology training to enhance lessons Cross grade level and grade level meetings Review of math applied skills tests Staff technology training Utilization of Discovery Education Professional development- Ready Math iReady Math (online)
Intervention: Students in grades 3-5 will learn strategies to master geometry and measurement skills.		Research/Best Practice: Research of Robert Marzano and Ruby Payne Purdue Math CARE Math		
Strategies/Activities to Implement the Intervention:	Persons Responsible:	Time Frame:	Resources:	Staff Development Activities
*Students will solve problems involving functional relationships. *Students will extend number patterns. *Students will be able to explain their answers both verbally and in written form. *Students will use iReady Math to practice and master skills.	Classroom teachers Title 1 staff Principal	*Ongoing	Ready math materials Academic standards website Data coach IDOE Resources	Grade level meetings to develop lessons. Cross grade level meetings Analysis of Applied skills CARE Math training Ready Math

			Study Island	iReady Math
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GOAL: Student work ethic will be a focus in each of the next 3 years to improve learning and behavior.				
Support Data: ISTEP data Student grades Discipline referrals Parent participation		Standardized Assessments: ISTEP+ IREAD-3 Benchmark/Unit Tests		Local Assessments: Student grades Discipline referrals Work Ethic Program Parent participation
Intervention: Parent involvement at the school will increase.			Research/Best Practice: Ruby Payne strategies	
Strategies/Activities to Implement the Intervention:	Persons Responsible:	Time Frame:	Resources:	Staff Development Activities
<ul style="list-style-type: none"> *Parents will be invited to quarterly awards assemblies. *PTA Family Reading Night and Family Science Night will become annual events. *PTA Movie Nights *Title 1 parent meetings will be offered to K-5 families. *Partner Up and Read will be developed to include more students and parents. *KH PTA officers will strive to increase attendance at PTA meetings. *Each grade level will increase parent contact opportunities. *School rules and procedures will be communicated to students, parents, and staff. *Junior Achievement lessons will continue. *The LPCSC Bullying curriculum will be taught and practiced. 	<ul style="list-style-type: none"> Classroom teachers Title 1 teacher Principal Counselor PTA 	Ongoing	<ul style="list-style-type: none"> Parent feedback PTA Awards Assemblies 	<ul style="list-style-type: none"> Teachers will share parent involvement ideas at monthly staff meetings. Principal will meet with each grade level team to develop ideas for improved parent participation.

Intervention: Student motivation and behavior in the school environment will improve, and achievements will be celebrated.			Research/Best Practice: Work Ethic Program Strategies from Ruby Payne	
Strategies/Activities to Implement the Intervention:	Persons Responsible:	Time Frame:	Resources:	Staff Development Activities
<ul style="list-style-type: none"> *The Bucket Fillers program will continue. *The elementary work ethic program will continue. *Teachers will study ways to motivate students in the classroom. *After school celebrations to reward achievement (movies, popcorn, open gym, game time). *Our school library will begin a program to motivate students to read more. *Differentiation will continue to be developed to better engage students and learning. *Students will graph their own assessment scores to encourage ownership of their work. * Accelerated Reader accomplishments will be celebrated. 	<ul style="list-style-type: none"> *Counselor *Teachers *Principal & Student Activities Committee *Media paraprofessional *Classroom teachers 	*Ongoing	<ul style="list-style-type: none"> Work Ethic materials Differentiation materials Awards Assemblies PTA support of programs and materials 	<ul style="list-style-type: none"> Motivational speaker for students Grade level meetings to work on differentiating lessons. Staff development on using Growth Mindset, Minds in Motion, Skyward, and AR data.