

**Riley Elementary School
School Improvement Plan
2015-16**

I. Introduction:

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

Riley Elementary School is part of the LaPorte Community School Corporation. LaPorte is twelve miles south of the Michigan state line and twenty-five miles west of South Bend. Riley School lies within the city limits of LaPorte. The LaPorte Community School Corporation consists of eight elementary schools, two middle schools, and one high school. Riley School is located in the northwestern part of the city of LaPorte. The southern boundary of Riley's property is Lily Lake. The school is located in a residential area.

Riley School was first opened in the fall of 1921. It has undergone renovations and additions in 1954, 1972, and 1995. Riley School is located on 4.3 acres. It is a multilevel building. It has eighteen classrooms, a gymnasium, two locker rooms, a stage/music room, a cafeteria, a Title I reading room, a media center, a counselor's room, an art room, a speech room, computer lab, and a teachers' lounge.

Riley School has an outdoor play area. This area includes a baseball/softball field, basketball courts, an asphalt play area, and outdoor play equipment. The school began a Full Day Kindergarten program during the 2002-03 school year. Riley began a Half-Day Preschool program during the 2009-10 school year. There is also a Title 1 Reading and Math program for Kindergarten through Grade 5 students.

Riley houses mildly mentally handicapped and learning disabled students. It also houses a Community Based program that serves students with moderate and severe disabilities. The total staff numbers 57, including teachers, mild intervention teacher, instructional assistants, custodians, food service, and office personnel. Special services provided for our students are speech/language therapy, English Language Learners (ELL), Title I Reading, and physical and occupational therapy. There is a full-time guidance counselor and a part time nurse on staff. The present enrollment of Title One preschool students is 37; these students attend half of the day. The present enrollment of 360 students in grades Kindergarten through Grade 5 is made up of the following socioeconomic levels:

[Link to Free/Reduced Lunch and Ethnicity](#)

Parents are offered childcare both before and after school. All students are offered free breakfast. Our building is also used for scouts, community gatherings, gym rental for volleyball and indoor soccer, and other student-centered needs.

The following list includes some of the many activities at Riley School: athletics (track, ring toss, and basketball), Technology Club, Student Council, DARE, Lil' Fish, Lil' Guppies, Spelling Bee, Book Fair, and Science Night.

The parent and community involvement is special at Riley School. The Parent/Teacher Association is very active. It encourages participation in Fun Fair, Grandparents Day, and Open House. Any monies earned are used to benefit students at our school. Parents are involved as room organizers, Camp Tecumseh chaperones, and classroom volunteers. Parents also collect General Mills Box Tops for assorted school purchases.

B. Description and location of the curriculum

The Riley Elementary School curriculum is tied to the College and Career Readiness Standards adopted by the Indiana State Board of Education. The LaPorte Community School Corporation is realigning an online mapping of the College and Career Readiness Standards with the district curriculum. Copies of the curriculum for Riley Elementary School will be available in the school office and at the district office at 1921 A Street. The teachers will have copies of the curriculum maps in their classrooms. Appropriate parts of the curriculum are given to parents. The College and Career Standards can be found on the Learning Connection.

C. Titles and descriptions of assessment instruments to be used in addition to ISTEP (ISTAR, DIBELS, local assessments in content areas, writing assessments, daily assessments, etc.)

Riley School students in Kindergarten through Grade 5 are given quarterly writing assessments based on the Smekens program and the 6 Traits of Writing. The purpose of these assessments is to give teachers information needed to provide appropriate instruction for each student and to measure student growth. Kindergarten - Grade 2 students are administered Study Island Reading and Math assessments in the fall and in the spring of each school year to determine student growth. Kindergarten - Grade 5 students are given the Star Reading assessment five times throughout the year; this test serves as both a diagnostic and evaluation tool. Teacher-made tests and textbook tests are also given at Riley Elementary School. Grade 3 students will be assessed on Saxon Math pre and post-tests to determine growth in math. Grade 3 students are required to pass the IREAD-3 test in order to be promoted to fourth grade. Study Island testing in English/Language Arts Math will be administered to Grade 3 – Grade 5 students.

II. Statement of mission, vision or beliefs:

A. LaPorte Community School Corporation Mission Statement.

Learn Today To Excel Tomorrow - The LaPorte Community Schools will be recognized among Indiana's highest achieving corporations by ensuring that all students reach their maximum academic potential, working in partnership with parents and the community to become productive and responsible citizens who are successful in a competitive global world.

B. LaPorte Community School Corporation Beliefs

The LaPorte Community School Corporation BELIEVES...

- All children can learn, we can teach all students, and there are no exceptions.
- All students will be challenged throughout their academic career to reach their maximum potential.
- Children are unique and their self-esteem will be fostered to become successful.
- In mutual respect in every interaction with students, staff, parents, and community.
- A positive attitude creates a successful working and learning environment.
- Personal and professional integrity is critical to the learning process.
- District employees are highly valued resources.
- Decisions will be information and data based in the best interest of students.
- Accountability for student achievement is critical.
- A collaborative team approach is essential to ensure high performance.
- In an environment in which continuous improvement is embedded in our culture.
- In a safe and secure learning environment.
- Diversity is an asset that is to be valued and respected.

C. Riley Elementary School Mission Statement

We, the Riley community of students and adults, will provide an environment that will create a foundation for life-long learning and success.

D. Riley Elementary School Beliefs

- All children experience effective teaching methods that allow them to develop to their highest potential- academically, socially, and physically.
- All children see Riley School as a safe, positive environment in which to learn.
- All children are recognized for their uniqueness, are encouraged for their creativity, and are provided challenging material.
- All children learn to feel good about themselves so they can think independently, critically, and develop positive self-images to prepare themselves for life-long learning.

III. Summary of data:

A. [Link to ISTEP+ Test Scores](#)

(Click on specific grade level and subject area.

B. Data Related to Other Performance Indicators Other Than Those Included in the Annual Performance Report

The purpose of these assessments is to give teachers information needed to provide appropriate instruction for each student and to measure student growth. Our Kindergarten – Grade 2 students are participating in the Study Island Reading and Study Island Math Assessments two times during each school year. Results of these tests are used to focus student reading and math instruction and to measure student growth. Grade 1 – Grade 5 students are participating in the Star Reading Assessment three times during each school year. Results of the Star Reading testing are used to focus student's reading instruction and to measure student growth. Grade 3 students are given and required to pass the IREAD-3 test in order to be promoted to fourth grade. In addition, students in Grades 2 and 5 will participate in IQ testing. Study Island testing in English/Language Arts Math will be administered to Grade 3 – Grade 5 students.

IV. Conclusions about the current educational programming, derived from an assessment of the current status of educational programming, including the following:

A. Information about how the school's curriculum supports the achievement of Indiana academic standards.

The district curriculum under which Riley Elementary School operates is based on the College and Career Readiness Standards adopted by the Indiana State Board of Education. The LaPorte Community School Corporation will work to align instruction with the College and Career Readiness Standards. The following actions will be taken:

- Corporation-wide curriculum maps will be utilized by all teachers
- The Core Data Team monitors educational activities
- Grade level teams have a common plan time in order to integrate the College and Career Readiness Standards into daily instruction and analyze student data.
- Focus will be directed to organizing an integrated school year plan that connects topics of study to the College and Career Readiness Standards in all subject areas.

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

The alignment of the standards into the curriculum maps insures that instruction is tailored to the College and Career Readiness Standards. Teachers will use the LPCSC Curriculum Maps to drive instruction. Teachers then identify students in need of remediation and enrichment in each particular skill area.

C. Analysis of student achievement based on ISTEP+ and other assessment strategies [Link to Riley ISTEP Information](#)

Riley Elementary School uses ISTEP+ assessment data, IREAD-3 assessment data, Star Reading scores, Study Island Reading and Math scores, and Saxon Math Benchmark scores to drive the improvement of student academic performance. The data gathered from these resources is used to guide our staff in diagnosing areas and students in need of attention. These testing results provide teachers with student strengths and weaknesses that aid in providing appropriate instruction for all students. Teachers meet in horizontal and vertical grade level data teams to create instructional goals to increase student achievement, to assess test scores, and to create both individual instructional goals and instructional school goals. The school Core/Data Vertical Data Team meets to assess school-wide data to determine strengths and weaknesses, write school-wide smart goals, and determine instructional strategies to meet the needs of all students.

D. Parental participation in the school.

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

- Open House (Open visitation to all classrooms)
- Parent/Teacher Conferences
- Grandparents Day
- Field Day is conducted for all students and staffed by parent volunteers.
- Riley Spelling Bee
- Book Fair
- Science Night
- Snack Cart
- Kindergarten Registration -The PTA provides financial support for the student activities during the parent meeting, and a PTA representative explains PTA functions during the registration.
- Family Fun Night
- Cookie and Canvas
- Girls on the Run Dance
- Walk-a-thon
- Camp Tecumseh
- Career Day

The Riley Elementary School PTA also contributes directly to the activities that support our school. Specific Activities include:

- Classroom volunteers
- Coordinating "Spirit Sales" of Riley clothing

- Funding performing artists (Guest Speakers)
- Funding technology supply purchases
- Providing chaperone fees for the fourth grade trip to Camp Tecumseh
- Providing meals during Parent/Teacher Conference days
- Coordination of staff appreciation events for all staff, bus drivers, etc.
- Providing financial assistance for classroom teacher needs
- Sponsoring Fifth Grade Recognition and Bowling Night
- Sponsoring a Family Fun Fair
- Purchasing additional playground equipment for our outside play area
- Papa John's Give Back Nights

E. Technology as a learning tool.

A district technology plan is in place that includes a major effort in staff development. Two corporation technology specialists and two building computer resource persons are available to work with teachers in the building. In addition to providing planned professional development, they are on call as needed. One computer technician is assigned to Riley as needed to keep computers, printers, and the network running smoothly. Within the building, Riley School has a thirty station computer lab for use by all students. Each classroom is scheduled for at least two thirty minute periods per week. Teachers may also use the lab during any unscheduled times and check out chrome books. It also has two 15 station laptop mobile labs for students. One networked teacher station in each classroom has electronic mail and Internet capabilities. Two networked student stations in each classroom have Internet capabilities. In terms of specific preparation and use:

- Several teachers have participated in voluntary corporation workshops.
- Teachers participate in building training sessions.
- The SMART Board is incorporated into daily lessons by teachers.
- SMART Boards are utilized in all classrooms.
- Each grade level shares two I-Pads to utilize when working with students.
- All classroom and school newsletters are computer generated.
- Student report cards are computer generated through the use of the RDS software package.
- Several teachers develop a year-long plan through the use of a database and/or a spreadsheet.
- Several teachers use Power Point presentations to teach lessons.
- Several teachers maintain classroom web pages to support home/school communication.
- Daily attendance and lunch orders are completed through RDS software.
- Accelerated Reader and STAR Reading are utilized by teachers via Internet access.
- Study Island is utilized by teachers via Internet access.
- Classroom Performance System
- SMART Table

- ThinkCentral for Science and Math
- ExamView
- Pearson SuccessNet
- Discovery Education
- I-READ, I-STEP, Star and Study Island assessments are utilized via Internet access
- SRA and ALEKS Math

F. Safe and disciplined learning environment.

Riley Elementary School operates under the Critical Incident Plan adopted for the LaPorte Community School Corporation. Elements of this program include the following:

- All exterior doors, except the front door, are locked limiting outside access to the school. Visitors can only enter the front door by being admitted through the remote door opener in the office
- Signs direct visitors to the office.
- Visitors must sign in, wear visitor tags, and sign out.
- All visitors and volunteers must complete a criminal background check.
- Instruction in student safety is provided as part of the curriculum through lessons from the school counselor.
- Emergency drills are practiced regularly as outlined in the Critical Incident Plan.
- The staff utilizes the Riley Positive Behavior Plan "Aim for the High Fives to reinforce positive behavior.
- The lunchroom staff utilizes the Riley Positive Behavior Plan "The High Five to Superhero" to reinforce positive behavior.
- Peaceful Playgrounds will be utilized to promote positive behavior at recess.
- A team of teachers has been trained in Crisis Prevention Intervention.
- There is a Safety Team Corporation Designee who attends corporation meetings disseminates information to the Riley School Safety Team.
- Teachers at Riley are prepared to deal with discipline problems using a positive behavior approach.

G. Professional development.

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

- LaPorte Community School Corporation Data Coaches continue to provide training for Kindergarten – Grade 2 Study Island Reading and Math. They also provide training for Grade 3 – Grade 5 teachers in Study Island.
- Staff members will continue to collaborate on curriculum alignment and instructional techniques.

- Staff members will continue to collaborate on data teams and Smart Goal creation.
- Teachers will continue to receive training on teaching High Ability students, that was begun with training by Vickie Vaughn; which was made available through the LaPorte Community School Corporation.
- Kindergarten and Title One teachers were trained in Tucker Signing, they shared their knowledge with all classroom teachers.
- 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.
- Several teachers have received training in CARE math.
- Teachers have received professional development in AR and Google.

The Riley Elementary School staff believes that targeted professional development activities will be the key to monitoring 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. [Link to Attendance Rate](#)
(Click on Attendance Rate and find Riley School (4945) in the spreadsheet.)

B. Percentage of students meeting academic standards under the ISTEP+ program
[Link to Academic Standards](#)
(Click on specific subject area)

VI. Specific areas where improvement is needed immediately.

As identified through the information on the DOE website, the areas of focus for the 2015-16 school year will be the Writing Process, Identifying Key Ideas with Textual Evidence, Vocabulary, Reading Fluency, Algebraic Thinking, Measurement, and Computation.

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.

See School Improvement Action Plan

IX. Proposed interventions based on school improvement goals.

See School Improvement Action Plan

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

See School Improvement Action Plan

XI. Statutes and rules to be waived.

None

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

- A one-year time line has been established with each benchmark. Implementation will include reviewing and revising the improvement plan for each school year. Data will be a key component to the improvement plan.
- The achievement of students will be reviewed annually by the principal, the school Core/Data Team, teachers, and other stakeholders at Riley Elementary School.
- The achievement review will include data provided by the Indiana Department of Education, ISTEP+ data, I-READ data, Study Island data, results of local assessments, and other broad indicators of students' achievement.

**School Improvement Action Plan
Riley Elementary School
2013
English/Language Arts**

GOAL: 90% of Riley students will pass the English/Language Arts section of the ISTEP Assessment throughout the 2015-16, 2016-17, 2017-18 school years.

Support Data: Writing Process Vocabulary Reading Comprehension Literary Response Phonemic Awareness Phonics Reading Fluency	Standardized Assessments: ISTEP+ IREAD-3 Star Reading Assessment Study Island	Local Assessments: Scott Foresman Weekly Selection Tests Accelerated Reader Pearson CCR Tests Standard based Assessments
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Intervention: Students will become more proficient in the writing process through a structured plan of learning experiences.	Research/Best Practice: Smekens: <u>6 traits</u> Wright: <u>RTI Toolkit</u> Wormlei: <u>Summarization in Any Subject</u> Boushey & Moser: <u>Daily 5 and Cafe</u>
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Strategies/Activities to Implement the Intervention:	Persons Responsible:	Time Frame:	Resources:	Staff Development Activities
<p>An analysis will be reported to the principal /core data team.</p> <p>Teachers will use a variety of writing prompts for different types of writing.</p> <p>A weekly block of time will be provided for students to work on the writing process.</p> <p>Teachers will utilize Daily Oral Language/Daily Fix-It activities.</p> <p>Teachers will meet in grade level and vertical teams to track student growth.</p>	<p>Classroom teachers</p> <p>Principal</p> <p>Title I Staff</p> <p>Assistants</p>	Ongoing	<p>Smekens Six Traits</p> <p>DOE Writing Prompts (Gr. 3-5)</p> <p>Rubrics from ISTEP</p> <p>Pearson Successnet</p> <p>Learning Connection</p> <p>Discovery Education</p> <p>CCR Standards</p> <p>Learnzillion</p> <p>Myon.com</p> <p>Readworks</p> <p>Readtheory</p> <p>Study Island</p>	<p>Grade level and vertical team meetings to review information.</p> <p>Review of applied skills tests</p> <p>Data Teams,/Data Analysis,/Smart Goals</p> <p>Use of Data Cards to track student growth</p> <p>High Ability Training</p> <p>Smekens Training</p> <p>Phonics Training</p> <p>Google – Forms, Classroom, Docs, etc. PD</p> <p>Web PD's</p>

Intervention: Students will build academic background knowledge through direct vocabulary instruction and integrated classroom experiences.	Research/Best Practice: Marzano: <u>Building Background Knowledge</u> Wright: <u>RTI Toolkit</u> Boushey & Moser: <u>Daily Five and Cafe</u>
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				Depths of Knowledge
Strategies/Activities to Implement the Intervention:	Persons Responsible:	Time Frame:	Resources:	Staff Development Activities
<p>Vocabulary development in all subject areas will be utilized to provide background knowledge for all students.</p> <p>Students will discuss vocabulary words and conduct activities that focus on vocabulary.</p> <p>K – 5 teachers will focus instruction on core vocabulary words in all subject areas.</p> <p>Teachers will meet in data teams to track student growth.</p>	<p>Classroom teachers</p> <p>Assistants</p> <p>Title I Staff</p> <p>Principal</p>	<p>Ongoing</p>	<p>Textbooks</p> <p>Learning Connection</p> <p>Star Enterprise</p> <p>ThinkCentral</p> <p>Discovery Education</p> <p>CCR Standards</p> <p>Study Island</p> <p>Readworks</p> <p>Pearson CCR</p> <p>Readtheory</p>	<p>Grade level team meetings to review information and practices.</p> <p>Teacher collaboration time to review the appropriate vocabulary at each grade level</p> <p>Data Teams,/Data Analysis,/Smart Goals</p> <p>High ability training</p> <p>Use of data cards to track student growth</p> <p>Tucker PD</p>
<p>Intervention: Students will develop skills for identifying key ideas and using textual support in Literature and Nonfiction.</p>			<p>Research/Best Practice: Harvey and Goudvis: <u>Strategies That Work</u> Wormlei: <u>Summarization in Any Subject</u> Wright: <u>RTI Toolkit</u> Boushey & Moser: <u>Daily Five</u></p>	
Strategies/Activities to Implement the Intervention:	Persons Responsible:	Time Frame:	Resources:	Staff Development Activities
<p>Teachers will utilize the Scott Foresman Reading series for their direct classroom instruction in Reading.</p> <p>Kdg. – 5 teachers will incorporate the 5 components (Phonics, Phonemic Awareness, Vocabulary, Fluency, and Comprehension) of Reading during the 90 minute reading block.</p> <p>Teachers will monitor students to achieve at 90% or higher on Accelerated Reader tests.</p> <p>Classroom teachers will utilize the sample ISTEP+ questions available on the DOE website to provide test practice for students.</p> <p>Teachers will utilize nonfiction texts to improve reading comprehension</p> <p>Classroom teachers will utilize literary response as a part of Language Arts instruction.</p> <p>Classroom teachers will utilize</p>	<p>Classroom teachers</p> <p>Principal</p> <p>Title I Staff</p> <p>Assistants</p>	<p>Ongoing</p>	<p>Scott Foresman Reading series</p> <p>DOE Website</p> <p>Accelerated Reader</p> <p>Pearson SuccessNet</p> <p>Star Reading</p> <p>Discovery Education</p> <p>Learning Connection</p> <p>ThinkCentral</p> <p>Study Island</p> <p>Smekens – Yes Ma’am</p> <p>Readtheory</p>	<p>Data Teams,/Data Analysis,/Smart Goals</p> <p>High ability training</p> <p>Use of data cards to track student growth</p> <p>Web PD - Smekens</p>

<p>ISTEP+, IREAD-3, Accelerated Reader, and Star Reading results to guide student instruction in Reading Comprehension.</p> <p>Teachers will meet in data teams to track student growth.</p>			Readworks	
<p>Intervention: Students will become more proficient in oral reading fluency through direct instruction and integrated classroom experiences.</p>			<p>Research/Best Practice: Marzano: <u>Building Background Knowledge</u> Wright: <u>RTI Toolkit</u> Boushey & Moser: <u>Daily Five and Café</u></p>	
<p>Strategies/Activities to Implement the Intervention:</p>	<p>Persons Responsible:</p>	<p>Time Frame:</p>	<p>Resources:</p>	<p>Staff Development Activities</p>
<p>Teachers will utilize Fresh Reads from the Scott Foresman Reading series to enhance oral reading fluency instruction.</p> <p>Kdg. – 5 teachers will incorporate the 5 components (Phonics, Phonemic Awareness, Vocabulary, Fluency, and Comprehension) of Reading during the 90 minute reading block.</p> <p>Title I staff will use intervention strategies for oral reading fluency to supplement classroom instruction.</p> <p>Teachers will meet in data teams to track student growth.</p>	<p>Classroom teachers</p> <p>Assistants</p> <p>Title I Staff</p> <p>Principal</p>	<p>Ongoing</p>	<p>Reading Street</p> <p>Learning Connection</p> <p>ThinkCentral</p> <p>Common Core Standards</p>	<p>Grade level team meetings to review information and practices.</p> <p>Teacher collaboration time to review the appropriate vocabulary at each grade level</p> <p>Data Teams,/Data Analysis,/Smart Goals</p> <p>High ability training</p> <p>Use of data cards to track student growth</p>
<p>School Improvement Action Plan Riley Elementary School 2013 Math</p>				
<p>GOAL: 90% of Riley students will pass the Math section of the ISTEP Assessment throughout the 2015-16, 2016-17, 2017-18 school years.</p>				
<p>Support Data: Problem Solving Measurement Algebraic Thinking Computation</p>	<p>Standardized Assessments: ISTEP+ Study Island</p>		<p>Local Assessments: Saxon Math Weekly Tests Teacher Created Assessments Supplemental Resources</p>	
<p>Intervention: Students will become more proficient in the area of problem solving through a structured plan of learning experiences.</p>			<p>Research/Best Practice: Marzano: <u>Classroom Instruction That Works</u> Wormlei: <u>Summarization in Any Subject</u> Wright: <u>RTI Toolkit</u></p>	
<p>Strategies/Activities to Implement the Intervention:</p>	<p>Persons Responsible:</p>	<p>Time Frame:</p>	<p>Resources:</p>	<p>Staff Development Activities</p>
<p>Classroom teachers will utilize the</p>	<p>Classroom</p>	<p>Ongoing</p>	<p>Saxon Math</p>	<p>Grade level team meetings to review information.</p>

<p>sample ISTEP+ questions available on the DOE website to provide test practice for students. (Grades 3-5)</p> <p>Teachers will utilize Saxon Math word problems to provide continuous practice. Students will be provided the opportunity to explain the problem solving process orally and in writing.</p> <p>Classroom teachers will utilize daily Math activities to provide continuous practice.</p> <p>Teachers will meet in data teams to track student growth.</p> <p>Teachers will use supplemental material for continuous practice that align with the CCR Standards.</p>	<p>teachers</p> <p>Principal</p> <p>Title I Personnel</p> <p>Assistants</p>		<p>ThinkCentral</p> <p>DOE Website</p> <p>CARE Math</p> <p>SMART Exchange</p> <p>Discovery Education</p> <p>Learning Connection</p> <p>CCR Standards</p> <p>Study Island</p> <p>ALEK's Math</p> <p>Saxon Meeting/Power-ups</p> <p>On-line math tutorials</p> <p>Khan Academy</p>	<p>Review of applied skills tests</p> <p>Data Teams,/Data Analysis,/Smart Goals</p> <p>High ability training</p> <p>Use of data cards to track student growth</p> <p>Online Math tutorials</p>
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<p>Intervention: Students will become more proficient in the area of measurement through a structured plan of learning experiences.</p>	<p>Research/Best Practice: Marzano: <u>Classroom Instruction That Works</u> Wormlei: <u>Summarization in Any Subject</u> Wright: <u>RTI Toolkit</u></p>
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Strategies/Activities to Implement the Intervention:	Persons Responsible:	Time Frame:	Resources:	Staff Development Activities
<p>Classroom teachers will utilize the sample ISTEP+ questions available on the DOE website to provide test practice for students.</p> <p>Teachers will utilize Math activities to provide continuous practice with the measurement standard with an emphasis on conversion activities.</p> <p>Teachers will utilize Math activities to provide multi-step problem experiences in all areas of measurement.</p> <p>Teachers will utilize Math activities to provide continuous practice in using formulas to solve problems in determining perimeter, area, and volume.</p> <p>Vocabulary development in measurement will be required to provide background knowledge for</p>	<p>Classroom teachers</p> <p>Principal</p> <p>Title I Personnel</p> <p>Assistants</p>	<p>Ongoing</p>	<p>Saxon Math</p> <p>ThinkCentral</p> <p>DOE Website</p> <p>Learning Connection</p> <p>CARE Math</p> <p>Discovery Education</p> <p>Learning Connection</p> <p>CCR Standards</p> <p>Study Island</p> <p>Saxon Meeting/Power-ups</p>	<p>Grade level team meetings to review information.</p> <p>Review of applied skills tests</p> <p>Data Teams,/Data Analysis,/Smart Goals</p> <p>High ability training</p> <p>Use of data cards to track student growth</p> <p>Online Math tutorials</p>

<p>all students.</p> <p>Teachers will meet in data teams to track student growth.</p> <p>Teachers will use supplemental material for continuous practice that align with the CCR Standards.</p>			<p>On-line math tutorials</p>	
<p>Intervention: Students will become more proficient in the area of algebraic thinking through a structured plan of learning experiences.</p>			<p>Research/Best Practice: Marzano: Building Background Knowledge Wormlei: Summarization in Any Subject Wright: RTI Toolkit</p>	
<p>Strategies/Activities to Implement the Intervention:</p>	<p>Persons Responsible:</p>	<p>Time Frame:</p>	<p>Resources:</p>	<p>Staff Development Activities</p>
<p>Vocabulary development in Algebra and Functions will be required to provide background knowledge for all students.</p> <p>Teachers will provide opportunities for students to write a number expression, verification of solving the problem (showing work), and labeled answer for a word problem.</p> <p>Teachers will provide opportunities for students to solve problems that contain one or two variables.</p> <p>Teachers will meet in data teams to track student growth.</p> <p>Teachers will use supplemental material for continuous practice that align with the CCR Standards.</p>	<p>Classroom teachers</p> <p>Principal</p> <p>Title I Personnel</p> <p>Assistants</p>	<p>Ongoing</p>	<p>Saxon Math</p> <p>ThinkCentral</p> <p>DOE Website</p> <p>CARE Math</p> <p>Discovery Education</p> <p>Learning Connection</p> <p>CCR Standards</p> <p>Study Island</p> <p>Saxon Meeting/Power-ups</p> <p>On-line math tutorials</p>	<p>Grade level team meetings to review information.</p> <p>Review of applied skills tests</p> <p>Data Teams/Data Analysis/Smart goals</p> <p>High ability training</p> <p>Use of data cards to track student growth</p> <p>Online Math tutorials</p>
<p>Intervention: Students will become more proficient in the area of computation through a structured plan of learning experiences.</p>			<p>Research/Best Practice: Marzano: Building Background Knowledge Wormlei: Summarization in Any Subject Wright: RTI Toolkit</p>	
<p>Strategies/Activities to Implement the Intervention:</p>	<p>Persons Responsible:</p>	<p>Time Frame:</p>	<p>Resources:</p>	<p>Staff Development Activities</p>
<p>Teachers will utilize hands-on manipulatives and interactive websites to provide learning experiences in computation.</p> <p>Classroom teachers will utilize daily Math activities to provide continuous practice.</p> <p>Kindergarten – Grade 2 teachers will provide students with computation activities based on mCLASS Math results.</p>	<p>Classroom teachers</p> <p>Principal</p> <p>Title I Personnel</p> <p>Assistants</p>	<p>Ongoing</p>	<p>Saxon Math</p> <p>ThinkCentral</p> <p>Saxon Meeting/Power-ups</p> <p>DOE Website</p> <p>Learning Connection</p>	<p>Grade level team meetings to review information.</p> <p>Review of applied skills tests</p> <p>Data Teams,/Data Analysis,/Smart Goals</p> <p>High ability training</p> <p>Use of data cards to track student growth</p>

Teachers will meet in data teams to track student growth.			CARE Math Study Island On-line math tutorials	Online Math tutorials
Teachers will use supplemental material for continuous practice that align with the CCR Standards.				

**School Improvement Action Plan
Riley Elementary School
2013
Science**

GOAL: 90% of Riley students will pass the Science section of the ISTEP Assessment throughout the 2015-16, 2016-17, 2017-18 school years.

Support Data: Living Environment The Mathematical World	Standardized Assessments: ISTEP+ Study Island	Local Assessments: Houghton-Mifflin Harcourt Fusion Unit Tests
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Intervention: Students will become more proficient in all areas of Science through a structured plan of learning experiences.	Research/Best Practice: <u>Marzano: Classroom Instruction That Works</u> <u>Wormlei: Summarization in Any Subject</u>
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Strategies/Activities to Implement the Intervention:	Persons Responsible:	Time Frame:	Resources:	Staff Development Activities
Classroom teachers will utilize the sample ISTEP+ questions available on the DOE website to provide test practice for students. (Grade 4) The online component of the Houghton-Mifflin Harcourt textbook series will be utilized to support student understanding of Science concepts. Teachers will meet in data teams to track student growth. Teachers will use supplemental material for continuous practice that align with the CCR Standards.	Classroom teachers Principal Assistants	Ongoing	Houghton-Mifflin Harcourt ThinkCentral DOE Website Science Studies Weekly Discovery Education SMART Exchange Study Island Scholastic Science Spin	Grade level team meetings to review information. Review ISTEP+ tests Data Teams,/Data Analysis,/Smart goals High ability training Use of data cards to track student growth Online Science tutorials

**School Improvement Action Plan
Riley Elementary School
2013
Social Studies**

GOAL: 90% of Riley students will pass the Social Studies section of the ISTEP Assessment throughout the 2015-16, 2016-17, 2017-18 school years.

Support Data: Civics and Government Geography Economics History	Standardized Assessments: ISTEP+ Study Island	Local Assessments: Macmillan McGraw-Hill Unit Tests
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Intervention:	Research/Best Practice:
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Students will become more proficient in all areas of Social Studies through a structured plan of learning experiences.			Marzano: <u>Classroom Instruction That Works</u> Wormlei: <u>Summarization in Any Subject</u>	
Strategies/Activities to Implement the Intervention:	Persons Responsible:	Time Frame:	Resources:	Staff Development Activities
<p>Classroom teachers will utilize the sample ISTEP+ questions available on the DOE website to provide test practice for students. (Grade 5)</p> <p>Fifth grade teachers will utilize Scholastic News as a supplement to Social Studies instruction.</p> <p>Teachers will meet in data teams to track student growth.</p> <p>Scholastic News Social Studies to supplement activities.</p>	<p>Classroom teachers</p> <p>Principal</p> <p>Assistants</p>	Ongoing	<p>Macmillan</p> <p>McGraw-Hill textbook and website</p> <p>DOE Website</p> <p>Social Studies Weekly</p> <p>Discovery Education</p> <p>SMART Exchange</p> <p>Study Island</p>	<p>Grade level team meetings to review information.</p> <p>Review ISTEP+ tests</p> <p>Data Teams,/Data Analysis,/Smart goals</p> <p>High ability training</p> <p>Use of data cards to track student growth</p> <p>Online Social Studies tutorials</p>