

# **Strategic and Continuous School Improvement Plan**

**Middlebury Elementary School**

**1732**

**for the period of**

**September 15, 2010-September 15, 2012**

**Submitted by:**

**Jeremy Miller  
Principal  
September 15, 2010**

## **School Improvement Committee Membership**

### **Committee Members and Positions**

Jeremy Miller, Principal

Darla Kauffman, Business Member

Joy Miller, Parent

Derek Sallee, Third Grade Teacher

Vicki Lundquist, Support Staff

Patty Prendergast, Second Grade Teacher

Cathy Brandenberger, First Grade Teacher

Ashli Engle, Kindergarten Teacher

Shayne Cripe, Parent

**Certification of Superintendent’s Review and Adherence to Timelines as  
Established by I.C. 20-10.2-3-2**

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Step1- I.C. 20-10.2-3-2 Sec.2. (a)

The committee, comprised of the building principal, administrators, teachers, parents, and community and business leaders, must submit a school’s initial plan to the superintendent by March 1, of the school year before the year of implementation.

\_\_\_\_\_  
*Signature of Building Principal*

\_\_\_\_\_  
*Date of Submission for Superintendent Review*

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Step 2 – I.C. 20-10.2-3-2 Sec. 2 (a) (1) (2)(3)

The superintendent shall review the plan to ensure that the plan aligns with the school corporation’s objections, goals, and expectations; and may make written recommendations of modifications to the plan to ensure the alignment and return plan and recommendations to the committee by April 1 of the school year before the year of implementation.

\_\_\_\_\_  
*Signature of Superintendent*

\_\_\_\_\_  
*Date of Return*

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Step 3 – I.C 20-10.2-3-2 Sec. 2 (b) (c)

A school committee may modify the plan to comply with the recommendations made by the superintendent then shall submit the plan and the written recommendations of the superintendent to the governing body by May 1 of the school year before the year of implementation.

\_\_\_\_\_  
*Signature of Building Principal*

\_\_\_\_\_  
*Date of Submission for Board Review*

**Resolution of the Board of School Trustees to Adopt the Strategic and  
Continuous  
School Improvement Plan**

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This resolution is adopted by the Board of School Trustees for Middlebury Community Schools, Elkhart County, Indiana.

WHEREAS a three year strategic and Continuous School Improvement Plan has been developed and coordinated by the building principal with input from a committee of persons which included administrators, teachers, parents, and community and business leaders for Middlebury Elementary as required by I.C 20-10.2-3-1, and

WHEREAS, the Superintendent of Schools has, as required by I.C. 20-10.2-3-2 Sec. 2 (a), reviewed the plan to ensure that the plan aligns with the school corporation's objectives, goals, and expectations, and

WHEREAS the governing body is required under I.C. 20-10.2-3-2 Sec. 2(d) to review said plan, and

WHEREAS the governing body reviewed this plan on August 24, 2010, at the Office of the Superintendent of Schools, 57853 Northridge Dr., Middlebury, Indiana 46540.

THEREFORE BE IT RESOLVED that the governing body will submit this plan to the Indiana Department of Education as required under 511IAC 6.2-3-5 Sec. 5 and directs that a copy of this plan remain on file for public review in the Office of the Principal.

ATTEST:

BOARD OF SCHOOL TRUSTEES

\_\_\_\_\_  
*Mr. James Conner, Superintendent*

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*Joanna King, President*

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*David Black, Vice-President*

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*Jim Lichtenberger, Secretary*

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*Tim Weadick, Member*

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*Robert Souder, Member*

**Documentation of Support for the Professional Development Section of the  
Strategic And Continuous School Improvement Plan  
by the Middlebury Teachers Association**

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As required by 511 IAC 6.2-3-3, I, as a representative of the Middlebury Teachers Association, have reviewed and am in support of the Professional Development Section of the Strategic and Continuous School Improvement Plan for Middlebury Elementary School.

\_\_\_\_\_  
*Signature of a representative of the Middlebury Teachers Association*

\_\_\_\_\_  
*Printed name of a representative of the Middlebury Teachers Association*

\_\_\_\_\_  
*Date*

**Summary of Superintendent's Recommendations Per I.C.20-10-2-3-2  
Sec.2.(a)(1)**

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**Written recommendations to ensure alignment with the school corporation's objectives.**

**Written recommendations to ensure alignment with the school corporation's goals.**

**Written recommendations to ensure alignment with the school corporation's expectations.**

**Documentation of Support for the Professional Development Section of the  
Strategic and Continuous School Improvement Plan by the  
Middlebury Community Schools Curriculum Coordinating Council**

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As required by 511 IAC 6.2-3-3, I, as a representative of the Curriculum Coordinating Council, have reviewed and am in support of the Professional Development Section of the Strategic and Continuous School Improvement Plan for Middlebury Elementary School.

\_\_\_\_\_  
*Signature of a representative of the MCS Curriculum Coordinating Council*

\_\_\_\_\_  
*Printed name of a representative of the MCS Curriculum Coordinating Council*

\_\_\_\_\_  
*Date*

**Documentation of the Annual Review of the Strategic and Continuous  
School Improvement Plan  
by the School Improvement Committee**

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Have a majority membership of the School Improvement Committee sign on this page prior to the following dates: September 15, 2010, September 15, 2011, September 15, 2012

**Certification of  
Annual Review**

**Certification of  
Annual Review**

**Certification of  
Annual Review**

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

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## **Section 1:            Introduction**

### **School Description/Profile**

Middlebury Elementary School is one of four primary elementary schools in the Middlebury Community School District. During the school year 2008-2009, Middlebury Elementary School became grades K-3 and an Intermediate School was added to accommodate grades 4 and 5. In addition, full day kindergarten was implemented. The Middlebury Community School District is comprised of three townships totaling 100 square miles in the northeast corner of Elkhart County. The entire school district can be described as suburban or semi-rural. Its only town is Middlebury, with an estimated population of 3,100, up from a 1990 population of 2,000. The majority of industry is composed of recreational vehicle and manufacturing companies.

Middlebury Elementary School has a current enrollment of 300 students in grades kindergarten through three. The building has self-contained classrooms in grades K-3 with special area teachers for art, music, physical education, mild disabilities, reading recovery, speech, Title 1 reading, high ability, counseling, language development, and library services. At the present time, each grade level has four sections. The staff is comprised of 22 certified faculty, 19 support staff, and one building administrator.

The Middlebury community consists of rural, town and suburban living and has a diverse socio-economic population. Forty percent of Middlebury students qualify for the free or reduced lunch program. A majority of our students are transported to and from school by bus, while the remainder of the students either walk or ride bicycles to school.

A friendly and caring atmosphere characterizes the building. The faculty has an average of approximately 10 years of experience. The Middlebury student population is comprised of 51% boys and 49% girls with 89% of the students being Caucasian, 2% multi-racial, 4% Hispanic, and 3% Asian and/or African American.

### **Community Description/Profile**

The Middlebury Community School Corporation serves three townships in northeastern Elkhart County, Indiana, covering 100 square miles in a beautiful semi-rural environment. The landscape ranges from hilly to gently rolling to flat plains, including woods, rivers, and a couple of small lakes. Quality housing developments

and a manufacturing economy have traditionally been major factors in the steady growth of the Middlebury school system over the past decades.

Named for the only town in the area we serve, the Middlebury Community School Corporation thrives in a progressive, yet conservative environment. The influence of the large Amish and Mennonite settlement in the area makes Middlebury schools attractive to those seeking to raise a family in a place where traditional values and a sense of community remain very strong. Even though this small community is out of the fast track, it is still conveniently close to major highways, railways, and airports, where residents can have access to nearby urban centers of culture, entertainment, and higher education.

The Middlebury Community School Corporation consists of seven schools. There are four primary elementary schools an intermediate school serving grades four and five, a middle school serving grades six, seven, and eight, and a high school serving grades nine through twelve.

Middlebury Community Schools is governed by a five-member elected school board, which takes responsibility for educating all students in the district who are capable of learning, regardless of their abilities, race, color, national origin, creed, or disability.

## **Curriculum and Instruction**

Middlebury Elementary School's curriculum is developed and organized to follow the Indiana State Standards and the local district's recommendations. The curriculum includes classes in art, music, physical education, guidance, Title I, Math Their Way, Developing Number Concepts, Fraction Island, Hands On Equations, Guided Reading, Word Study, Making Meaning, Writer's Workshop, Remediation, and Reading Recovery. In addition to the regular education program, a special education program for the learning disabled and mildly mentally disabled, and speech and hearing services for all students are provided. Organized programs for high ability, and drug resistance education are also provided. Academic as well as extracurricular competitions beyond the classroom include Spelling Bees, Hoop Shoot, Boys and Girls After School Sports.

## **Description and Location of Curriculum**

The Middlebury Community School System has a district-wide committee that oversees curriculum development and implementation called the Curriculum Coordinating Council (CCC). The CCC determined a six-year curriculum revision cycle that allows individual subject area committees to revise curriculum and instruction in a three tier approach. The following describes the program:

### **Math (K-12)**

- 2009 Essential Skills coordinated with Indiana State Standards
- 2010 Textbook Adoption
- 2011 Instructional Strategies and Activities Web Sites

### **Science (K-12)**

- 2010 Essential Skills coordinated with Indiana State Standards
- 2011 Textbook Adoption
- 2012 Instructional Strategies and Activities compiled by all staff

### **Art, Music, Physical Education, Industrial Technology, Family Sciences, Foreign Language, Technology, Computer Science (K-12)**

- 2011 Essential Skills coordinated with Indiana State Standards
- 2012 Textbook Adoption
- 2013 Instructional Strategies and Activities compiled by all staff

### **Reading, Handwriting, English, Spelling (K-5)**

- 2012 Essential Skills coordinated with Indiana State Standards
- 2013 Textbook Adoption
- 2014 Instructional Strategies and Activities compiled by all staff

### **Literature, English (6-12)**

- 2013 Essential Skills coordinated with Indiana State Standards
- 2014 Textbook Adoption
- 2015 Instructional Strategies and Activities compiled by all staff

### **Social Studies (K-12)**

- 2014 Essential Skills coordinated with Indiana State Standards
- 2015 Textbook Adoption
- 2016 Instructional Strategies and Activities compiled by all staff

All teachers have access to the Indiana State Standards and the Middlebury Community Schools Curriculum Essential Skills for each subject and grade level. Each school building has a copy of the Instructional Strategies and Activities for each subject and grade level in a central location. The Middlebury Community Schools Curriculum Essential Skills and Instructional Strategies and Activities are also located on each school's computer network.

## Assessment Instruments

### Grade 1:

#### Primary Indicator:

- **Developmental Reading Assessment (DRA):** Students are assessed using the DRA at a minimum of once during the school year. The DRA contains a running record and comprehension component.
- **Harcourt Mathematics Assessment:** Students are assessed at the beginning and end of the year on mathematics skills.
- **Middlebury Community Schools Writing Rubric:** Locally developed according to the Indiana Writing Standards. Students are assessed three times during the year.

#### Secondary Indicator:

- **Scholastic Reading Assessment:** Students are assessed periodically throughout the school year in conjunction with the Scholastic reading series.
- **Math Their Way Assessment:** Students are evaluated at the end of the first semester and at the end of the year in problem solving, place value, and number sense.

### Grade 2:

#### Primary Indicator:

- **Developmental Reading Assessment (DRA):** Students are assessed using the DRA a minimum of one time during the school year. The DRA contains a running record and comprehension component.
- **Harcourt Mathematics Assessment:** Students are assessed at the beginning and end of the year on mathematics skills.
- **Indiana Analytic Writing Development Rubric:** Students are assessed three times during the year.

#### Secondary Indicators:

- **Scholastic Reading Assessment:** Students are assessed periodically throughout the school year.

- **Indiana University Reading Assessment:** Students are assessed at least three times throughout the school year to monitor progress in comprehension and fluency.

### **Grade 3:**

#### **Primary Indicator:**

- **ISTEP+:** Students were assessed in March of 2010 and May of 2010. The ISTEP+ contains multiple choice and applied skills components of reading, math, and writing application.

#### **Secondary Indicators:**

- **PM Rigby Reading Assessment/Developmental Reading Assessment (DRA):** Students are assessed using the PM Rigby or DRA at a minimum of once during the school year.
- **Harcourt End of Year Test:** This test will evaluate student computation and problem solving skills at the end of the year.
- **Indiana Analytic Writing Development Rubric:** Students are assessed three times during the year.

## **Section 2:                      Statement of Mission and Beliefs**

### **Middlebury Elementary School**

#### **Mission Statement**

"The mission of Middlebury Elementary School, in cooperation with family and community, is to develop compassionate, productive, responsible citizens and life-long learners."

### **Middlebury Community Schools**

#### **Mission Statement**

"The mission of Middlebury Community Schools is to prepare our students to be lifelong learners and contributing citizens."

## **Beliefs**

Beliefs are statements of an organization's fundamental convictions, its values, and its character. They provide the bedrock upon which the organization commits itself to a specific mission and objectives.

We believe that:

1. A dynamic, positive community creates an environment where individuals can develop relationships and experience growth.
2. All individuals can learn.
3. Challenging individual potential encourages opportunity for success.
4. Courage, discipline, cooperation, integrity, responsibility, faith and respect are essential.
5. Each individual has a right to and a responsibility for a safe physical, mental and emotional environment.
6. Learning is a life-long process.
7. Quality personnel, tools, and techniques contribute to success in our changing global society.

## **Section 3: Summary of Data of Current Status**

**Annual Performance Report** (See Appendix A)

### **Data Other Than Performance Report**

#### **Grade 1**

#### **English Language Arts/Math**

1. 83% (69/83) of the first grade students read and comprehend at or above grade level as measured by the DRA.
2. 88% (73/83) of the first grade students demonstrate computation and problem solving skills at or above grade level as measured by the Harcourt End of Year Math Test.
3. 75% (62/83) of the first grade students demonstrate writing skills on grade level as measured by the MCS Writing Development Rubric.

## **Grade 2**

### **English/Language Arts/Math**

1. 85% (66/78) of the second grade students read and comprehend at or above grade level as measured by the DRA.
2. 90% (70/78) of the second grade students demonstrate computation and problem solving skills at or above grade level as measured by the Harcourt End of Year Math Test.
3. 86% (67/78) of the second grade students demonstrate writing skills on grade level as measured by the MCS Writing Development Rubric.

## **Grade 3**

### **English/Language Arts/Writing/Math**

1. 87% (76/87) of the third grade students read and comprehend at or above grade level as measured by the DRA/Rigby.
2. 86% (75/87) of the third grade students demonstrate computation and problem solving skills at or above grade level as measured by the Harcourt End of Year Math Test.
3. 82% (71/87) of the third grade students demonstrate writing skills on grade level as measured by the MCS Writing Development Rubric.

## **Educational Programs and Learning Environment**

Middlebury Elementary School has implemented various educational programs to assist students and teachers in meeting the Indiana Standards and enhancing the classroom-learning environment. The curriculum is developed and organized to follow the Indiana State Standards and the local district's recommendations. The curriculum includes classes in art, music, physical education, guidance, Title I, Math-Their Way, Developing Number Concepts, Fraction Island, Hands On Equations, Remediation, and Reading Recovery. In addition to the regular education program, a special education program for the learning disabled and mildly mentally disabled, and speech and hearing services for all students are provided. Organized programs for gifted and talented, drug resistance education, and outdoor education are also provided. Academic competition beyond the classroom includes Spelling Bees.

Middlebury Elementary School has a warm and friendly atmosphere where learning is the key to success. Our classrooms are safe both emotionally and physically because of the way the teachers and students work toward respect for each other and the learning process using LIFESKILLS, lifelong guidelines, and life goals.

## **Section 4: Conclusions from Data Analysis**

### **Curriculum Supports the Indiana Standards**

The Middlebury Elementary School curriculum is developed and organized to follow the Indiana State Standards and the local district's recommendations. The curriculum is upgraded to state standards in math, science, social studies, health, reading, language arts, physical education, music, and art.

### **Instruction Supports the Indiana Standards**

Middlebury Elementary School's curriculum is developed and organized to follow the Indiana State Standards and the local district's recommendations. The curriculum includes classes in art, music, physical education, guidance, Title I, Math-Their Way, Developing Number Concepts, Fraction Island, Hands-On Equations, Remediation, and Reading Recovery. In addition to the regular education program, a special education program for the learning disabled and mildly mentally disabled, and speech and hearing services for all students are provided. Organized programs for high ability, drug resistance education, and outdoor education are also provided. Academic competition beyond the classroom includes Spelling Bees.

The following is a chart of instructional activities and programs that enhance regular instruction throughout the school year:

<b>Activity</b>	<b>KG</b>	<b>1</b>	<b>2</b>	<b>3</b>
Assemblies	X	X	X	X
Field/Study Trips	X	X	X	X
Red Ribbon Week	X	X	X	X
Grade Level Activities*	X	X	X	X
Music Programs	X	X	X	X
ARMS	X	X	X	X
Family Reading Night	X	X	X	X
Reading Incentive Month	X	X	X	X
Integrated Thematic Instruction	X	X	X	X
Student Council				X
Parent Nights	X	X		
Pen Pals			X	X

PTO Program Nights/Events	X	X	X	X
Reading Buddies	X	X	X	X
Academic Competitions				
School Newsletters	X	X	X	X
PTO Enrichment Activities	X	X	X	X
Field Day				X
Community Guest Speakers	X	X	X	X
Title I Parent Night		X	X	X
Full Day Kindergarten	X			
Modeling Character Education	X	X	X	X

\* - Activities include, but are not limited to: Fairy Tale Day, Grandparent's Day, Challenge Day, Native American Day, Basic Aid Training, 100 Day.

## Assessment of Student Achievement

After completing analysis of student achievement from ISTEP+ data, the following results are evident:

### ISTEP+ 2010

#### Grade Three:

- 90% of all third grade students were above the English/Language Arts standards
- 86% of all of the third grade students were above the Math standards.
- 67% of the third grade students were above the Writing Development standards
- 93% of third grade students on free/reduced lunch were above the English/Language Arts standards
- 85% of third grade students on free/reduced lunch were above the Math standards
- 100% of third grade students in special education were above the English/Language Arts standards
- 100% of third grade students in special education were above the Math standards

#### **Weak Areas:**

- Writing – Language Conventions, Writing Applications, Writing Process
- Math – Number Sense, Computation, Geometry

## School Improvement Identification:

On May 21, 2009, Middlebury Community Schools distributed notification to every parent of a student enrolled in Jefferson Elementary School, Middlebury Elementary School, York Elementary School are that these are schools in improvement. All of the letters, information, and forms sent to parents can be found in Appendix F. The information sent to parents is also available on the district website at [www.mcsin-k12.org](http://www.mcsin-k12.org). Letters will again be sent in September, 2010, after AYP has been established.

Each of the elementary schools will provide school choice to all students and supplemental educational services to all students who are assessed at below grade level in reading and math and are at or below the poverty level socio-academically.

Middlebury Community Schools is committed to utilizing 10% of the Title I Funds to provide professional development to increase knowledge and awareness for teachers of best practice instructional strategies that increase student learning. District- and State-wide professional development opportunities in literacy instruction, math instruction, and student data assessment will be offered to staff. All staff will be expected to participate in workshops and seminars that will improve student learning and all staff will be expected to continue using effective instructional strategies.

## Parent Involvement

Middlebury Elementary School encourages parents to become actively involved in their child's education. This includes frequent communication between home and school in the form of monthly newsletters from the office and classroom newsletters. We have an active PTO, which meets one time per month. Volunteers are welcomed in our building and into classrooms to help students and teachers. The following is a list of activities that encourage parent involvement at Middlebury Elementary:

<b>Activity</b>	<b>KG</b>	<b>1</b>	<b>2</b>	<b>3</b>
PTO Ice Cream Social	X	X	X	X
Family Reading Night	X	X	X	X
Grandparent's Day				X
School Fundraisers	X	X	X	X
Scooper Bowl/Mom's Dessert	X			
Picture Day	X	X	X	X
Classroom Parties	X	X	X	X
Field/Study Trips	X	X	X	X
Classroom Helpers	X	X	X	X

Reading with students	X	X	X	X
PTO - After school activities	X	X	X	X
Committees (i.e. Auction)	X	X	X	X
Parent Teacher Conferences	X	X	X	X
Boy Scouts and Girl Scouts	X	X	X	X
Book Fair	X	X	X	X
Skating Parties	X	X	X	X
Title I Parent Meeting		X	X	X
PTO Carnival/Haystack/Auction/Donkeyball	X	X	X	X
ARMS	X	X	X	X
Office Volunteers	X	X	X	X
Vision Screening		X		X
Hearing Screening	X	X		
Home School Agreement	X	X	X	X
Three 4 Me Program	X	X	X	X
Mobile Dentist	X	X	X	X

## Technology As A Learning Tool

Technology integration into curriculum is increasing and on-going. The following reflects some of this integration:

- Technology Essential Skills Curriculum
- Local Area Network (LAN) connects all classrooms
- Wide Area Network (WAN) connects all school buildings and central office
- New telephone system
- Three computers in every classroom
- 3 Wireless Laptop Carts
- Automated Media Center – New in 2007/2008
- DVD/VCR/TV in every classroom

- Digital camera for every grade level
- Scan converters
- Print servers
- Scanners in upper and lower elementary building areas
- Video Character Generator
- Media Retrieval System
- Curriculum Driven Software
- Remediation Software (Cornerstone)
- Accelerated Math in fourth and fifth grade classrooms
- White Boards with software for classroom instruction
- Camcorders/DVD player
- United Streaming Video tied into Indiana Academic Standards
- PowerGrade and PowerSchool Teacher

## **Safe and Disciplined Learning Environment**

Middlebury Elementary School has implemented various plans and programs to insure the physical and emotional safety of the students. Many of these programs and initiatives have developed from Middlebury Community Schools Strategic Planning and from IDOE suggestions. Additional staff continues to be trained in CPR each year.

### **Physical Safety:**

Building Emergency Plans

Storm Drills                      Two per semester

Fire Drills                         One per month

Lock Down Drills                One per year

Building Doors Locked – ALL doors (Main entrance has a buzzer/video system to allow supervised entry)

Full time Nurse – medications, Red Dot list, First Aid kits

Numbered Entrances and Exits

Video Security System in Office

Radio and/or Cell Phone Communication for Playground/Fieldtrips

Video Cameras on School Buses

Crossing Guard

Monitored student arrival and departure by staff  
Defibrillators (AED's)

**Emotional Safety:**

Visitor Badges/Sign in sheet  
Classroom Guidance Curriculum - Counselor  
Crisis Plan  
MCS/Middlebury Code of Conduct  
Classroom Procedures  
Behavioral Consultant

**Cultural Competency IC 20-10.2-8-2**

Analysis of School's Student Population:

The following Racial/Ethnicity Groups are represented:

2.0% Multiracial  
2.0% Asian  
4.0% Hispanic  
1.0% Black  
89.0 % White, Not of Hispanic Origin

Language Minority:

K-3 – 81/325  
Total: 25%

Cultural: The following cultures are represented in the Middlebury Elementary student body – Amish, Hispanic, and Cambodian

Socioeconomic:

84/325=26% Free Lunches  
47/325= 14% Reduced Lunches

Exceptional Learning – The following program offerings are available for exceptional learning and Culturally Appropriate Strategies for Increasing Educational Opportunities

- Reading Recovery – 1<sup>st</sup> Grade
- Title Services – Grades 1-2-3
- Speech – K-3
- Learning Disability/Mildly Mentally Handicap
- Explore (High Ability) (Grades K-3)
- Power Hour – partnership with Boys & Girls Club
- Head Start
- Family Reading Night/Reading Incentive Programs
- Tutoring by Instructional Assistants
- ISTEP+ Remediation Programs (In-School) Grade 3
- Summer School (August) Grades K-3

Professional Development Initiatives to Increase Cultural Competency in the School's Educational Environment.

- Ruby Payne Poverty Training – each workshop was for three days (8:30-3:15 PM).
- LEP (Limited English Proficiency) – Covered ILP's, modifications for staff members, and program requirements in a staff meeting, conducted testing for ESL staff on LAS Links for all LEP students
- Title 1 Services - Provided 30-minute language instruction for selected students, levels 1-3.
- Title I and Special Education staff training in literacy.
- High Ability Workshops conducted quarterly with high ability coordinator
- Tutoring – Adults, high school students, and instructional assistants assist selected students in language development.
- Administered the LAS Links Testing for all LEP students.
- Book Study
- LEP Instructional Assistant was added to the staff (2005-2006).
- Utilized translators for case conferences and parent conferences.

## Professional Development 2010-2011

<ul style="list-style-type: none"> <li>-Review ISTEP/ ISTEP Analysis/Assessment data</li> <li>-Identify weak essential skills categories and will focus on reading, language, and writing.</li> </ul>	<ul style="list-style-type: none"> <li>- Review ISTEP/ ISTEP Analysis/Assessment data</li> <li>- Establish benchmarks for areas of academic need in reading and writing to match State standards</li> </ul>	<ul style="list-style-type: none"> <li>- After review of data and teacher benchmarks our focus will be on:               <ul style="list-style-type: none"> <li>- guided reading to teach reading strategies</li> <li>- writer's workshop process</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>-Utilize and analyze the Judith Wesley ISTEP Analysis, and climate audit</li> <li>-Track and review State standards in every classroom</li> </ul>
<p>Study Groups:</p> <ul style="list-style-type: none"> <li>- balanced literacy framework</li> <li>- writer's workshop strategies</li> <li>- <u>Differentiating Instruction</u></li> <li>- <u>First Hand Writing Lessons</u> (K-2)</li> <li>- Standards Based Websites</li> <li>- <u>Guided Reading</u> (K-2)</li> <li>- <u>Culture and Learning</u></li> <li>- <u>Supporting Struggling Readers and Writers</u></li> <li>- <u>Reading with Meaning/Mosaic of Thought</u></li> <li>- <u>Guiding Readers and Writers (3-5)</u></li> <li>- Understanding Poverty</li> <li>- Utilize Lucy Calkens Writing materials in K-3 classrooms</li> </ul>	<ul style="list-style-type: none"> <li>- Bi-weekly literacy team meetings and monthly staff meetings for professional development will focus on:               <ul style="list-style-type: none"> <li>- writer's workshop strategies</li> <li>- guided reading strategies</li> <li>- using Rubrics to focus instruction and assessment</li> <li>- book study</li> <li>-Tucker Signing Strategies</li> <li>- Continue Mosaic of Thought discussions and strategies</li> <li>- Book Study – <u>Making Assessment Elementary</u></li> <li>- Train and implement Making Meaning Reading Program (Reading Comprehension)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Peer observations and guided reading discussions in literacy team meetings will improve classroom reading instruction.</li> <li>- Modeling of writer's workshop will give teachers ideas for instruction and discussion of implementation in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>-Staff development opportunities with follow-up sessions on writing process, guided reading, and comprehension.</li> <li>-Corporation-wide staff development training in strategies from Understanding Poverty</li> </ul>
<ul style="list-style-type: none"> <li>- Schedule monthly K-5 Staff Development Team meetings/study groups</li> <li>- Schedule 2 meetings of all staff for half-day collaboration sessions on brain compatible learning</li> <li>- Schedule All Write training sessions 2 times/year</li> <li>- Schedule High Ability staff training 2 times/year</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers will complete their own instructional audit using a guide for writing instruction improvement and balanced literacy framework in their classrooms.</li> <li>- Teachers will be observed and trained by All Write trainers in writing instruction</li> </ul>	<ul style="list-style-type: none"> <li>- Peer teacher observations to gain insight and knowledge from teachers successful in implementation of new strategies in guided reading and writer's workshop</li> <li>- Conference release time will be provided for collaboration and discussions from observations</li> </ul>	<ul style="list-style-type: none"> <li>- Quarterly ½ -day sessions for KG on writing/guided reading instruction</li> <li>- Quarterly ½ -day sessions for grades 1-2 on writing instruction and comprehension strategies</li> <li>- Quarterly ½ -day sessions on Guided Reading and writing instruction for grades 3-5</li> </ul>
<ul style="list-style-type: none"> <li>- Each teacher in K-5 will select at least one new strategy to try with students in guided reading and writer's workshop in conjunction with teacher goal setting</li> <li>-Teachers will collaborate using ideas from strategies used in the classroom to improve instruction</li> </ul>	<ul style="list-style-type: none"> <li>- Monthly Staff Development Team discussions focus on classroom implementation of guided reading in grade two and writer's workshop in grades K-5. Rubrics will be developed and benchmarks set guided reading and writer's workshop evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers involved with guided reading will have access to the primary literacy library to support Title I students in the classroom.</li> <li>-Teachers will model specific components of balanced literacy framework or instructional strategy for other teachers.</li> </ul>	<ul style="list-style-type: none"> <li>- The Literacy Coordinator, Title I Director, All Write Trainer, Goshen LC Trainer, and principal will do individual coaching on instructional strategies as requested by the teachers.</li> </ul>
<ul style="list-style-type: none"> <li>-Teachers will continue to evaluate literacy team meetings, conferences and workshops and will list successful strategies used with guided reading and writer's workshop</li> <li>-Implement the looping concept from 3<sup>rd</sup> to 4<sup>th</sup> grade</li> </ul>	<ul style="list-style-type: none"> <li>-Small group discussions will be held weekly to discuss classroom implementation of the balanced literacy framework, guided reading and writing</li> </ul>	<ul style="list-style-type: none"> <li>- Monthly staff meetings will take place to assess progress of Title I students. Staff will set rubrics for self-reflection of balanced literacy and guided reading and writing</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers evaluate successful implementation of guided reading, balanced literacy framework, and process writing strategies and determine needs</li> </ul>

## **Section 5:            Student Achievement Objectives**

### **Attendance Rate**

(See Appendix A)

### **Attendance Rate Objective:**

Our goal at Middlebury Elementary School is to be at or above the 98% attendance rate each year.

## **Section 6:    Specific Areas Where Improvement Is Needed Immediately**

### **Specific Areas Where Improvement Is Needed**

From analysis of the data, both primary and secondary assessments, the following area is where improvement is needed immediately:

**Writing Application**

**Math Number Sense**

From analysis of the data, both primary and secondary assessments, the following areas are where improvement is needed over the next three years:

**Writing – Language Conventions, Writing Applications,  
Writing Process**

**Math – Number Sense, Computation, Geometry**

## **Section 7:                    Benchmarks for Progress**

### Middlebury Elementary School Annual Benchmarks

#### English/Language Arts/Writing/Math

The following benchmarks are established for Grade 3 for the years 2010, 2011, & 2012 using the State Standards as measured by the ISTEP+ Test.

Percent Passing

	Spring 2010 E/LA Score	Spring 2010	Spring 2011	Spring 2012
3rd Grade	90%	91%	92%	93%

Percent Passing

	Spring 2010 Math Score	Spring 2010	Spring 2011	Spring 2012
3rd Grade	86%	88%	90%	91%

Percent Passing

	Spring 2010 Writing App.	Spring 2010	Spring 2011	Spring 2012
3rd Grade	74%	78%	80%	82%

The following benchmarks are established for Grades 1-2 using the State Standards as measured by DRA (Developmental Reading Assessment)/Rigby PM, End-Of-Year Harcourt Math Assessment, Middlebury Community Schools Writing Rubric, and the Indiana Analytic Writing Development Rubric.

Percent Passing

	2010 Spring Reading	Spring 2011	Spring 2012	Spring 2013
1st Grade	83%	85%	87%	89%
2nd Grade	85%	87%	89%	90%

2010 Spring Writing      Spring 2011      Spring 2012      Spring 2013

1 <sup>st</sup> Grade	75%	79%	81%	83%
2 <sup>nd</sup> Grade	86%	88%	90%	91%
	2010 Spring Math	Spring 2011	Spring 2012	Spring 2013
1st Grade	88%	90%	91%	92%
2nd Grade	90%	91%	92%	93%

## **Section 8:            Proposed Interventions**

### **Proposed Interventions/Strategies**

#### **English/Language Arts**

- Implement a balanced literacy framework in every kindergarten through third grade classroom daily. In grades kindergarten through two, the balanced literacy framework includes the components of shared reading, guided reading, read aloud, independent reading, writer’s workshop, shared writing, independent writing, and interactive writing. In grade three, the balanced literacy components are word study, reader’s workshop, and writer’s workshop.
- Utilize the Indiana Analytic Writing Development Rubric to help implement writing instruction and assessment.
- Utilize technology resources to support the balanced literacy framework
- Provide professional development opportunities for Special Education teachers to analyze data and instructional techniques to prepare the students for the tools they will need to increase their knowledge and understanding of the State Standards and ISTEP+.
- Provide professional development opportunities for all certified staff to enhance their instruction and delivery for all LEP students. This will be accomplished through book studies and Ruby Payne workshops.
- Book Study for staff
- Word Study – implementation in the classroom (K-3)
- Making Meaning – implementation in the classroom (K-3)
- Instructional implications from ISTEP+ Analysis training (K-3)
- Utilize district literacy coaches for peer mentoring and coaching in Language Arts instruction.

#### **Writing Development**

- Implement a balanced literacy framework in every kindergarten through third grade classroom daily. In grades kindergarten through two, the balanced literacy framework includes the components of shared reading, guided reading, read aloud, independent reading, writer’s workshop, shared writing, independent writing, and interactive writing. In grades three through five, the balanced literacy components are word study, reader’s workshop, and writer’s workshop.
- Utilize the MCS and Indiana Analytic Writing Development Rubric to help implement writing instruction and assessment
- Minimum daily writing block time allotment of forty five minutes
- Increase writing across the curriculum
- Utilize technology resources to support the balanced literacy framework

- Provide professional development opportunities for Special Education teachers to analyze data and instructional techniques to prepare the students for the tools they will need to increase their knowledge and understanding of the State Standards and ISTEP+.
- Provide professional development opportunities for all certified staff to enhance their instruction and delivery for all LEP students. This will be accomplished through book studies and Ruby Payne workshops.
- Instructional implications from ISTEP+ Analysis training (K-3).
- Utilize district literacy coaches for peer mentoring and coaching in Language Arts instruction.
- Utilize Lucy Caulkins writing materials in grades K-3

## **Mathematics**

- Increase the variety of effective instructional strategies in all kindergarten through third grade classrooms, by increasing Math Perspectives: Developing Number Concepts strategies, and utilizing Math Their Way and Math A Way of Thinking strategies.
- Increase oral and written communication that conveys mathematical reasoning
- Utilize technology resources to support mathematics instruction.
- Increase computational skills with the use of Math Facts in all of the classrooms.
- Provide professional development opportunities for Special Education teachers to analyze data and instructional techniques to prepare the students for the tools they will need to increase their knowledge and understanding of the State Standards and ISTEP+.
- Provide professional development opportunities for all certified staff to enhance their instruction and delivery for all LEP students. This will be accomplished through book studies and Ruby Payne workshops.
- Provide staff development in the math writing area for all K-3 teachers.
- Fraction Island training and implementation in grades 1-3.
- Hands – On Equations implementation in grades 2-3.
- Instructional implications from ISTEP+ Analysis training (K-3)
- Utilize district math coach for peer mentoring and coaching in Differentiated math instruction.

## **Section 9:**

## **Professional Development**

### **English/Language Arts/Writing 2010 – 2011**

<ul style="list-style-type: none"> <li>-Review ISTEP/ ISTEP Analysis/Assessment data</li> <li>-Identify weak essential skills categories and will focus on reading, language, and writing.</li> </ul>	<ul style="list-style-type: none"> <li>- Review ISTEP/ ISTEP Analysis/Assessment data</li> <li>- Establish benchmarks for areas of academic need in reading and writing to match State standards</li> </ul>	<ul style="list-style-type: none"> <li>- After review of data and teacher benchmarks our focus will be on:               <ul style="list-style-type: none"> <li>- guided reading to teach reading strategies</li> <li>- writer's workshop process</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>-Utilize and analyze the Judith Wesley ISTEP Analysis, and climate audit</li> <li>-Track and review State standards in every classroom</li> </ul>
<p>Study Groups:</p> <ul style="list-style-type: none"> <li>- balanced literacy framework</li> <li>- writer's workshop strategies</li> <li>- <u>Differentiating Instruction</u></li> <li>- <u>First Hand Writing Lessons</u> (K-2)</li> <li>- Standards Based Websites</li> <li>- <u>Guided Reading</u> (K-2)</li> <li>- <u>Culture and Learning</u></li> <li>- <u>Supporting Struggling Readers and Writers</u></li> <li>- <u>Reading with Meaning/Mosaic of Thought</u></li> <li>- <u>Guiding Readers and Writers</u> (3)</li> <li>- Understanding Poverty</li> <li>- Utilize Lucy Calkens Writing materials in K-3 classrooms</li> <li>- RTI (Response to Intervention)</li> </ul>	<ul style="list-style-type: none"> <li>- Bi-weekly literacy team meetings and monthly staff meetings for professional development will focus on:               <ul style="list-style-type: none"> <li>- writer's workshop strategies</li> <li>- guided reading strategies</li> <li>- using Rubrics to focus instruction and assessment</li> <li>- book study</li> <li>-Tucker Signing Strategies</li> <li>- Continue Mosaic of Thought discussions and strategies</li> <li>- Book Study – <u>Making Assessment Elementary</u></li> <li>- Train and implement Making Meaning Reading Program (Reading Comprehension)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Peer observations and guided reading discussions in literacy team meetings will improve classroom reading instruction.</li> <li>- Modeling of writer's workshop will give teachers ideas for instruction and discussion of implementation in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>-Staff development opportunities with follow-up sessions on writing process, guided reading, and comprehension.</li> <li>-Corporation-wide staff development training in strategies from Understanding Poverty</li> </ul>
<ul style="list-style-type: none"> <li>- Schedule monthly K-3 Staff Development Team meetings/study groups</li> <li>- Schedule 2 meetings of all staff for half-day collaboration sessions on brain compatible learning</li> <li>- Schedule All Write training sessions 2 times/year</li> <li>- Schedule High Ability staff training 2 times/year</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers will complete their own instructional audit using a guide for writing instruction improvement and balanced literacy framework in their classrooms.</li> <li>- Teachers will be observed and trained by All Write trainers in writing instruction</li> </ul>	<ul style="list-style-type: none"> <li>- Peer teacher observations to gain insight and knowledge from teachers successful in implementation of new strategies in guided reading and writer's workshop</li> <li>- Conference release time will be provided for collaboration and discussions from observations</li> </ul>	<ul style="list-style-type: none"> <li>- Quarterly ½ -day sessions for KG on writing/guided reading instruction</li> <li>- Quarterly ½ -day sessions for grades 1-2 on writing instruction and comprehension strategies</li> <li>- Quarterly ½ -day sessions on Guided Reading and writing instruction for grade 3</li> </ul>
<ul style="list-style-type: none"> <li>- Each teacher in K-3 will select at least one new strategy to try with students in guided reading and writer's workshop in conjunction with teacher goal setting</li> <li>-Teachers will collaborate using ideas from strategies used in the classroom to improve instruction</li> </ul>	<ul style="list-style-type: none"> <li>- Monthly Staff Development Team discussions focus on classroom implementation of guided reading in grade two and writer's workshop in grades K-3. Rubrics will be developed and benchmarks set guided reading and writer's workshop evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers involved with guided reading will have access to the primary literacy library to support Title I students in the classroom.</li> <li>-Teachers will model specific components of balanced literacy framework or instructional strategy for other teachers.</li> </ul>	<ul style="list-style-type: none"> <li>- The Literacy Coordinator, Title I Director, All Write Trainer, Goshen LC Trainer, and principal will do individual coaching on instructional strategies as requested by the teachers.</li> </ul>
<ul style="list-style-type: none"> <li>-Teachers will continue to evaluate literacy team meetings, conferences and workshops and will list successful strategies used with guided reading and writer's workshop</li> </ul>	<ul style="list-style-type: none"> <li>-Small group discussions will be held weekly to discuss classroom implementation of the balanced literacy framework, guided reading and writing</li> </ul>	<ul style="list-style-type: none"> <li>- Monthly staff meetings will take place to assess progress of Title I students. Staff will set rubrics for self-reflection of balanced literacy and guided reading and writing</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers evaluate successful implementation of guided reading, balanced literacy framework, and process writing strategies and determine needs</li> </ul>

## English/Language Arts/Writing 2011-2012

<ul style="list-style-type: none"> <li>-Review ISTEP/ISTEP Analysis/Assessment data</li> <li>-Identify weak essential skills categories and will focus on reading, language, and writing.</li> </ul>	<ul style="list-style-type: none"> <li>- Review ISTEP/ ISTEP Analysis/Assessment data</li> <li>- Establish benchmarks for areas of academic need in reading and writing to match State standards</li> </ul>	<ul style="list-style-type: none"> <li>- After review of data and teacher benchmarks our focus will be on:</li> <li>- guided reading to teach reading strategies</li> <li>- writer's workshop process</li> </ul>	<ul style="list-style-type: none"> <li>-Utilize and analyze Judith Wesley ISTEP Analysis and climate audit</li> <li>-Track and review State standards in every classroom</li> </ul>
<p>Study Groups:</p> <ul style="list-style-type: none"> <li>- balanced literacy framework</li> <li>- writer's workshop strategies</li> <li>-<u>Writing About Reading</u></li> <li>- <u>Differentiating Instruction</u></li> <li>- <u>First Hand Writing Lessons</u></li> <li>- Standards Based Websites</li> <li>- <u>Guided Reading</u> (K-2)</li> <li>- <u>Supporting Struggling Readers and Writers</u></li> <li>- <u>Reading with Meaning/Mosaic of Thought</u></li> <li>- <u>Guiding Readers and Writers (3)</u></li> <li>- Understanding Poverty</li> <li>- Implement and assess Lucy Calkens Writing materials in K-3 classrooms</li> </ul>	<ul style="list-style-type: none"> <li>- Bi-weekly literacy team meetings and monthly staff meetings for professional development will focus on:</li> <li>- writer's workshop strategies</li> <li>- guided reading strategies</li> <li>- using Rubrics to focus instruction and assessment</li> <li>- use book study for <u>Writing About Reading</u></li> <li>- Continue implementation of Making Meaning Reading Program (Reading Comprehension)</li> </ul>	<ul style="list-style-type: none"> <li>- Peer observations and guided reading discussions in literacy team meetings will improve classroom reading instruction.</li> <li>- Modeling of writer's workshop will give teachers ideas for instruction and discussion of implementation in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>-Staff development opportunities with follow-up sessions on writing process, guided reading, and comprehension.</li> <li>-Corporation-wide staff development training in strategies from Understanding Poverty</li> </ul>
<ul style="list-style-type: none"> <li>- Schedule monthly K-3 Staff Development Team meetings/study groups</li> <li>- Schedule 2 meetings of all staff for half-day collaboration sessions on brain compatible learning</li> <li>- Schedule All Write training sessions 3 times/year</li> <li>- Schedule High Ability staff training 2 times/year</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers will complete their own instructional audit using a guide for writing instruction improvement and balanced literacy framework in their classrooms.</li> <li>- Teachers will be observed and trained by All Write trainers in writing instruction</li> </ul>	<ul style="list-style-type: none"> <li>- Peer teacher observations to gain insight and knowledge from teachers successful in implementation of new strategies in guided reading and writer's workshop</li> <li>- Conference release time will be provided for collaboration and discussions from observations</li> </ul>	<ul style="list-style-type: none"> <li>- Quarterly ½ -day sessions for KG on writing/guided reading instruction</li> <li>- Quarterly ½ -day sessions for grades 1-2 on writing instruction and comprehension strategies</li> <li>- Quarterly ½ -day sessions on Guided Reading and writing instruction for grade 3</li> </ul>
<ul style="list-style-type: none"> <li>- Each teacher in K-3 will select at least one new strategy to try with students in guided reading and writer's workshop in conjunction with teacher goal setting</li> <li>-Teachers will collaborate using ideas from strategies used in the classroom to improve instruction</li> </ul>	<ul style="list-style-type: none"> <li>- Monthly Staff Development Team discussions focus on classroom implementation of guided reading in grade two and writer's workshop in grades K-3.</li> <li>- Rubrics will be developed and benchmarks set guided reading and writer's workshop evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers involved with guided reading will have access to the primary literacy library to support Title I students in the classroom.</li> <li>-Teachers will model specific components of balanced literacy framework or instructional strategy for other teachers.</li> </ul>	<ul style="list-style-type: none"> <li>- The Literacy Coordinator, Title I Director, All Write Trainer, Goshen LC Trainer, and principal will do individual coaching on instructional strategies as requested by the teachers.</li> </ul>
<ul style="list-style-type: none"> <li>-Teachers will continue to evaluate literacy team meetings, conferences and workshops and will list successful strategies used with guided reading and writer's workshop.</li> </ul>	<ul style="list-style-type: none"> <li>-Small group discussions will be held weekly to discuss classroom implementation of the balanced literacy framework, guided reading and writing.</li> </ul>	<ul style="list-style-type: none"> <li>- Monthly staff meetings will take place to assess progress of Title I students. Staff will set rubrics for self-reflection of balanced literacy and guided reading and writing.</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers evaluate successful implementation of guided reading, balanced literacy framework, and process writing strategies and determine needs.</li> </ul>

## English/Language Arts/Writing 2012-2013

<ul style="list-style-type: none"> <li>-Review ISTEP/ISTEP Analysis/Assessment data</li> <li>-Identify weak essential skills categories and will focus on reading, language, and writing.</li> </ul>	<ul style="list-style-type: none"> <li>- Review ISTEP/ ISTEP Analysis/Assessment data</li> <li>- Establish benchmarks for areas of academic need in reading and writing to match State standards</li> </ul>	<ul style="list-style-type: none"> <li>- After review of data and teacher benchmarks our focus will be on:</li> <li>- guided reading to teach reading strategies</li> <li>- writer's workshop process</li> </ul>	<ul style="list-style-type: none"> <li>-Utilize and analyze Judith Wesley ISTEP Analysis and climate audit</li> <li>-Track and review State standards in every classroom</li> </ul>
<p>Study Groups:</p> <ul style="list-style-type: none"> <li>- balanced literacy framework</li> <li>- writer's workshop strategies</li> <li>- <u>Differentiating Instruction</u></li> <li>- <u>First Hand Writing Lessons</u></li> <li>- Standards Based Websites</li> <li>- <u>Guided Reading</u> (K-2)</li> <li>- <u>Supporting Struggling Readers and Writers</u></li> <li>- <u>Reading with Meaning/Mosaic of Thought</u></li> <li>- <u>Guiding Readers and Writers</u> (3)</li> <li>- Understanding Poverty</li> <li>- Implement and assess Lucy Calkens Writing materials in K-3 classrooms</li> </ul>	<ul style="list-style-type: none"> <li>- Bi-weekly literacy team meetings and monthly staff meetings for professional development will focus on:</li> <li>- writer's workshop strategies</li> <li>- guided reading strategies</li> <li>- using Rubrics to focus instruction and assessment</li> <li>- Continue implementation of Making Meaning Reading Program (Reading Comprehension)</li> </ul>	<ul style="list-style-type: none"> <li>- Peer observations and guided reading discussions in literacy team meetings will improve classroom reading instruction.</li> <li>- Modeling of writer's workshop will give teachers ideas for instruction and discussion of implementation in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>-Staff development opportunities with follow-up sessions on writing process, guided reading, and comprehension.</li> <li>-Corporation-wide staff development training in strategies from Understanding Poverty</li> </ul>
<ul style="list-style-type: none"> <li>- Schedule monthly K-3 Staff Development Team meetings/study groups</li> <li>- Schedule 2 meetings of all staff for half-day collaboration sessions on brain compatible learning</li> <li>- Schedule All Write training sessions 3 times/year</li> <li>- Schedule High Ability staff training 2 times/year</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers will complete their own instructional audit using a guide for writing instruction improvement and balanced literacy framework in their classrooms.</li> <li>- Teachers will be observed and trained by All Write trainers in writing instruction</li> </ul>	<ul style="list-style-type: none"> <li>- Peer teacher observations to gain insight and knowledge from teachers successful in implementation of new strategies in guided reading and writer's workshop</li> <li>- Conference release time will be provided for collaboration and discussions from observations</li> </ul>	<ul style="list-style-type: none"> <li>- Quarterly ½ -day sessions for KG on writing/guided reading instruction</li> <li>- Quarterly ½ -day sessions for grades 1-2 on writing instruction and comprehension strategies</li> <li>- Quarterly ½ -day sessions on Guided Reading and writing instruction for grade 3</li> </ul>
<ul style="list-style-type: none"> <li>- Each teacher in K-3 will select at least one new strategy to try with students in guided reading and writer's workshop in conjunction with teacher goal setting</li> <li>-Teachers will collaborate using ideas from strategies used in the classroom to improve instruction</li> </ul>	<ul style="list-style-type: none"> <li>- Monthly Staff Development Team discussions focus on classroom implementation of guided reading in grade two and writer's workshop in grades K-3.</li> <li>- Rubrics will be developed and benchmarks set guided reading and writer's workshop evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers involved with guided reading will have access to the primary literacy library to support Title I students in the classroom.</li> <li>-Teachers will model specific components of balanced literacy framework or instructional strategy for other teachers.</li> </ul>	<ul style="list-style-type: none"> <li>- The Literacy Coordinator, Title I Director, All Write Trainer, Goshen LC Trainer, and principal will do individual coaching on instructional strategies as requested by the teachers.</li> </ul>
<ul style="list-style-type: none"> <li>-Teachers will continue to evaluate literacy team meetings, conferences and workshops and will list successful strategies used with guided reading and writer's workshop.</li> </ul>	<ul style="list-style-type: none"> <li>-Small group discussions will be held weekly to discuss classroom implementation of the balanced literacy framework, guided reading and writing.</li> </ul>	<ul style="list-style-type: none"> <li>- Monthly staff meetings will take place to assess progress of Title I students. Staff will set rubrics for self-reflection of balanced literacy and guided reading and writing.</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers evaluate successful implementation of guided reading, balanced literacy framework, and process writing strategies and determine needs.</li> </ul>

## Mathematics 2010-2011

<ul style="list-style-type: none"> <li>-Review ISTEP/ISTEP Analysis/Assessment data</li> <li>-Identify weak essential skills categories and will focus on mathematics.</li> </ul>	<ul style="list-style-type: none"> <li>- Review ISTEP/ISTEP Analysis/Assessment data</li> <li>- Establish benchmarks for areas of academic need in mathematics to match State standards</li> </ul>	<ul style="list-style-type: none"> <li>- After review of data and teacher benchmarks our focus will be on:</li> <li>- Math computation</li> <li>- Math problem solving and communication</li> </ul>	<ul style="list-style-type: none"> <li>-Track and review State standards in every classroom</li> <li>-Utilize and analyze the Judy Wesley data</li> </ul>
<p>Study Groups:</p> <ul style="list-style-type: none"> <li>-Developing Number Concepts (K-2)</li> <li>- Math Their Way – revisit the process and curriculum (K-2)</li> <li>- <u>Math a Way of Thinking</u> (Grade 3)</li> <li>- <u>Differentiating Instruction</u> – practices in the math classroom that help individual growth</li> <li>- Hands On Equations extensions</li> <li>- Writing in the content area of math</li> <li>- Understanding Poverty</li> <li>- Implement Fraction Island in grades 1-3</li> <li>- RTI (Response to Intervention)</li> </ul>	<ul style="list-style-type: none"> <li>- Monthly staff meetings for professional development will focus on:</li> <li>- written and oral communication in mathematics</li> <li>- using Rubrics to focus instruction and assessment in mathematics</li> </ul>	<ul style="list-style-type: none"> <li>- Monthly grade level meetings for discussion of Developing Number Concepts, Math Their Way and Math A Way of Thinking will improve classroom mathematics instruction.</li> <li>- Modeling of differentiated instruction will give teachers ideas for instruction and discussion of implementation in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>-Staff development opportunities with follow-up sessions with follow-up sessions on Differentiated Instruction</li> <li>-Corporation-wide staff development training in strategies from Understanding Poverty</li> <li>-Staff development opportunities with follow-up sessions on Fraction Islands</li> </ul>
<ul style="list-style-type: none"> <li>- Schedule quarterly grade level meetings/study groups</li> <li>- Schedule 2 meetings of all staff for half-day collaboration sessions on brain compatible learning and differentiated instruction</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers will complete their own instructional audit measuring the use of manipulatives and applied skills in mathematics instruction.</li> <li>- Mathematics Coordinator will observe and train teachers in use of manipulatives and Hands On Equations</li> </ul>	<ul style="list-style-type: none"> <li>- Trainer and principal observations to gain insight and knowledge in implementation of new strategies in Developing Number Concepts</li> <li>- Conference release time will be provided for collaboration and discussions from observations</li> </ul>	<ul style="list-style-type: none"> <li>-3 full-day sessions for K-2 Developing Number Concepts instruction and support</li> <li>-3 ½ -day sessions for K-3 for Differentiating Instruction support</li> <li>-3 full day sessions for Understanding Poverty (K-3: 4 Teachers)</li> </ul>
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## Mathematics 2011-2012

<ul style="list-style-type: none"> <li>-Review ISTEP/ISTEP Analysis/Assessment data</li> <li>-Identify weak essential skills categories and will focus on mathematics.</li> </ul>	<ul style="list-style-type: none"> <li>- Review ISTEP/ISTEP Analysis/Assessment data</li> <li>- Establish benchmarks for areas of academic need in mathematics to match State standards</li> </ul>	<ul style="list-style-type: none"> <li>- After review of data and teacher benchmarks our focus will be on:               <ul style="list-style-type: none"> <li>- Math computation</li> <li>- Math problem solving and communication</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>-Track and review State standards in every classroom</li> <li>-Utilize and analyze the Judy Wesley data</li> </ul>
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## Mathematics 2012-2013

<ul style="list-style-type: none"> <li>-Review ISTEP/ISTEP Analysis/Assessment data</li> <li>-Identify weak essential skills categories and will focus on mathematics.</li> </ul>	<ul style="list-style-type: none"> <li>- Review ISTEP/ISTEP Analysis/Assessment data</li> <li>- Establish benchmarks for areas of academic need in mathematics to match State standards</li> </ul>	<ul style="list-style-type: none"> <li>- After review of data and teacher benchmarks our focus will be on:               <ul style="list-style-type: none"> <li>- Math computation</li> <li>- Math problem solving and communication</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>-Track and review State standards in every classroom</li> <li>-Utilize and analyze the Judy Wesley data</li> </ul>
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## **Instructional Support**

Each first and second year teacher is provided a trained mentor to provide curricular and instructional support throughout those first years. Additionally, all teachers collaborate with team members through grade level meetings, curriculum/instruction/assessment meetings and staff development opportunities. A math coach and a literacy coach provide guidance by modeling lessons, co-teaching, leading discussions, and challenging teacher growth.

**Section 10: Statutes and Rules to be Waived**

None

**Section 11: Three Year Timeline for Implementation, Review, and Revision**

The following timeline will be used annually during the 2010-2011, 2011-2012, and 2012-2013 school years:

<b>August</b>	Implement Current Year Plan
<b>September (current year)</b>	Review Assessment Data (ISTEP+)
<b>February-March</b>	Review Goals, Adjust Benchmarks and Professional Development Plan
<b>April-May</b>	Submit Revised Professional Development Plan to Curriculum Coordinating Council
<b>August</b>	Submit Revised Plan to Superintendent
<b>September</b>	Submit Plan to Indiana Department of Education

## **Appendices**

Annual Performance Report	Appendix A
ISTEP+ Data	Appendix B
Balanced Literacy Framework	Appendix C
Professional Development Highlight Summary	Appendix D
Three-Year Technology Plan	Appendix E
School In Improvement Information	Appendix F