Fortville Elementary School

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Mt. Vernon Community School Corporation

School Improvement Plan

North Central Association
FALL 2014

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Mission Statement

Engage, educate, and empower today's students to seize tomorrow's opportunities.

$MV=E^3$

MVCSC Belief and/or Value Statements

Mount Vernon Community School Corporation Believes:

- all students can learn and grow through meaningful and engaging experiences
- all graduates are college/career ready and prepared with the life skills to enter into a diverse, democratic society
- our employees are continually challenged, developed, and empowered to be more creative, innovative and effective in the performance of their assigned duties
- MVCSC is an integral part of the community and is committed to communicating, celebrating, and representing our community with pride
- the school corporation is fiscally responsible
- all students and staff have the right to learn and work in a secure, equitable, respectful, non-threatening environment that stimulates and fosters creativity
- curriculum is supported and enriched through the implementation of technology
- extra-curricular and co-curricular activities provide students opportunities to develop mentally, socially, and physically

Mount Vernon Community School Corporation Values:

- a relevant, rigorous, and aligned curriculum, (K-12) with appropriate instructional differentiation to meet or exceed state standards
- opportunities for professional development
- employees who serve as good role models for our students and who are socially and morally responsible citizens
- student participation in opportunities that develop social awareness and societal responsibility
- community partnerships that enrich student learning opportunities

Vision Statement

Mt. Vernon Community School Corporation is where parents choose to send their children, students are successful, highly qualified personnel desire to work, and the community is proud to support. We are committed to serving a diverse population in a safe, secure, and challenging learning environment where students are engaged in a rigorous, relevant and technologically-enhanced curriculum. Student success is nurtured through diverse instructional methods enabled by partnerships fostered between students, parents, school, and community. A strategic and fiscally responsible approach insures a sustainable, highly effective learning experience inside and outside the classroom. We respect the uniqueness of each student as we engage, educate, and empower them to seize their futures as responsible members of society.

Unique Local Insights/Community Data Information

Community and School Description

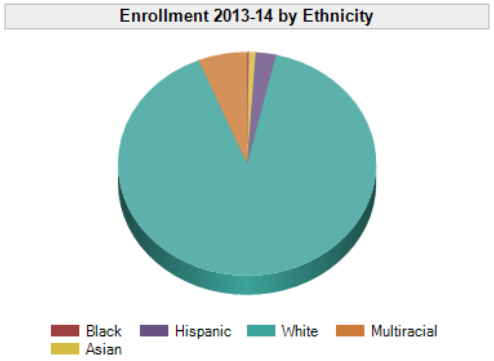
Fortville Elementary School is a part of the Mt. Vernon Community School Corporation (Hancock County) and the location of Fortville Elementary School is approximately two miles south of Fortville, Indiana in Hancock County. The school corporation includes the towns of Fortville, McCordsville, Mt. Comfort and Mohawk and also includes the townships of Vernon and Buck Creek.

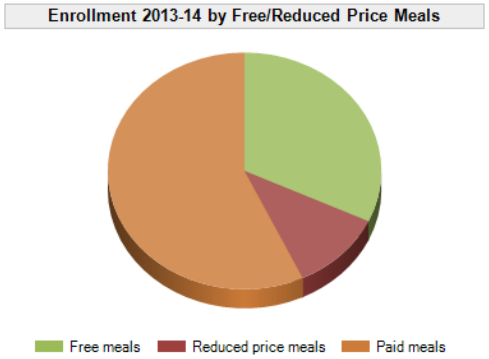
Hancock County (305 square miles) is a manufacturing and agricultural county. The community is geographically widespread and is changing from a small rural town to an emerging suburban community. Bus service is available to all students who attend the Mt. Vernon Schools. The Vernon Township population is comprised predominantly of Caucasian residents who are middle to lower socio-economic status. Many of the families are now sending their second generation of students through the Mt. Vernon Schools. However, because of the close proximity of Hancock County to Indianapolis, an increase in population and housing has occurred. Several new subdivisions have been and are being developed, bringing many new students to the Mt. Vernon Community School Corporation.

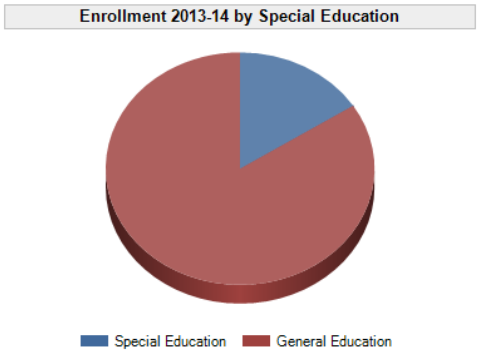
Hancock County is fortunate to be located near many cultural facilities. These include James Whitcomb Riley's home, the Benjamin Harrison House (23rd President of the USA), the Indianapolis Children's Museum, The Indianapolis Museum of Art, The Indianapolis Motor Speedway, the Eiteljorg Museum, the NCAA headquarters and museum, Conner Prairie Historical Center, the Government Center, the Lilly Home, Ruth Lilly Center for Health Education and the Indiana University Purdue University Indianapolis Library and Campus. These and other sites allow many opportunities for study trips.

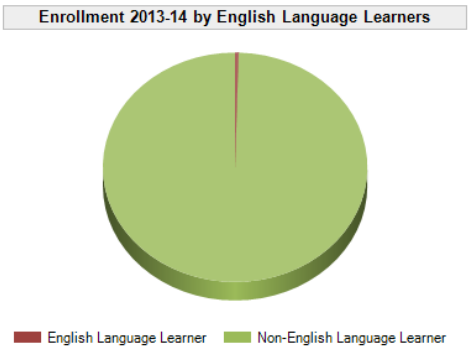
Fortville Elementary School (formerly named Mt. Vernon Elementary School) currently has 444 students in grades kindergarten through fifth grade. Our school, one of three elementary schools in the Mt. Vernon School Corporation, is proud to have been designated as an Indiana Academic Improvement Program School (ISAIP) and a Four Star School the following years: 1993, 1999, 2000, and 2001. In addition to the three elementary schools, there is one middle school (6 and 7), an 8th grade academy, and one high school. The students at Fortville Elementary School are served by a total staff of 59 members which includes 27 certified teachers, a school social worker, one principal, and many support staff including instructional assistants, custodians, cafeteria personnel, secretaries, and a health room assistant.

Cultural Competency









Supporting Educational Programs

Fortville Elementary offers a wide variety of educational programs and student activities. The educational programs and student activities are described in detail in the section which follows. The educational programs have been designed to meet the various needs of our students at Fortville Elementary. Student activities have been designed to offer students a wide range of opportunities for the development of skills in areas of interest.

Title I

The Developmental Reading Program is a Title I federal government program designed to aid students in grades K- 5 who are having academic challenges. The program works in conjunction with our RtI program and attempts to reinforce and reteach those skills that are taught in the regular classroom setting. Kindergarten through fifth grade students who are selected for the program are dismissed from their regular classroom environment for 30 minutes daily. The students go in groups of no more than six (6) students; to the Title I classroom(s) where reading skills are stressed.

In addition to the reading program, Title I also provides addition support for students in math. A math lab provides support for students having academic challenges in grades K-5. Students are dismissed from their regular classroom environment for 20-30 minutes daily. The students go in groups of no more than six (6) students; to the Title I Math Lab where math skills are stressed.

Special Education-Resource
The special education resource program serves students for a variety of reasons. Students with disabilities, such as: learning disabilities, other health impaired, emotional, autism, mildly mentally handicapped, all receive services through the special education resource program. Students are identified, tested, and then conferenced in order to receive services through the special education resource program.

Speech/Language
The special education speech/language program provides services to students who have been identified as needing assistance in the areas of speech and language development. Students are identified by teachers and/or parents and tested by the speech pathologist to determine eligibility.

ELL (English Language Learners)
The school social worker administers this program at the elementary school level. Identified students are given a proficiency test and those students who score at levels 1-4 on the test qualify for assistance. All students whose indicate that their first language is not English will be screened by the social worker.

High Ability Learners
In grades K-5, teachers, along with the instructional assistants provide enrichment units and activities for the more academically capable students. Students who are highly capable in math and reading are offered an "extended" math and reading program. This "extended" program is comprised of compacted skills and enrichment activities. Computer software offers diagnostic information and enrichment activities for students. Each Mt. Vernon school has a coordinator who is responsible for coordinating programs, identifying the highly capable student, and expending funds from the school corporation's High Ability Learner grant monies. In grades K, 2 and5, and all newly enrolled students are identified using the CogAt assessment.

Preschool
The special education preschool program services students who three to five years of age and need support and assistance in appropriate development. Typical peers are also admitted into the program to model appropriate behaviors and skill levels for those students needing the extra support and assistance in development.

A school psychometrist/psychologist identifies and tests the students who qualify for the special education preschool program either as a typical peer or as a special needs student. Students must be three (3) years of age on or before August 1st, and no older than five (5) years of age to qualify for this preschool program. This program is located at Mt. Comfort Elementary School.

Preschool Speech
The special education preschool speech program services students who need the support and assistance of a speech pathologist. Students who are enrolled in the school's special education preschool program and students of preschool age from the community who qualify for speech services receive those services at the school.

Occupational Therapy/Physical Therapy
The occupational and/or physical therapy program is a related service for students who meet the criteria for assistance. Students receiving occupational and/or physical therapy must be enrolled in the special education multi-categorical program to be considered for this related service. Preschool through fifth grade students may be enrolled in this program if the above criteria have been met.

Character Education-Social Worker
The school-counseling program is an integral part of the whole education process. The school social worker is the facilitator of this program. Character education is a big part of this responsibility. The school social worker oversees and delivers classroom guidance lessons that teach state recommended student competencies in the areas of organizational skills, self-concept, emotional awareness, social skills, life skills, career education, and drug abuse prevention awareness. The school social worker presents lessons in each classroom multiple times throughout the school year. The school social worker also works with individual students and small groups of students to provide additional opportunities for students to develop lifeskills and social skills.

Student Programs

Media Center/Library
The media center is the hub of student literature for the school. The media center houses 10,000 books which are organized with Lexiles. Students have the opportunity to check out books from the media center each week during the school year. Books are checked out for a week at a time. Resource materials may be checked out by staff for classroom use. All students enrolled in the school may use the school media center.

Music
Students in grades K-1 attend general music class for 30 minutes one (1) time each week. 2-5 attend general music class for 45 minutes one (1) time each week. Students are taught the knowledge and skills from the Indiana state standards for music during this time.

Art
Students in grades K-1 attend general art class for 30 minutes one (1) time each week. 2-5 attend general art class for 45 minutes one (1) time each week. Students are taught knowledge and skills from the Indiana state standards for art during this time.

Physical Education (P.E.)
Students in grades K-5 attend physical education class for 30 minutes two (2) times each week. Students are the taught knowledge and skills from the Indiana state standards for physical education during this time.

Tutoring
Students who would benefit from additional help with academics may participate in an after-school tutoring program. School staff leads this program. Teachers make student recommendations for the program. Parents must sign permission for their child to participate in the program.

YMCA
After school child care is available at school through the Benjamin Harrison Branch YMCA. The hours for this program are after school (2:15 PM) until 6:00 PM. Special "school's out" holiday camps will be available. Registration information is available in the school office.

Extra-Curricular Activities
Our school has many activities in which the students enjoy participating. These activities occur before or after school hours. The following is a list of many of these activities that may be offered:

Art Club
Students in grades 3- 5 are given the opportunity to participate in an after school art club.

Choir
Grades 4 & 5 students who enjoy singing are invited to join the school choir. The choir meets after school once each week. They perform at special community functions.

Computer Club
Students in grades 3-5 are given the opportunity to learn about computers. This club introduces students to Powerpoint, keyboarding skills, and introduction into other computer programs.

Math Pentathlon
Students in grades 1-4 are given the opportunity to learn math through Math Pentathlon games. Each grade level has its own club which meets weekly either before or after school. In the spring, mathletes are given the opportunity to participate in the national competition in Indianapolis.

Student Council
Third through fifth grade students have the opportunity to represent their classmates on the student council. Student Council meets to discuss and propose school improvements. It also raises funds for good causes. The Student Council sponsors drug awareness efforts in the school.

Writing Club
Fourth and fifth grade students have the opportunity to participate in the writing club. Members of the club learn and refine their writing skills.

KUB News
We have an in-house television station called KUB NEWS. The students broadcast the news of the day, birthdays, congratulatory messages, weather, LifeSkills, and other announcements.

SWEAT Club (Students Walking & Exercising All Together)
Students in grades K-5 have the opportunity to participate in the club. The purpose of this club is to provide students the opportunity to explore physical activities in order to promote the lifeskill of wellness.

Description & Location of the Curriculum

Fortville Elementary School's curriculum is based on the Indiana State Academic Standards and can be found in every classroom. Parents are encouraged to visit the IDOE website where they can access the Indiana State Academic Standards for each grade level.

The curriculum is reviewed on a rotating basis following the same subject area and year as the state textbook adoption cycle. Teachers, parents, and community members are involved with this review and textbook selection.

Current adopted textbook companies and resources

Subject	Grade Level	Series	Company
Reading	K-5	Journeys-2014	Houghton/Mifflin
Writing	K-5	Writer's Workshop	Smekens
Math	K-5	Saxon	Houghton/Mifflin
Science	3-5	Indiana Science Essentials	McGraw/Hill
Social Studies	1-5	Timelinks	Macmillan/ McGraw/Hill
Handwriting	K-3	Zaner-Bloser Handwriting	Zaner-Bloser

Parent Involvement

Parents are involved in many ways at Fortville Elementary. They have many opportunities to be a part of their child's education. At "Meet the Teacher", the day before school starts, parents, along with students are invited to meet his or her new teacher/s. Parents and students are able to begin building a relationship with the teachers even before school is in session.

Another way a parent can be involved is through our "Back to School Night" held every year. On this night parents are able to come to school to meet teachers and discover what will be happening during the school year. On this night, parents hear what is expected from them and their child, as well as what students will be learning throughout the school year. The "Back to School" night occurs at the beginning of the school year so that parents, teachers, and students can have a successful start to school.

Parents can also become involved through parent/teacher conferences. These conferences take place in the fall. At the conferences, parents and teachers are able to discuss a student's progress, behavior, or other related information. The school also communicates with parents through weekly classroom and school newsletters sent electronically and also linked to the school website. The school's website can be accessed at http://www.mvcsc.k12.in.us/MVES/index.html.

Fortville Elementary School parents are invited to become involved in our Parent/Teacher Organization, or PTO. Parents and teachers work together to raise funds for a variety of school needs. PTO provides activities for parents and students to enjoy, such as sock hops, skating parties, etc. Two members of the PTO also serve on the Corporation School Improvement Council which meets monthly and discuss ways the school can be improved.

Many parents volunteer to become room parents. These parents help in the classrooms by working with students one-on-one or with small groups. They review concepts taught in the classroom, such as letter sounds, addition and subtraction facts, vocabulary, etc. Parents are invited to become a part of the classrooms educational experience. In additional to assisting on class field trips, parents can visit the classroom as guest speakers. Depending on the area of study, parents with expertise can bring real world experiences into the classroom to assist with students' learning.

Parent volunteers are used during kindergarten and school registrations, the first day of school and throughout the year at many special school events, helping to ensure things run smoothly and are a success.

Technology

Fortville Elementary School prepares students to succeed in a technology- based society by teaching and using technology at every grade level. Each year students are required to meet a set of technology proficiencies that reflect their current grade level. These proficiencies include knowledge of a computer and its parts, as well as, work on word processing, spreadsheets, research and databases, painting and drawing, and presentations. Fortville Elementary uses technology regularly as a learning tool. Each classroom has a T.V. that is used to view our school news and it can also be used to display the teacher's computer screen. Our school's student news staff uses a variety of equipment such as video cameras, computers, tape players as well as software programs to put together their news show. Fortville Elementary has access to the internet both in the classroom (on the teacher's computer) and in four computer labs (where every child in a class has the opportunity to use a computer at the same time). Teachers have access to digital cameras and lab time every week. Every classroom is equipped with a mounted projector, document camera and interactive white board. There are a classroom set of iPADS through Title I, 1 classroom set of iPADS in grades 4-5, and the K classes have 4 iPADS in each classroom. Second grade students have access to individual laptops which allows them to utilize a variety of software and learning options. The library has a reading program in which children use the library or classroom computer to test comprehension skills on books they have read. In addition, 2 Title I rooms and 1 special education room have a Promethean interactive board that students can use. Fortville Elementary also has the equipment for distance learning projects in which a class can interact with people in various locations and see them on a big screen T.V.

School Safety

Fortville Elementary School is committed to the safety and security of each student. Regular supervision of students is the core of creating and maintaining a safe and orderly environment. Teachers, administrators, staff and parent volunteers consistently supervise and interact with students to reinforce behavioral expectations and safety standards.

To maintain these conditions which contribute to the best possible learning environment, the School Safety Plan includes the following elements:

- After student arrival and dismissal all doors are locked from the outside, except the outside main doors.
- All visitors must report to the office upon arrival.
- All visitors, volunteers, and temporary staff must login on our Lobby Guard System and wear identification badges printed for them.
- Parents taking children out of school during the day and at the end of the school day must sign out in the "Early Dismissal" log book at the school office.
- Children are expected to go home from school immediately unless staying (with parental permission) with a teacher, or for a specific activity.
- Parents are required to inform their child's teacher if their child will be changing routine (i.e. visiting a friend, riding home with an authorized adult).
- Storage spaces and some other school areas are locked when not in use.
- Any inappropriate toys or objects brought to school that might be considered dangerous are confiscated.

Student Conduct/Discipline

The student is responsible to the school for his/her actions from the time he/she leaves home in the morning until he/she returns home after school. Principal and teachers are expected to maintain discipline since they stand in place of the parents during the school day. Classroom instructional assistants, lunch assistants, and school bus drivers have the same authority as a classroom teacher.

The behavior and conduct of students attending the Fortville Elementary School should reflect the standards of good citizenship, high morality, self-discipline, and responsibility for one's own actions that should characterize all members of our democratic society. To this end, positive discipline is a necessary element and provides all students with a healthy learning environment.

Peaceful problem solving and conflict resolution strategies are a school-wide priority at Fortville Elementary. In an effort to prevent bullying and help children feel safe at school, teachers and staff:

- Closely supervise students in all areas of the school and playground
- Watch for signs of bullying and stop it when it happens
- Respond quickly and sensitively to bullying reports
- Look into all reported bullying incidents
- Assign consequences for bullying
- Provide immediate consequences for retaliation against students who report bullying

The school social worker organizes classroom guidance lessons on bullying which teaches students to do the following things to prevent bullying:

- Treat each other respectfully
- Refuse to bully others
- Refuse to let others be bullied
- Refuse to watch, laugh, or join in when someone is being bullied
- Try to include everyone in play, especially those who are often left out
- Report bullying to an adult

Fortville Elementary ha s a tiered discipline plan that offers consistency as to how discipline is handled within the school.

Student Behavior- Discipline Plan

Tier 1 – Stay in the classroom

- Name calling
- Tattling
- Lying
- Inappropriate language
- Minor student conflicts/disagreements
- Pushing
- Not completing work

Tier 2 – Send to Mrs. Lafferman (with a referral form)

- Stealing
- Cheating
- Making others feel uncomfortable
- Major student conflicts/disagreements
- Cyberbullying (technology/social media interaction)

Tier 3 – Send to Mrs. Noesges (with a referral form)

- Threatening
- Vandalism/damaging property
- Use of a weapon
- Inappropriate touching
- Physical violence (punching, kicking, biting)

***If the tier 1 behaviors become repetitive, this will warrant tier 2 action.**
***Document behaviors/situations to the best of your ability.**
***Contact to parents should be made PRIOR to moving to tier 2.**

Child Abuse Reporting: Teachers and other school employees are required by law to report any cases of suspected child abuse or child neglect. Reports are investigated by the Division of Family and Children to determine if any follow-up on the report is necessary.

Drug/Alcohol and Firearm/Deadly Weapon Safety: Fortville Elementary School's Student Code of Conduct clearly defines the consequences for using any illegal substance(s) and/or for possessing a firearm or deadly weapon while on school property. We adhere to the NO TOLERANCE policy. Once a year students participate in a red ribbon week to promote a drug and alcohol free school and home environment. Furthermore, the school social worker directly delivers classroom guidance lessons on the effects of drug and alcohol.

Emergency Procedures: In order to ensure the safety of students and school personnel, Fortville Elementary has established procedures for dealing with a wide variety of crises and emergency events. Routine drills and practice sessions are intended to teach students proper behavior and appropriate responses in an emergency situation.

Internet Safety: Fortville Elementary has established the following safeguards to ensure our students are protected from internet predators and inappropriate websites:

- Our Network and Internet Access Agreement is a contract, signed by the parent/guardian, outlining the conditions under which students may use the computer/internet for the school year. The contract spells out our expectations and consequences for violating the contract.
- Software has been downloaded on all computers to block a users' ability to access unruly and inappropriate websites.
- Students use the internet under supervision only.
- Every computer is physically positioned so that each monitor is in clear view of those who are supervising internet activity.
- Chat rooms are not permitted.

Sexual and other forms of Harassment: Fortville Elementary adheres to the NO TOLERANCE policy. As stated in the Student Code of Conduct, any student who has been found to harass a fellow student will be subject to discipline in accordance with law and the Code of Conduct.

School Bus Safety: Safety in the transportation of our students is a paramount concern. Consequently, strict adherence to rules and procedures is expected from students aboard our buses at all times.

Attendance Data

The attendance rate for Fortville Elementary (formerly Mt.Vernon Elementary) has been very consistent over the years. The following are the attendance rates for the past ten school years.

Attendance By Grade

Grade	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Kindergarten	95.9%	95.6%	96.2%	95.8%	95.8%	N/A
Grade 1	96.3%	95.4%	96.9%	96.4%	96.6%	N/A
Grade 2	97.2%	96.8%	95.9%	96.6%	97.1%	N/A
Grade 3	96.4%	96.2%	97.5%	96.5%	96.8%	N/A
Grade 4	96.7%	96.3%	96.6%	96.6%	96.8%	N/A
Grade 5	N/A	N/A	N/A	96.3%	96.8%	N/A
All Grades	96.6%	96.0%	96.6%	96.4%	96.7%	

Student Assessments

Student assessments are utilized to determine student ability and achievement. A summary of tests are listed below:

1. mCLASS is used to gather reading and math data in kindergarten through second grade in the fall, winter, and spring. Students in grades 3-5 who have been identified to receive additional support in reading receive regular progress monitoring.
2. CogAt is an ability test given to first and third grade students during the first semester.
3. NWEA is an assessment used to determine academic achievement in kindergarten through fifth grade. This assessment is given in the fall, winter, and spring for grades kindergarten through fifth. This data shows student growth over time in reading, language arts, and math. The assessment also provides a student Lexile range in grades two through five.
4. ISTEP+ is used to determine mastery of the Indiana Academic Standards and the new Common Core Standards in grades three, four, and five.
5. IREAD3 is used to determine mastery of the Indiana Academic Reading Standards in Grade 3.
6. Classroom assessments.

Non-Academic Assessments include the Conner's Rating Scale and the Light's Retention Scale.

Triangulation of School Data

Math Student Performance Goal: All students will increase their ability to problem solve using multiple strategies, across the curriculum.

Data Source # 1: Classroom Performance Reports
Data Source # 2: ISTEP+ assessment-grade 3-5/mCLASS assessment- grade K-2
Data Source # 3: NWEA assessment-grades K-5

Student performance levels in math problem solving have been below most other academic areas as indicated by each of the data sources listed above. Results of the ISTEP+ state assessment indicate that problem solving is a low performance area for students in grades 3-5. Math problem solving is also an area of concern for students in grades K-5, as indicated on the NWEA assessment.

Language Arts Student Performance Goal: All students will improve reading comprehension across the curriculum.

Data Source # 1: Classroom Performance Reports
Data Source # 2: ISTEP+ assessment-grade 3-5/mCLASS assessment- grade K-2
Data Source # 3: NWEA assessment-grades K-5

Student performance levels in reading comprehension have been below that of most other academic areas as indicated by each of the data sources listed above. Results of the ISTEP+ state assessment indicate that reading comprehension is a low performance area for students in grades 3-5. Reading comprehension is also indicated as a low performance area on the Fall NWEA assessment.

ISTEP+ Trend Data

FES COMBINED GRADE LEVEL I-STEP+ RESULTS

YEAR	ISTEP Pass Both ELA/Math	ISTEP Pass English/LA	ISTEP Pass Math	State Average pass Both ELA/Math
2014 Spring	85.2%	89%	91.2%	74.7%
2013 Spring	77.9%	81.7%	85.4%	73.5%
2012 Spring	75.8%	81.4%	85.8%	72.4%
2011 Spring	77.9%	85.3%	86.5%	71.3%
2010 Spring	72.5%	83.6%	76.7%	69.3%
2009 Spring	69.6%	75%	79.5%	64.4%
2008 Fall	57%	68.2%	68.9%	66%

3rd GRADE I-STEP RESULTS

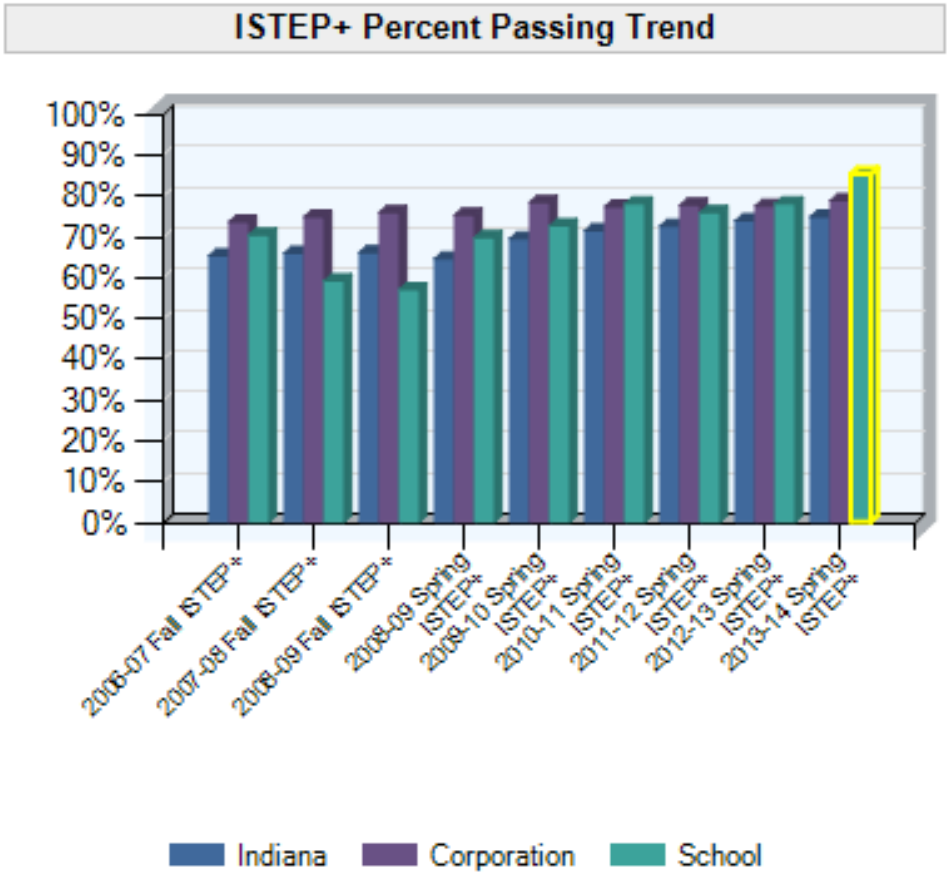
YEAR	ISTEP Pass Both ELA/Math	ISTEP Pass English/LA	ISTEP Pass Math	State Average pass both ELA/Math
2014 Spring	89.6%	93.5%	96.2%	75.4%
2013 Spring	83%	87%	87%	83.3%
2012 Spring	80.5%	84.4%	93.5%	75.6%
2011 Spring	84.6%	92.3%	84.6%	74.9%
2010 Spring	76.1%	85.2%	79.5%	72.6%
2009 Spring	68.9%	74.3%	76.6%	67.5%
2008 Fall	60%	69.3%	76%	64%

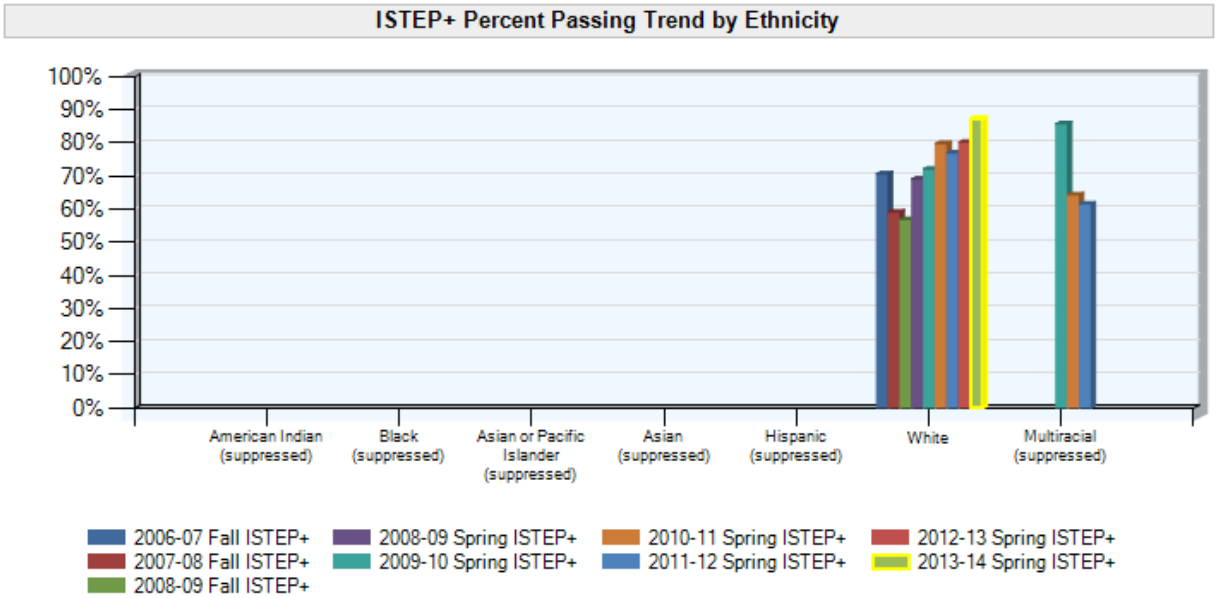
4th GRADE I-STEP RESULTS

YEAR	ISTEP Pass Both ELA/Math	ISTEP Pass English/LA	ISTEP Pass Math	State Average pass both ELA/Math
2014 Spring	81.7%	85.4%	86.9%	77.9%
2013 Spring	79%	84%	87%	79.5%
2012 Spring	73.3%	84%	77.9%	72.9%
2011 Spring	71.8%	78.8%	88.2%	73.2%
2010 Spring	68.7%	81.9%	73.8%	70.9%
2009 Spring	70.3%	75.7%	82.4%	64.9%
2008 Fall	53.9%	67.1%	61.8%	66.2%

5th GRADE I-STEP RESULTS

YEAR	ISTEP Pass Both Eng./LA	ISTEP Pass English/LA	ISTEP Pass Math	State Ave. pass both ELA/Math
2014 Spring	84.4%	88.3%	90.9%	78.2%
2013 Spring	70%	73%	84%	70.5%
2012 Spring	73.4%	75.9%	85.9%	74.4%


ISTEP+ Percent Passing Trend
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
2006-07 Fall ISTEP*
2007-08 Fall ISTEP*
2008-09 Fall ISTEP*
2008-09 Spring ISTEP*
2009-10 Spring ISTEP*
2010-11 Spring ISTEP*
2011-12 Spring ISTEP*
2012-13 Spring ISTEP*
2013-14 Spring ISTEP*
Indiana
Corporation
School

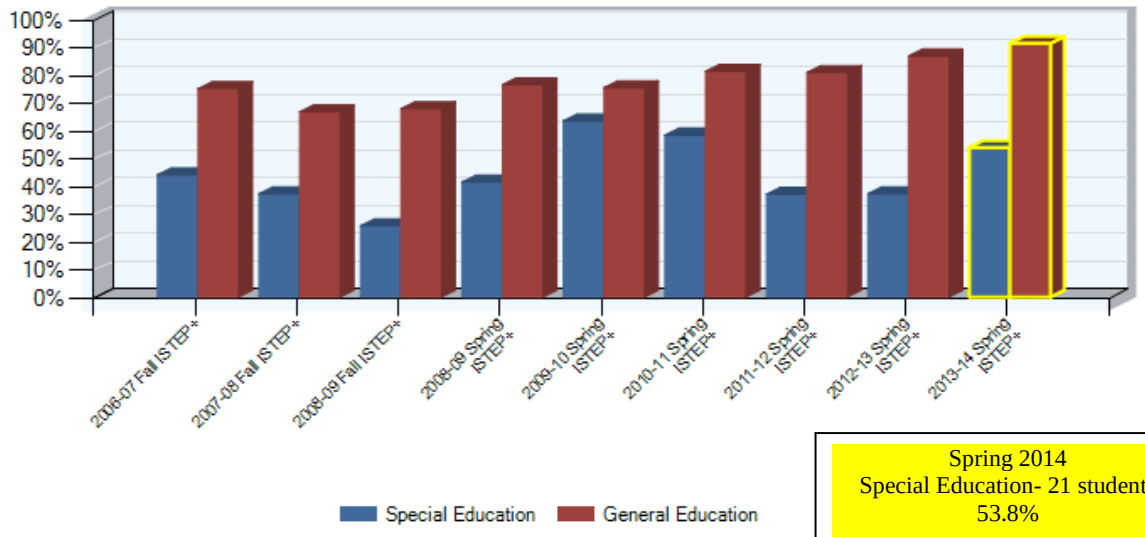

ISTEP+ Percent Passing Trend by Ethnicity
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
American Indian (suppressed)
Black (suppressed)
Asian or Pacific Islander (suppressed)
Asian (suppressed)
Hispanic (suppressed)
White
Multiracial (suppressed)
2006-07 Fall ISTEP+
2007-08 Fall ISTEP+
2008-09 Fall ISTEP+
2008-09 Spring ISTEP+
2009-10 Spring ISTEP+
2010-11 Spring ISTEP+
2011-12 Spring ISTEP+
2012-13 Spring ISTEP+
2013-14 Spring ISTEP+

ISTEP+ Percent Passing Trend by Free/Reduced Price Meals

Spring 2014
Free/reduced- 72 students
78.3%

General Education-129 students
89.6%

ISTEP+ Percent Passing Trend by Special Education



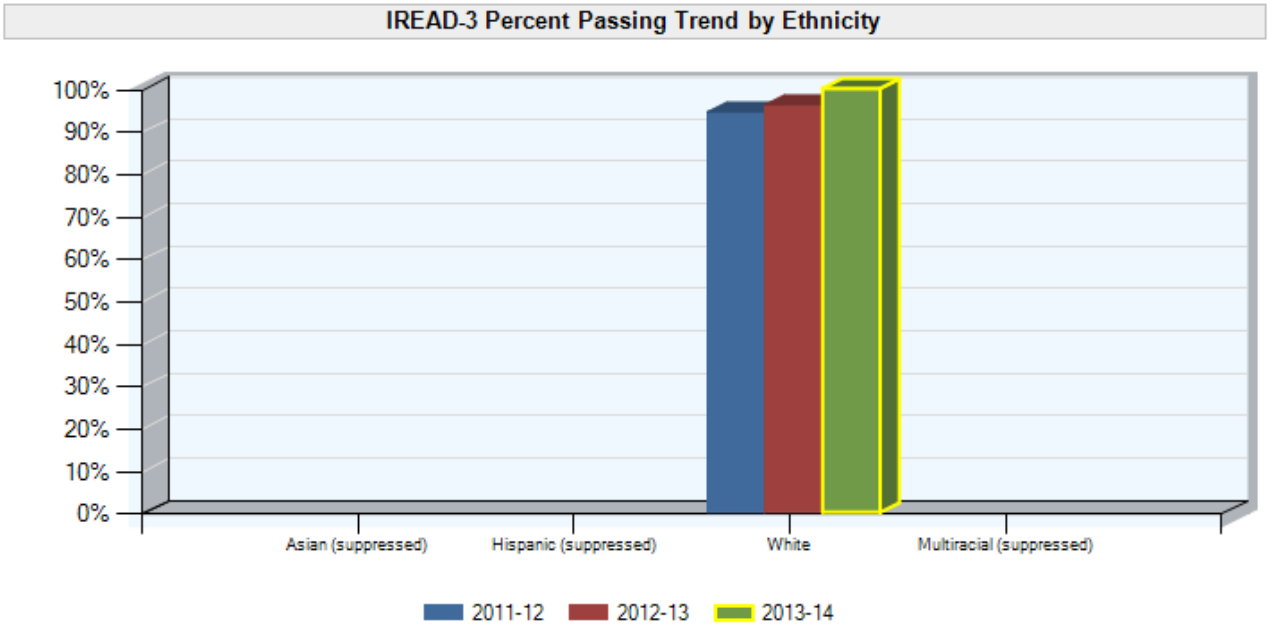
Spring 2014
Special Education- 21 students
53.8%

General Education-180 students
91.4%

FES ISTEP+ TREND DATA

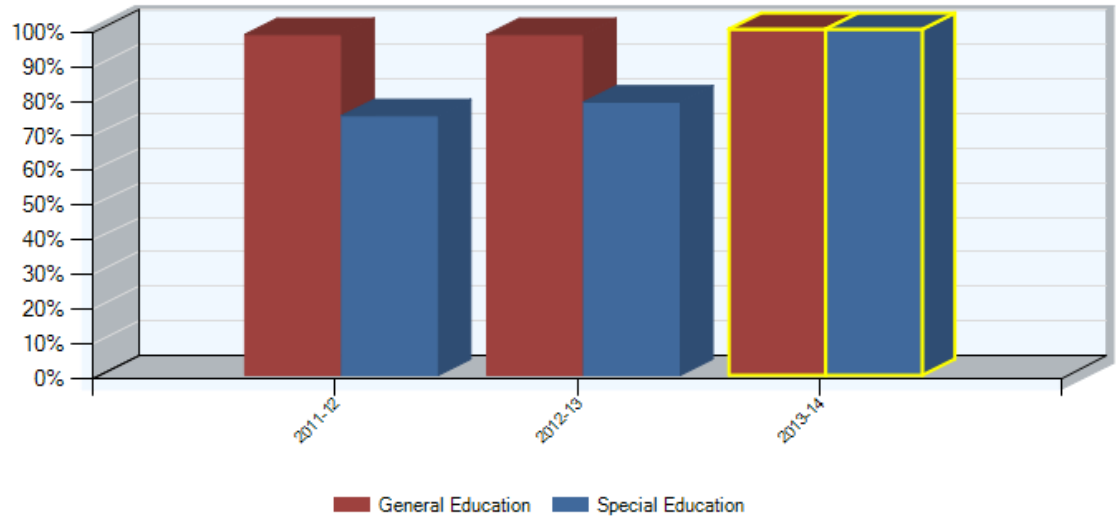
FES 3rd GRADE I-READ 3 RESULTS

YEAR	#Students that took test	Pass	Did Not Pass	% Passed	
2014 Spring	76	74	2	97.3%	
2013 Spring	78	73	5	94%	
2012 Spring	77	73	4	94.8%	
	# Students tested or received IEP exempt	**Students passed**	**Did Not Pass**	**Students received IEP exemptions**	**Final % after Summer testing**
2014 Summer	4	4	0	0	100%
2012 Summer	1	1	0	3	96.1%



IREAD-3 Percent Passing Trend by Free/Reduced Price Meals

IREAD-3 Percent Passing Trend by Special Education



NWEA Trend Data- Reading Mean RIT Scores

KDG.	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall
Year	2008	2009	2009	2010	2010	2011	2011	2012	2012	2013	2013	2014	2014
Mean RIT		165.1	142.4	167.4	141.5	168.2	144.5	170.7	146.4	165.9	145	167.3	144.3

1st Grade	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall
Year	2008	2009	2009	2010	2010	2011	2011	2012	2012	2013	2013	2014	2014
Mean RIT	164.2	182.6	163.3	182.2	164.1	184.7	164	181.9	170	187.1	169.4	187.2	167.2

2ndGrade	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall
Year	2008	2009	2009	2010	2010	2011	2011	2012	2012	2013	2013	2014	2014
Mean RIT	178.8	193.4	179.1	196.7	176.2	193.4	180.6	193.3	180.8	193.7	182.6	195.7	181.6

3rd Grade	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall
Year	2008	2009	2009	2010	2010	2011	2011	2012	2012	2013	2013	2014	2014
Mean RIT	188.9	200.6	190.4	202.4	193.5	205.6	191.1	203.6	193.9	204.7	191.7	205.5	194.2

4th Grade	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall
Year	2008	2009	2009	2010	2010	2011	2011	2012	2012	2013	2013	2014	2014
Mean RIT	195.8	207.9	198.9	209.2	201	209.7	201.3	209.5	203.6	211.7	203.4	211.8	203.7

5th Grade	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall
Year	2008	2009	2009	2010	2010	2011	2011	2012	2012	2013	2013	2014	2014
Mean RIT	N/A	N/A	N/A	N/A	N/A	N/A	209.4	213.7	209.4	213.8	209.8	214.8	210.1

School Improvement Plan

Target Area Goals

(1) Target Area One: Mathematics

Target Area Goal: All students will increase their ability to problem solve using multiple strategies, across the curriculum.

1.1 Intervention One: All students will engage in additional problem solving activities.

1.2 Intervention Two: Evaluate and coordinate programs that are currently used to increase student progress in the area of problem solving.

1.3 Intervention Three: Teachers will assess programs available for adoption with the purpose of increasing student progress in the area of problem solving.

(2)Target Area Two: Language Arts

Target Area Goal: All students will improve reading comprehension across the curriculum.

2.1 Intervention One: All students will engage in more reading comprehension activities.

2.2 Intervention Two: All programs related to reading will be evaluated and results assessed. Findings will be used to coordinate the programs in order to strengthen and develop reading comprehension skills.

2.3 Intervention Three: Teachers and staff will access programs that are being used by other schools to develop reading comprehension skills.

School Improvement Plan

Target Area Goals

(1)Target Area One: Mathematics

Target Area Goal: All students will increase their ability to problem solve using multiple strategies, across the curriculum.

Data Sources:

ISTEP+
NWEA

Benchmarks: Mathematics

2008 ISTEP+-percentage of third grade students passing mathematics was 76%
2009 ISTEP+-percentage of third grade students passing mathematics was 78%
2010 ISTEP+-percentage of third grade students passing mathematics was 78%
2011 ISTEP+-percentage of third grade students passing mathematics was 85%
2012 ISTEP+-percentage of third grade students passing mathematics was 93%
2013 ISTEP+-percentage of third grade students passing mathematics was 87%
2014 ISTEP+-percentage of third grade students passing mathematics was 96%
2015 ISTEP+-percentage of third grade students passing mathematics-benchmark = 98%

2008 ISTEP+-percentage of fourth grade students passing mathematics was 62%
2009 ISTEP+-percentage of fourth grade students passing mathematics was 74%
2010 ISTEP+-percentage of fourth grade students passing mathematics was 74%
2011 ISTEP+-percentage of fourth grade students passing mathematics was 87%
2012 ISTEP+-percentage of fourth grade students passing mathematics was 78%
2013 ISTEP+-percentage of fourth grade students passing mathematics was 87%
2014 ISTEP+-percentage of fourth grade students passing mathematics- 87%
2015 ISTEP+-percentage of fourth grade students passing mathematics-benchmark = 89%

2012 ISTEP+-percentage of fifth grade students passing mathematics was 86%
2013 ISTEP+-percentage of fifth grade students passing mathematics was 70%
2014 ISTEP+-percentage of fifth grade students passing mathematics was 90%
2015 ISTEP+-percentage of fifth grade students passing mathematics-benchmark = 92%

1.1 Intervention One: All students will engage in additional problem solving activities.

Activities:

- Teachers will implement school-wide problem solving activities.
- Teachers will implement classroom activities that promote individual and group problem solving.
- Teachers will instruct and/or model problem solving strategies for students.
- Teachers will use available resources as learning tools and provide parents with problem solving tools to use at home.
- Teachers will review with parents, results of ISTEP+ and NWEA testing.
- Teachers will incorporate technology to support the math program in the area of problem solving.
- Teachers will track yearly progress of standardized tests to document student growth.
- Teachers will stress certain strategies in a particular grade level, while reviewing ones previously learned.

Person(s) Responsible:

- Teaching Staff
- Administration
- Math Committee

Research/Best Practices:

- *What Is a Thinking Curriculum*? T.F. Fennimore & M.B. Tinzmann, NCREL, OakBrook, 1990
- *The Differentiated Classroom: Responding to the Needs of All Learners, Carol Ann Tomlinson,* ASCD, 1999
- *Best Practice,* Steven Zemelman, Harvey Daniels, Arthur Hyde, Heinemann, 1998
- *Teaching with the Brain in Mind,* Eric Jensen
- *Teaching for Success,* SDE Sourcebook
- *Brainsmart,* Marcus Conyers and Donna Wilson, PHD

Staff Development:

- Teachers will receive training on math problem solving.
- Teachers will meet to develop math problem solving activities to be used in the classroom and to be sent home for parents to use with students.
- Classroom teachers will meet to determine which problem solving strategies will be stressed at a particular grade level.
- Teachers will meet to discuss progress towards the goal and to determine if additional training is needed.
- Teachers will meet and use Moodle to discuss best practices with teachers from other successful elementary schools.

Timeline:

- During the year 2008-2009 teachers brainstormed ideas for problem solving and implemented daily activities that promote individual and group math problem-solving.
- During the year 2008-2009 teachers reviewed with parents, results of ISTEP+ and NWEA testing.
- During the year 2008-2009 teachers incorporated technology to support the math program in the area of problem solving.
- During the year 2008-2009 teachers tracked yearly progress of standardized tests to document student growth in the area of problem solving.
- First semester of the year 2008-2009, teacher training on math problem solving was offered.
- Second semester of the year 2008-2009, teachers met to plan a school-wide math night to encourage math problem solving.
- Second semester of the year 2008-2009, teachers held a school-wide math night to make problem-solving activities for parents to use at home with students.
- During the 2009-2010 through 2011-2012 school years, staff worked collaboratively to implement RtI (Response to Intervention). Changes were made to the previous implementation program based on data. Teachers met every six weeks to review individual student progress and develop a plan of action for students not working at level. Additional math activities were used with these students.
- During the year 2009-2010 through 2011-2012 school years, teachers tracked yearly progress using standardized tests. They documented student growth in the area of problem solving.
- During the 2010-2011 through 2011-2012 school years, staff worked collaboratively to implement RtI (Response to Intervention). Adjustments to the program were made based on data. Teachers met every six weeks to review individual student progress and develop a plan of action for students not working at level. Additional math activities were implemented with these students.
- During the year 2010-2011 through 2011-2012 school years, teachers tracked yearly student progress using standardized tests. They documented student growth in the area of problem solving.
- During the 2012-2013 school year, staff will continue to work collaboratively to implement RtI (Response to Intervention). Adjustments to the program will continue to be made based on data. Teachers will continue to meet every six weeks to review individual student progress and develop a plan of action for students not working at level. Additional math activities will be implemented with these students.
- During the year 2012-2013 school year, teachers will track yearly student progress using standardized tests. They will continue to document student growth in the area of problem solving.
- End of years 2012-2013, 2013-2014, 2014-2015 the effectiveness of the intervention will be evaluated using assessments. Following the evaluation, revisions to the intervention will be considered.

Resources:

- Problem solving materials
- Math problem solving software

Assessments:

- NWEA for grade K-4
- ISTEP+ for grades 3 & 4
- Unit Math Assessments

1.2 Intervention Two: Evaluate and coordinate programs that are currently used to increase student progress in the area of problem solving.

Programs:

- Title I
- Before School Tutoring (Special Education)
- Jump Start (At-Risk)
- Tutoring
- Computer Programs
- Saxon Math Program
- ELL
- High Ability Learner Program
- Speech/language Program
- Math Pentathlon Program
- Summer School Program

Activities:

- Teachers will review existing programs to determine strategies currently being used to increase problem solving.
- Teachers will survey staff members responsible for existing programs, to determine needs for resources in the area of problem solving.
- Teachers will coordinate current programs to increase problem solving opportunities for students.

Persons Responsible:

- Teachers of Special Programs
- Teaching Staff
- Administration
- Math Committee

Research/Best Practices:

- *What Is a Thinking Curriculum*? T.F. Fennimore & M.B. Tinzmann, NCREL, OakBrook, 1990
- *The Differentiated Classroom: Responding to the Needs of All Learners, Carol Ann Tomlinson,* ASCD, 1999
- *Best Practice,* Steven Zemelman, Harvey Daniels, Arthur Hyde, Heinemann, 1998
- *Teaching with the Brain in Mind,* Eric Jensen
- *Teaching for Success,* SDE Sourcebook
- *Brainsmart,* Marcus Conyers and Donna Wilson, PHD

Staff Development:

- Staff members will meet to review and coordinate existing programs with the purpose of increasing math problem solving opportunities for students.
- Classroom teacher will meet as grade levels and across grade levels, to evaluate articulation of math standards.
- Staff will utilize Moodle as a means to collaborate concerning the grade level Core Standards for Math.

Timeline:

- First semester of 2009-2010, teachers reviewed new and existing programs with the purpose of increasing math problem solving opportunities for students.
- Second semester of the year 2009-2010, teachers used Moodle as a means to discuss each program evaluated and how the program addressed the grade level standards for math.
- First semester of the year 2010-2011, staff reviewed the grade level Core Standards for Math and utilized Moodle to discuss application of these standards.
- During the school year 2011-2012, staff will continue to review the grade level Core Standards for Math and discuss the application of these standards.
- End of years 2012-2013, 2013-2014, 2014-2015 the effectiveness of the intervention will be evaluated using assessments. Following the evaluation, revisions to the intervention will be considered.

Resources:

- Indiana Academic Standards
- Saxon math program
- Math problem solving software

Assessments:

- NWEA for grade K-4
- ISTEP+ for grades 3 & 4
- Unit Math Assessments

1.3 Intervention Three: Teachers will assess programs that are being used by other schools to increase student progress in the area of problem solving.

Activities:

- Teachers will research and review programs used by schools demonstrating improvement in performance in the area of problem solving.
- Teachers will contact representatives from a variety of math supply companies and invite them to a vendor fair in our school. Teachers will review the math products.
- Teachers will evaluate the Saxon math format to determine why students are not applying problem solving skills.

Person(s) responsible:

- Teaching Staff
- Administration
- Math Committee

Research /Best Practices:

- *What Is a Thinking Curriculum*? T.F. Fennimore & M.B. Tinzmann, NCREL, OakBrook, 1990
- *The Differentiated Classroom: Responding to the Needs of All Learners, Carol Ann Tomlinson,* ASCD, 1999
- *Best Practice,* Steven Zemelman, Harvey Daniels, Arthur Hyde, Heinemann, 1998
- *Teaching with the Brain in Mind,* Eric Jensen
- *Teaching for Success,* SDE Sourcebook
- *Brainsmart,* Marcus Conyers and Donna Wilson, PHD

Staff Development:

- Teachers will evaluate the Saxon Math format to determine why students are not applying math problem solving skills.
- During a staff development day, teachers will evaluate materials displayed by a variety of math supply companies.
- Teachers will use Moodle to discuss best practices with teachers from other successful elementary schools.

Timeline:

- First semester of the year 2009-2010, teachers K-4 evaluated the Saxon math format.
- By the end of the second semester of the year 2009-2010, teachers met to view materials displayed by a variety of math supply companies with the purpose of finding materials that increase math problem solving skills.
- By the second semester of the year 2010-2011, teachers met to select materials for adoption with the purpose of increasing math problem solving skills.
- End of years 2012-2013, 2013-2014, 2014-2015 the effectiveness of the intervention will be evaluated using assessments. Following the evaluation, revisions to the intervention will be considered.

Resources:

- Saxon math program
- Math vendors
- Math problem solving software

Assessments:

- NWEA for grade K-4
- ISTEP+ for grades 3 & 4
- mCLASS for grades K-2
- Unit Math Assessments

Target Area Two: Language Arts

(2) Target Area Two: Language Arts

Target Area Goal: All students will improve reading comprehension across the curriculum.

Data Sources:
ISTEP+
NWEA

Benchmarks:

2005 ISTEP+-percentage of third grade students passing language arts was 77%
2006 ISTEP+-percentage of third grade students passing language arts was 81%
2007 ISTEP+-percentage of third grade students passing language arts was65%
2008 ISTEP+-percentage of third grade students passing language arts was 69%
2009 ISTEP+-percentage of third grade students passing language arts was 83%
2010 ISTEP+-percentage of third grade students passing language arts was 81%
2011 ISTEP+-percentage of third grade students passing language arts was 92%
2012 ISTEP+-percentage of third grade students passing language arts was 84%
2013 ISTEP+-percentage of third grade students passing language arts-was 87%
2014 ISTEP+-percentage of third grade students passing language arts was 93%
2015 ISTEP+-percentage of third grade students passing language arts-benchmark =95%

2005 ISTEP+-percentage of fourth grade students passing language arts was 80%
2006 ISTEP+-percentage of fourth grade students passing language arts was 80%
2007 ISTEP+-percentage of fourth grade students passing language arts was 75%
2008 ISTEP+-percentage of fourth grade students passing language arts was 67%
2009 ISTEP+-percentage of fourth grade students passing language arts was 81%
2010 ISTEP+-percentage of fourth grade students passing language arts was 81%
2011 ISTEP+-percentage of fourth grade students passing language arts was 78%
2012 ISTEP+-percentage of fourth grade students passing language arts was 84%
2013 ISTEP+-percentage of fourth grade students passing language arts was 84%
2014 ISTEP+-percentage of fourth grade students passing language arts was 85%
2015 ISTEP+-percentage of fourth grade students passing language arts-benchmark =87%

2012 ISTEP+-percentage of fifth grade students passing language arts was 76%
2013 ISTEP+-percentage of fifth grade students passing language arts was 73%
2014 ISTEP+-percentage of fifth grade students passing language arts was 88%
2015 ISTEP+-percentage of fifth grade students passing language arts-benchmark = 90%

2.1 Intervention One: All students will develop multiple reading comprehension strategies across the curriculum through differentiated instruction.

Activities:

- Teachers will receive guidelines and activities on differentiated instruction to strengthen reading comprehension.
- Teachers will instruct and/or model ways to understand materials read by the student or teacher.
- Teachers will use available resources as learning tools.
- Teachers will evaluate students' work.

Person(s) Responsible:

- Classroom teachers
- Administration
- Language Arts Committee

Research/Best Practices:

- *Indiana Reading Journal,* Vol. 37, #1, Summer 2005, p19-26 "Writing Is Reading"
- *What Is a Thinking Curriculum*? T.F. Fennimore & M.B. Tinzmann, NCREL, OakBrook, 1990
- *Comprehension,* NCREL –Put Reading First: The Research Building Blocks for Teaching Children to Read, by B.B. Armbruster & F.Lehr, & J. Osborn
- *The Five Elements of Reading: Comprehension Overview,* Learning Point Associates
- *Teach Them All to Read,* Elaine K. McEwan, Corwin Press,Inc., 2002
- *How the Brain Learns to Read,* David A. Sousa, Corwin Press, Inc., 2005
- *The Differentiated Classroom: Responding to the Needs of All Learners, Carol Ann Tomlinson,* ASCD, 1999
- *Best Practice,* Steven Zemelman, Harvey Daniels, Arthur Hyde, Heinemann, 1998 *Teaching with the Brain in Mind,* Eric Jensen
- *Teaching for Success,* SDE Sourcebook
- *Brainsmart,* Marcus Conyers and Donna Wilson, PHD

Staff Development:

- Teachers will receive training to develop strategies for teaching reading comprehension. This training will support the implementation of the new reading series, differentiated instruction, and the writing/language program for grades K-4.
- Teachers will meet to discuss progress towards the goal and to determine if additional training is needed.
- Teachers will use Moodle to discuss best practices with teachers from other successful elementary schools.
- Teachers will receive training on the Response to Intervention (RtI) model.

Timeline:

- During the second semester of the year 2008-2009, teachers received training to develop strategies for teaching through differentiated instruction.
- During the 2008-2009 school year, teachers received training on the Response to Intervention (RtI) model.
- During the 2009-2010 school year, staff worked collaboratively to implement RtI. Changes were made to the previous implementation program. Teachers met every six weeks to review individual student progress and develop a plan of action for students not working at level. Additional reading comprehension activities were used with these students.
- By the end of the second semester of 2010-2011, teacher met to discuss best practices and share comprehension strategies with colleagues.
- During the 2012-2013 school year, staff will continue to work collaboratively to implement RtI. Teachers will meet every six weeks to review individual student progress and develop a plan of action for students not working at level. Additional reading comprehension activities will be used with these students.
- By the end of the second semester of 2012-2013, teachers will utilize Moodle to discuss best practices and share comprehension strategies with colleagues.
- End of years 2012-2013, 2013-2014, 2014-2015 the effectiveness of the intervention will be evaluated using assessments including NWEA, ISTEP+, DIBELS, and the end of unit reading assessments. Following the evaluation, revisions to the intervention will be considered.

Resources:

- Indiana Academic Standards for Language Arts
- Outside experts in language arts
- Materials on differentiated instruction

Assessments:

- NWEA for grades K-5
- ISTEP+ for grades 3-5
- mCLASS for grades K-2
- Unit Reading Assessments

2.2 Intervention Two: All programs related to reading will be evaluated and results assessed. Findings will be used to coordinate the programs in order to strengthen and develop reading comprehension skills.

Programs:

- Reading Counts
- Book-It
- Reading for Education
- Lexiles
- Title I
- Tutoring

- Read Well
- iPADS
- DIBELS
- Computer Programs
- Reading Textbooks
- ELL
- Speech/Language Program
- High Ability Learner
- Read Naturally
- Corrective Reading
- Reading Mastery

Activities:

- Teachers will review standards, objectives, requirements, and aspects of our programs which involve reading comprehension.
- Teachers will use findings from the assessment of the program review to develop effective strategies to improve reading comprehension skills.
- Teachers will coordinate identified programs in order to develop effective strategies to improve reading comprehension skills in the general education classroom.

Persons Responsible:

- Teachers of special programs
- Classroom Teachers
- Administration
- Language Arts Committee

Research/Best Practices:

- *Indiana Reading Journal,* Vol. 37, #1, Summer 2005, p19-26 "Writing Is Reading"
- *What Is a Thinking Curriculum*? T.F. Fennimore & M.B. Tinzmann, NCREL, OakBrook, 1990
- *Comprehension*, NCREL –Put Reading First: The Research Building Blocks for Teaching Children to Read, by B.B. Armbruster & F.Lehr, & J. Osborn
- *The Five Elements of Reading: Comprehension Overview,* Learning Point Associates
- *Teach Them All to Read,* Elaine K. McEwan, Corwin Press,Inc., 2002
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- *Best Practice,* Steven Zemelman, Harvey Daniels, Arthur Hyde, Heinemann, 1998
- *Teaching with the Brain in Mind,* Eric Jensen
- *Teaching for Success,* SDE Sourcebook
- *Brainsmart,* Marcus Conyers and Donna Wilson, PHD

Staff Development:

- Teachers will meet to review standards, objectives, requirements, and aspects of our programs which involve reading comprehension skills.
- Teachers will discuss ways to coordinate identified programs that address reading comprehension.

Timeline:

- First semester of the year 2006-2007, teachers met to review standards, objectives, requirements, and aspects of our programs, which involve reading comprehension.
- Second semester of the year 2006-2007, teachers met to discuss ways to coordinate identified programs that address reading comprehension.
- First semester of the year 2007-2008, teachers met to review and coordinate current reading programs.
- First semester of the year 2013-2014, teachers received training on the 90 minute reading block
- Second semester of the year 2013-2014, teachers received training on literacy block from Smekens.
- End of years 2012-2013, 2013-2014, 2014-2015 the effectiveness of the intervention will be evaluated using assessments including NWEA, ISTEP+, DIBELS, and the end of unit reading assessments. Following the evaluation, revisions to the intervention will be considered.

Resources:

- Indiana Academic Standards for language arts
- Program coordinators

Assessments:

NWEA for grade K-5
ISTEP+ for grades 3-5
mCLASS for grades K-2
Unit Reading Assessments

2.3 Intervention Three: Teachers and staff will access programs and best practices that are being used by other schools to develop reading comprehension skills.

Activities:

- Staff will learn about programs and best practices used to develop reading comprehension skills at other successful schools.
- Staff will be informed of current research and best practices that can be implemented into the programs or classroom that are used to develop effective reading comprehension skills.
- Staff will review research-based products and/or methods at a vendor fair, to learn improved ways to develop reading comprehension skills.
- Staff will brainstorm ideas and research new practices and methods that will be shared at a staff meeting or professional development day.

Person(s) responsible:

- Classroom Teachers
- Administration

- Language Arts Committee

Research /Best Practices:

- *Indiana Reading Journal,* Vol. 37, #1, Summer 2005, p19-26 "Writing Is Reading"
- *What Is a Thinking Curriculum*? T.F. Fennimore & M.B. Tinzmann, NCREL, OakBrook, 1990
- *Comprehension,* NCREL –Put Reading First: The Research Building Blocks for Teaching Children to Read, by B.B. Armbruster & F.Lehr, & J. Osborn
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- *The Differentiated Classroom: Responding to the Needs of All Learners, Carol Ann Tomlinson,* ASCD, 1999
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- *Teaching with the Brain in Mind,* Eric Jensen
- *Teaching for Success,* SDE Sourcebook
- *Brainsmart,* Marcus Conyers and Donna Wilson, PHD

Staff Development:

- During a staff meeting teachers will review programs and best practices used successfully at other schools to develop reading comprehension skills.
- Teachers will review research-based products and/or methods to learn improved ways to develop reading comprehension skills.

Timeline:

- First and second semesters in the year 2007-2008, teachers reviewed research-based products and/or methods to learn improved ways to develop reading comprehension skills. This was accomplished through the textbook adoption process.
- First and second semester in the year 2007-2008, teachers reviewed programs and best practices used successfully at other schools to develop reading comprehension skills through the textbook adoption process.
- First semester of 2008-2009, teachers implemented research-based programs designed to develop reading comprehension skills.
- Second semester of 2008-2009, teachers assessed the effectiveness of the research-based programs implemented during the first semester and determine if additional support is needed.
- During the 2009-2010 school year, staff worked collaboratively to implement RtI. Changes were made to the previous implementation program. Teachers met every six weeks to review individual student progress and develop a plan of action for students not working at level. Additional reading comprehension activities were used with these students.
- During the second semester of 2010-2011, teachers met and discussed best practices and shared comprehension strategies with colleagues.
- During the 2011-2012 school year, staff continued to work collaboratively to implement RtI. Teachers met every six weeks to review individual student progress and develop a plan of

action for students not working at level. Additional reading comprehension activities were used with these students.

- During the 2012-2013 school year, staff will continue to work collaboratively to implement RtI. Teachers will continue to meet every six weeks to review individual student progress and develop a plan of action for students not working at level. Additional reading comprehension activities will be used with these students.
- By the end of the second semester of 2012-2013, teacher will utilize Moodle to discuss best practices and share comprehension strategies with colleagues.
- End of years 2012-2013, 2013-2014, 2014-2015 the effectiveness of the intervention will be evaluated using assessments including NWEA, ISTEP+, DIBELS, and the end of unit reading assessments. Following the evaluation, revisions to the intervention will be considered.

Resources:

- List of schools demonstrating success in reading comprehension and written communication skills
- List of language arts vendors
- Resource list of best practices and research on reading comprehension and written communication

Assessments:

- NWEA for grade K-5
- ISTEP+ for grades 3-5
- mCLASS for grades K-2
- Unit Reading Assessments