# SCHOOLWIDE PLAN

# FOR

# JOAN MARTIN ELEMENTARY

# May 2010

"Home of the Brickies"

# Title I Schoolwide Plan Checklist – Table of Contents

*Directions*: Review the Title I Schoolwide Plans prior to mailing to the IDOE to ensure that all requirements listed below have been met. Insert the page number where each component can be found in the column to the right. If a plan does not include all ten components, it is out of compliance with NCLB requirements and will need to be adjusted.

**Schoolwide Plan:** Section 1114 (b) (2) Any school that operates a schoolwide program shall first develop (or amend a plan for such a program that was in existence on the day before the date of enactment of the NCLB Act of 2001), in consultation with the LEA and its school support team or other technical assistance provider under section 1117, a comprehensive plan for reforming the total instructional program in the school that:

    i.    Describes how the school will implement the components described below

    ii.    Describes how the school will use resources under this part and other sources to implement the components

    iii.    Includes a list of SEA programs and other federal programs that will be consolidated in the schoolwide program

    iv.    Describes how the school will provide individual student academic assessment results in a language the parents can understand, including an interpretation of those results, to the parents of a child who participates in the academic assessments required by the SEA plan.

| Components of a Schoolwide Plan*: | Found on Page #: |
|---|---|
| 1. A comprehensive needs assessment of the whole school | 5 |
| 2. Implementation of schoolwide reform strategies that:<br>  ❏ Provide opportunities for all children to meet proficient and advanced levels of student academic achievement<br>  ❏ Use effective methods and instructional strategies that are based on scientifically based research that:<br>  ❏ Strengthens the core academic program<br>  ❏ Increases the amount of learning time<br>  ❏ Includes strategies for serving underserved populations<br>  ❏ Includes strategies to address the needs of all children in the school, but particularly low achieving children and those at risk of not meeting state standards<br>  ❏ Address how the school will determine if those needs of the children have been met<br>  ❏ Are consistent with and are designed to implement state and local improvement plans, if any | 6 |
| 3. Highly qualified teachers in all core content area classes | 6 |
| 4. High quality and on-going professional development for teachers, principals, and paraprofessionals | 7 |
| 5. Strategies to attract high-quality, highly qualified teachers to this school | 6 |
| 6. Strategies to increase parental involvement, such as literary services | 7 |
| 6 a. Description how the school will provide individual academic assessment results to parents | 9 |
| 6 b. Strategies to involve parents in the planning, review, and improvement of the schoolwide plan | 10 |
| 7. Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program | 10 |
| 8. Opportunities and expectations for teachers to be included in the decision making related to the use of academic assessment results leading to the improvement of student achievement | 11 |
| 9. Activities and programs at the school level to ensure that students having difficulty mastering proficient and advanced levels of the academic achievement are provided with effective, timely additional assistance | 12 |
| 10. Coordination and integration of federal, state and local funds; and resources such as in-kind services and program components | 13 |
| 10 a. A list of programs that will be consolidated under the schoolwide plan (if applicable) | N/A |

# INDEX

# A. MISSION STATEMENTS

## School City of Hobart District Mission Statement
Our Schools Equip Children for Adulthood
Our Schools Address the Needs of Individual Students
Our Schools Are Community Schools
Our Schools Are Committed to Success

## Joan Martin Elementary School Mission Statement
Learn to Read, Write and Problem Solve.
Explore our world through math, science
and technology.
Always use the Lifeskills and
Lifelong Guidelines.
Reach above and beyond in all we do.
Nurture each other and work together
to make the world a better place.

# B. SCHOOL IMPROVEMENT TEAM STAKEHOLDERS

## Joan Martin Teachers

| Name | Position | Grade | Degree | License | HQT |
|------|----------|-------|--------|---------|-----|
| Audrey Amsler | General Music | K-5th | MA | Professional | PRAXIS |
| Anne Appleton | General Elementary | 3rd | MA | Professional | HOUSSE |
| Karen Beaty | Reading and Literature | 1st-5th | MA | Professional | HOUSSE |
| Joanna Boggs | General Elementary | 1st | BS | Standard | PRAXIS |
| Carrie Blythe | Special Education | 1st-3rd | MA | Professional | HOUSSE |
| Jennifer Caddick | General Elementary | 5th | MA | Professional | PRAXIS |
| Anne Casko | General Elementary | 2nd | BS | Standard | PRAXIS |
| Donna Casterline | General Elementary | 2nd | BS | Standard | PRAXIS |
| Bev Crouch | Reading and Literature | 1st-5th | MA | Professional | HOUSSE |
| Jill Cruz | Visual Art | 1st-5th | BS | Initial | PRAXIS |
| Christine Decker | General Elementary | 2nd | BS | Standard | PRAXIS |
| Stephanie DePaolo | General Elementary | 4th | BS | Standard | PRAXIS |
| Karen Doyle | Special Education | 3rd-5th | BS | Standard | PRAXIS |
| Kim Erdelac | Special Education | 2nd | BS | Standard | PRAXIS |
| Sheri Evans | General Elementary | 1st | MA | Professional | HOUSSE |
| Jennifer Extin | General Elementary | 1st | BS | Initial | PRAXIS |
| Christina Faulkner | General Elementary | 2nd | BS | Standard | PRAXIS |
| Carrie Galka | General Elementary | 4th | BS | Standard | PRAXIS |
| Suzanne Hathaway | General Elementary | 4th | MA | Professional | HOUSSE |
| Shannon Jancich | General Elementary | 2nd | MA | Professional | HOUSSE |
| Rhiannon Jolliff | General Elementary | 1st | BS | Standard | PRAXIS |
| Karen Kasiak | General Elementary | 5th | MA | Professional | HOUSSE |
| Kristen Loos | General Music | K-5th | BS | Standard | PRAXIS |

| | | | | | |
|---|---|---|---|---|---|
| Kathleen Martin | ELL Coordinator | 1st-5th | MA | Professional | HOUSSE |
| Michelle Mecha | General Elementary | 3rd | BS | Standard | PRAXIS |
| Mary Beth Muller | General Elementary | 1st | MA | Professional | PRAXIS |
| Cathy Patterson | General Elementary | 5th | BS | Professional | PRAXIS |
| Erin Paulson | General Elementary | 5th | BS | Initial | PRAXIS |
| Jill Peeler | General Elementary | 2nd | BS | Professional | PRAXIS |
| Marjorie Potter | General Elementary | 1st | MA | Professional | HOUSSE |
| Tammy Rassbach | General Elementary | 3rd | BS | Professional | PRAXIS |
| Sarah Richter | General Elementary | 3rd | BS | Initial | PRAXIS |
| Lisa Sedoris | Visual Art | K-5th | BS | Standard | PRAXIS |
| Heather Steege | General Elementary | 4th | BS | Standard | PRAXIS |
| Beth York | General Elementary | 5th | MA | Professional | HOUSSE |
| Samantha Zon | General Elementary | 3rd | BS | Professional | PRAXIS |

**Aides**

| | | |
|---|---|---|
| Cyndy Plesac | Physical Education | BS |
| Beth Zanolla | Physical Education | AS |
| Theresa Ledyard | Library | ParaPro |
| Becky Juzwicki | Library | ParaPro |

# C.    TEN COMPONENTS OF THE SCHOOLWIDE PLAN

## 1. COMPREHENSIVE NEEDS ASSESSMENT

In the winter of 2005, the Joan Martin Elementary School NCA team worked together to complete an extensive comprehensive needs assessment. Using the NCA template for gathering data on the school profile, the team compiled data in the areas of student achievement, school programs/process data, student/teacher/parent perception data, and demographic data. In the sections below, a summary of each type of data is included to represent the information gleaned from this work. We became district accredited through NCA. We will conduct another needs assessment in 2011. We have continual needs assessment through the use of NSSE exit surveys for grades 5, 8, and 12.

**Student and Staff Demographic Data:**
Joan Martin Elementary School is a 1st-5th grade building. There are five 1st grades, six 2nd grades, five 3rd grades, five 4th grades, and five 5th grades. There are also two special education teachers. Four additional teachers teach art and music. Four paraprofessionals teach library skills and recreation. There are approximately 700 students. The average class size is about 27 students. The percentage of economically disadvantaged students at Joan Martin Elementary School is 40.21%. There are 77% Caucasian, 11% Hispanic, 5% African-American, 6% Multi-racial, 1% Asian, and 1% Native American students.

**Resource and Program Integration:**
Joan Martin Elementary receives federal and state grants. These funds provide a variety of resources and programs to our disadvantaged and at-risk students. Programs include: Readers Workshop, Writers Workshop, paraprofessionals, Team Lead, parent involvement, District professional

development, and Response to Intervention. The School Improvement Team reviewed programs and resources used at Joan Martin Elementary in the winter of 2005.

**Student Data:**
After reviewing ISTEP data for the years of 2006-2009, the school NCA committee members determined student achievement needs existed in the areas of Language Arts and Mathematics. See Appendix A.

# 2. SCHOOLWIDE REFORM STRATEGIES (Goals and Action Plan)

Based on our Needs Assessment, we developed a comprehensive Action Plan for meeting our achievement goals. See Appendix B (Joan Martin NCA Goals and Action Plan).

# 3. INSTRUCTION BY HIGHLY QUALIFIED PROFESSIONAL STAFF (TEACHERS AND INSTRUCTIONAL PARAPROFESSIONALS)

All staff members, both certified staff and paraprofessionals, at the elementary buildings satisfy the highly qualified teacher standard of NCLB. Of our three designated Title teachers, one is trained in Reading Recovery. All participate in ongoing professional development to maintain their training. Furthermore, we have a certified, endorsed ELL instructor and two ELL aides who service the elementary schools. Our ELL teacher is also trained in Reading Recovery. Beginning in the 2004 school year, all teachers have been receiving training in Readers and Writers workshop through the Teachers College at Columbia University. As our population continues to shift, the knowledge, skills, and strategies these staff members bring to the literacy growth and achievement of our students are critical.

# 4. STRATEGIES TO ATTRACT HIGH-QUALITY HIGHLY QUALIFIED TEACHER TO HIGH NEED SCHOOLS

Joan Martin Elementary teachers participate in high-quality, ongoing professional development and evaluation processes. The district maintains an evaluation system for certified staff that provides opportunities for continuous professional development. In accordance with the Hobart Teachers Association (HTA) a rigorous evaluation system has been developed to ensure ongoing professional development and retain highly qualified teachers. This evaluation system features teacher goal setting, self-assessment, pre-observation conferences, classroom walkthroughs, and formative/summative evaluations.

Teachers, who are on their sixth contract and have reached distinction in the summative evaluation phase, are eligible for the Master Teacher Growth Program (MTGP), which is a self-directed professional development program for a five-year cycle.

Also, the School City of Hobart will implement Professional Learning Communities. Teachers are provided with on-going professional development for staff. Professional Development program components include an annual professional development catalog, peer mentoring, co-teaching, and modeling. Job-embedded training is available to all teachers, and the School City of Hobart is a sponsor of Continuing Resource Units (CRUs) for license renewal. Professional development, as required to train trainers for in-house professional development, is offered and supported district-wide. Furthermore, the district establishes flexible schedules, so teachers can practice what they have learned (or to continue their learning). In the past, prior to new DOE regulations, six half-day professional development days (FISH Days-Forever Improving Schools in Hobart) were scheduled annually district

wide. Teachers at Joan Martin Elementary traditionally have participated in book studies to support and promote their learning as an agent of change in the school corporation.

Additionally, the School City of Hobart utilizes a provisional support/administrative support team. This team of administrators and stakeholders align and organize staff development. They provide both professional and emotional guidance to teachers and strive to empower and encourage them to learn and grow. This team also supports the use of collaboration by encouraging and facilitating team teaching and peer mentoring. Teachers are provided with time to visit each other's classrooms and observe best practices. Schedules are coordinated to support teachers in their endeavors to plan and evaluate instruction across grade levels and curricular areas.

Furthermore, the School City of Hobart offers teacher recognition and achievement by encouraging teachers to share experiences by writing articles, sharing at conferences, leading workshops, etc. The school administration also encourages and financially supports teachers to attend other means of professional development outside of the district. This sustained professional development helps School City of Hobart teachers develop awareness, deepen understanding and knowledge at the building level, and translate theory into practice in the classroom. Teachers at Joan Martin Elementary are able to reflect upon their teaching practices and student learning in order to help refine their practices and expertise. Often, teachers attend School City of Hobart Board of Directors Meetings in order to share their successes with other district stakeholders.

Also, in accordance with School Board Policy, all non-certified staff members are evaluated. The district maintains a continuous program of professional development for all non-certified staff. Supervisors recommend professional development for all departments and employees.

# 5. HIGH-QUALITY AND ONGOING PROFESSIONAL DEVELOPMENT

Joan Martin Elementary School offers a competitive pay scale to draw new teachers to the School City of Hobart. We support our new teachers with four full days of new teacher in-service/induction prior to the start of the school year, and we pair new teachers with trained mentors. Our grade level teams provide additional support and provide the opportunity for ongoing collaboration, which is attractive to teachers new to the district. High-quality, highly qualified instructors are also attracted to in-district professional development plans that provide staff with the option of earning staff development and/or graduate credit. The onsite professional development is vital in supporting the district in its efforts to implement best practices.

# 6. STRATEGIES TO INCREASE PARENTAL INVOLVEMENT

## School City of Hobart Website
The School City of Hobart website, www.hobart.k12.in.us, offers many opportunities to increase parental involvement. The Student Parent Learning Center offers parent resources that include Indiana Academic Standards by grade level and subject areas. Suggested activities and worksheets from the Indiana Department of Education are available for parents. The Parent Resources page was created for the purpose of informing families on how to best instruct their children during extended school closings, as well as for family educational engagement over the summer.
This parental resource site includes access to websites such as:
*Family Literacy Backpacks* www.buddyprojects.org provide theme focused family learning opportunities.

*Thinkfinity Literacy Networks* www.thinkfinity.org offers a free on-line course promoting parents and children as natural learning partners.

*Indiana Reading List* www.indianastandardresources.org, a companion piece to Indiana's Academic Standards, encourages parents to review a list of books and choose suitable books for their children. Parents and their children are experienced in selecting "just right books" as part of our Teachers' College curriculum.

The School City of Hobart offers information through our BE THERE campaign and BE THERE blog. The Quaglia institute provides parents with lifeskills and examples of ways to connect with their children. Podcasts are available on our website regarding both initiatives.

## How We Encourage Parents to Visit the Website:

Teachers and Administrators encourage parents to visit the website via word of mouth, newsletters, and the ALERTNOW System. The School City of Hobart has adopted the ALERTNOW Notification Service, which allows us to send a telephone or e-mail message providing important information about school events or emergencies. These messages also remind parents to check the website for other valuable information.

Parents are further encouraged to view the website because the District Calendars are located there. The web calendar format allows the information to be kept current as changes occur. This also cuts down on paper usage and facilitates our efforts to become "greener".

Our hope is that once led to the School City of Hobart website parents will peruse and use the available resources.


## Parent Presentations

Another way our parents are kept involved is via Parent Presentations throughout the year. The Home School Coordinator facilitates these presentations often based on the needs of the parents who contact her throughout the year. These presentations cover various topics like the following:

*The Frantic Family Syndrome*: a video by John Rosemond teaching the 3 R's of Respect, Responsibility and Resourcefulness.

*Grandparents Raising Grandchildren Support Group*: breakfast and evening meetings are offered throughout the year for grandparents who are raising their grandchildren or who are very involved in their grandchildren's lives.

*Cooperative Parenting and Divorce- "Shielding Children from Conflict"*: an eight –session series, once a month for changing families.

These are just three examples of the parenting presentations our school system offers.

# Additional Opportunities for Parental Involvement at Joan Martin Elementary School

Along with our PTO, Parent Volunteers, and various Music programs, and fun festivals throughout the school year, some of our other Parent/Child activities include:

- **Literacy & Math Family Night**-All activities are run by staff members throughout the building and reinforce our Reading & Writing Workshops and our Math curriculum. This is an excellent opportunity for parents to interact with staff and take with them ideas for helping their children at home.
- **Parent/Teacher Conferences**- Available upon teacher and parent request.
- **Title One Parent Meetings**-During Back to School Night, the Title I teachers go into each classroom and explain School wide Title to parents.
- **Responses to Intervention Meetings-Parents of children in need of intervention at Joan Martin are** invited to attend RTI meetings. The RTI team discusses their child's progress and what additional interventions will be implemented along with future monitoring. Parents who cannot be there are sent the information in the mail and asked to respond, both by phone or note, so we are all involved and on the same page.
- **Participation in School wide NCA planning**-Parent volunteers attend our North Central Association Accreditation planning and review sessions.
- **Textbook Adoption**-Parents are asked to join the Textbook adoption committee at our school to look over the textbooks under consideration for that school year.

Attendance is encouraged at the various activities through the use of fliers, the AlertNow messaging system, food, prizes, and often student performances.

# 6A. How Joan Martin School Provides Individual Academic Assessment Results to Parents

## STI-Software Technology, Inc.

Our school has the Software Technology System (STI), a student records management system that parents can access through home computers, teacher assisted computer lab time offered weekly at school, or upon request. Parents are trained on how to use the system and given a PIN number for each child, at the beginning of the school year, in order to access information about their child/children.

STI Home allows parents and students from home to:
- Check grades
- Note attendance
- Review class schedules
- Confirm assignments
- Inspect discipline reports

STI also provides progress reports six times a year as well as on-demand data upon request. It also provides trimester report cards.

## Parent /Teacher Conferences

Our school welcomes parents, and sometimes children, to conferences as needed to discuss individual student progress. Phone conferences are also an option for busy parents.

## Standardized Test Results/Universal Screening

ISTEP and NWEA (Northwest Evaluation Association) test results are discussed in-depth with parents at Parent/Teacher conferences. Students may or may not be present.

Teachers provide universal screening using benchmark leveling. Parents and students are informed of their child's independent reading level in order to facilitate selecting and reading "just right books".

## 6b. Strategies to Involve Parents in the Planning, Review, And Improvement of the School wide Plan

Two School City of Hobart parents attended the School wide Title Planning Meeting in Indianapolis with the Title I teachers and school administrators.

Throughout the process of writing our school wide plan parents provided input through discussion and feedback. This feedback resulted in an improvement of our school wide plan.

## 7. PRESCHOOL TRANSITION STRATEGIES

At Joan Martin Elementary School, 40% of the student populations are from low income households. Only 14.2% of adults in the targeted community of Hobart hold a bachelor's or higher degree. On the 2008 kindergarten-readiness assessment in Hobart schools, 41% of children entering kindergarten were ranked below their chronological age. 32% of children entering kindergarten tested "at risk" on oral language tests. 3rd grade ISTEP scores indicate that School City of Hobart students were below the state average in English/Language Arts for two of the past three years. Math scores were below the state average three of the past three years.

Indiana Department of Child Services identifies Lake County as second only to Marion County for cases stemming from abuse and neglect. The same report identifies "_Lack of Parenting Skills_" as the most common stress factor for neglect fatalities and the third most common stress factor for abuse fatalities. As one of the few prevention programs working individually with families in their homes, Parents as Teachers increases parents' skills and knowledge in a way no other program can, helping under-equipped parents become capable caregivers.

Parents as Teachers (PAT), an international early childhood parent education and family support program, serves families throughout pregnancy until their child enters kindergarten, enhancing child development and school achievement through parent education and support.

Program Goals of Parents as Teachers

1. Increase parent knowledge of early childhood development and improve parenting practices.
2. Provide early detection of developmental delays and health issues.

3. Prevent child abuse and neglect.
4. Increase children's school readiness and school success.

These goals are achieved through our direct services. Parents as Teachers families receive:

- Personal visits – The heart of the program. Home visits help families understand what to expect as a child grows and offer practical suggestions for encouraging learning and managing challenging behaviors.
- Group meetings – These events allow caregivers and children to meet other families, share experiences, and discuss parenting topics.
- Screenings – Periodic assessments help measure a child's overall development.
- Resource network and referrals – Our referrals link families to other services in and around the community, including intervention and therapeutic services when necessary.

In addition, on March 11th, The School City of Hobart Kindergarten teachers partnered with area preschools, daycares, and home care providers to collaborate on how to best prepare our youngest children in Hobart for school. Lifeskills, Kindergarten testing, early childhood concerns, and academic standards were addressed. "Parents as Teachers" was presented to the group of thirty, as well. We plan to continue this effort to address the ever-changing needs of early childhood in Hobart.

# 8. TEACHER PARTICIPATION IN MAKING ASSESSMENT DECISIONS

Teachers at Joan Martin Elementary use data analysis to inform curricular decisions and instruction across content areas. All students in grades 1st-5th participate in NWEA testing once per trimester to determine areas of strengths and challenges and to monitor growth of the individual student. These tests are also occasionally given more frequently, if additional data is needed. Teachers get immediate reports from NWEA, indicating how students perform in content areas and skill achievement. Teachers can and do analyze this data. Then they plan and implement lessons that meet their students' individual and group needs. Similarly, ISTEP data for grades 3-5 is analyzed by the teaching staff to guide instruction. Trends across cohorts, grade levels, and sub groups are examined by the teaching staff and administration to inform instructional practices. Meetings to analyze data are held among school personnel in the mornings before students arrive, during weekly grade level data meetings, and also weekly during teacher preparation time.

Joan Martin primary teachers and Title I teachers use a multitude of local assessments to inform their teaching. These assessments include: running records, fluency ratings, hearing sounds in words assessment, and Literacy First Phonics Assessment. In mathematics, students are assessed using curriculum based assessments.

Each grade level team of teachers also meets on a bi-weekly basis to design and plan instruction that matches classroom and district assessments. Title I teachers attend these meetings to help plan and coordinate instructional strategies. As a result of using our data warehouse, Confluent, teachers can analyze students' strengths and weaknesses to find instructional needs in Joan Martin Elementary learning community. In addition to informing instruction, NWEA and ISTEP data is analyzed by the Response to Intervention (RTI) committee, as they design individualized remediation action plans and intervention programs.

Along with standardized assessments, students take formative (classroom) curriculum based assessments, and those assessments are used to drive classroom instruction for increased student performance. Teachers in our school have abundant training and practice disaggregating data in order to improve their teaching and promote student growth and learning.

## High Ability

In grades 2-5, students who have been identified as high ability will be placed in a self-contained classroom at Joan Martin Elementary School. Curriculum is differentiated and problem-based in these classrooms. Students within this type of classroom setting will be able to be with their academic peers with similar cognitive abilities and academic levels.

In grades 6-8, students identified as high ability in language arts only join the students identified in this area. Students identified as high ability in math join the students identified in the area of math instruction.

# 9. TIMELY AND ADDITIONAL ASSISTANCE TO STUDENTS HAVING DIFFICULTY MASTERING THE STANDARDS

In recent years, the staff at Joan Martin Elementary has worked very hard to embed RTI (Response to Intervention) into our curricular framework. Our first and foremost goal with this RTI framework is to ensure that struggling students are offered early, targeted, expert, and intensive instruction before they fall far behind. Joan Martin Elementary continues to provide students with multiple safety nets across the RTI (Response to Intervention) model.

Tier I

First, quality instruction begins in the classroom. Every classroom in grades 1st-5th utilizes Reader's Workshop, Writer's Workshop, and hands-on activities in mathematics in order to provide differentiated instruction to children. Students develop and learn skills based upon best practices in their regular education classroom. Each student's reading level is assessed on an on-going basis, and the students are provided with a variety of "just-right" reading material at their individual level. Classroom teachers utilize flexible ability grouping and provide students with targeted strategy lessons, based upon student need.

A variety of specialized programs are also available to students based upon individual needs. For example, ELL (English as a Learned Language) is offered to those students for whom English is not their primary language. Counseling is offered through a relationship with Regional Mental Health and Choices to students dealing with personal or emotional issues that affect their academic learning. In addition to these programs, additional learning opportunities are offered to students through summer school enrichment and after school homework clubs.

Tier II

When students have difficulties mastering the Indiana Academic Standards and skills, many opportunities are available to help them achieve mastery. Remediation is available beyond the classroom through Title I programs in reading and math. Title I teachers and aides provide additional small group and one-on-one instruction to at-risk students. These sessions are also based on student needs and standard mastery, which is derived from assessment data. Instructional best practices are utilized during these sessions to improve student performance. These intervention processes are documented and incorporated into the RTI (Response to Intervention) model.

Tier III

Additional intensive one-on-one instruction with a highly qualified teacher is provided to students who show a high level of difficulty in mastering specific skills and standards. Students, who fail to make adequate progress in these intensive, targeted tier III sessions, are referred for further services through special education.

Professional Development and Targeted Instruction

Teachers are provided with countless opportunities to grow as professionals and utilize data to guide instruction. Teachers and staff participate in professional learning communities and curriculum planning. Contracted presenters and book studies provide teachers with opportunities to learn more about best practices, and then incorporate these best practices into their daily routines, procedures, and instruction. Further learning opportunities are provided through an in-house professional development catalog. Teachers are encouraged to attend both internal and external professional learning classes.

Student performance on district tests (ISTEP+ and NWEA) is examined by administration and teachers, in order to target and enhance instruction. Teachers also look at student performance on local assessments, and instruction is tailored to meet individual student needs. Assessment truly drives instruction across grade levels and classrooms at Joan Martin School.

# 10. COORDINATION AND INTEGRATION OF FEDERAL, STATE, AND LOCAL PROGRAMS AND RESOURCES

The School City of Hobart has the ability to consolidate funds. However, our district is opting not to do so.
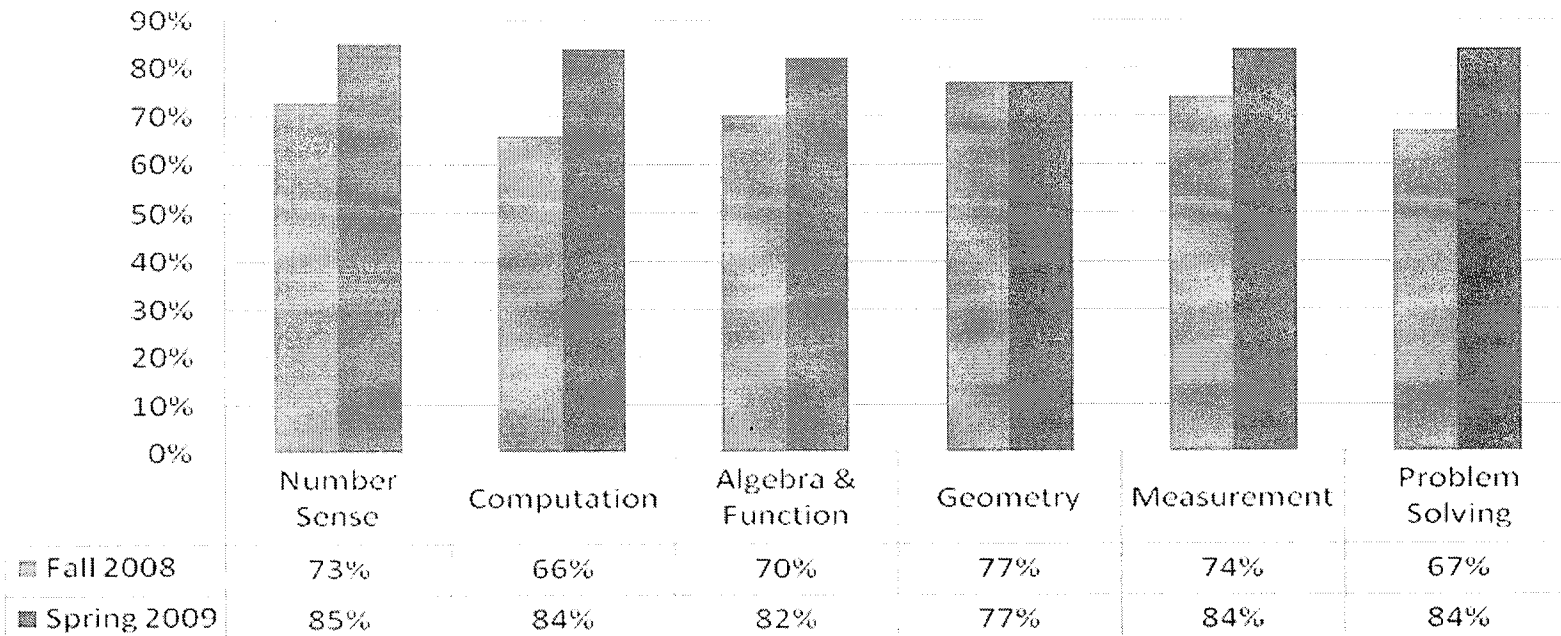Title I funds are used to serve our at-risk population.
Title IIA funds are utilized to improve instruction through professional development. All students benefit from these funds.

Title III funds service our growing ELL population in Hobart. Many of these students are receiving Title I services.
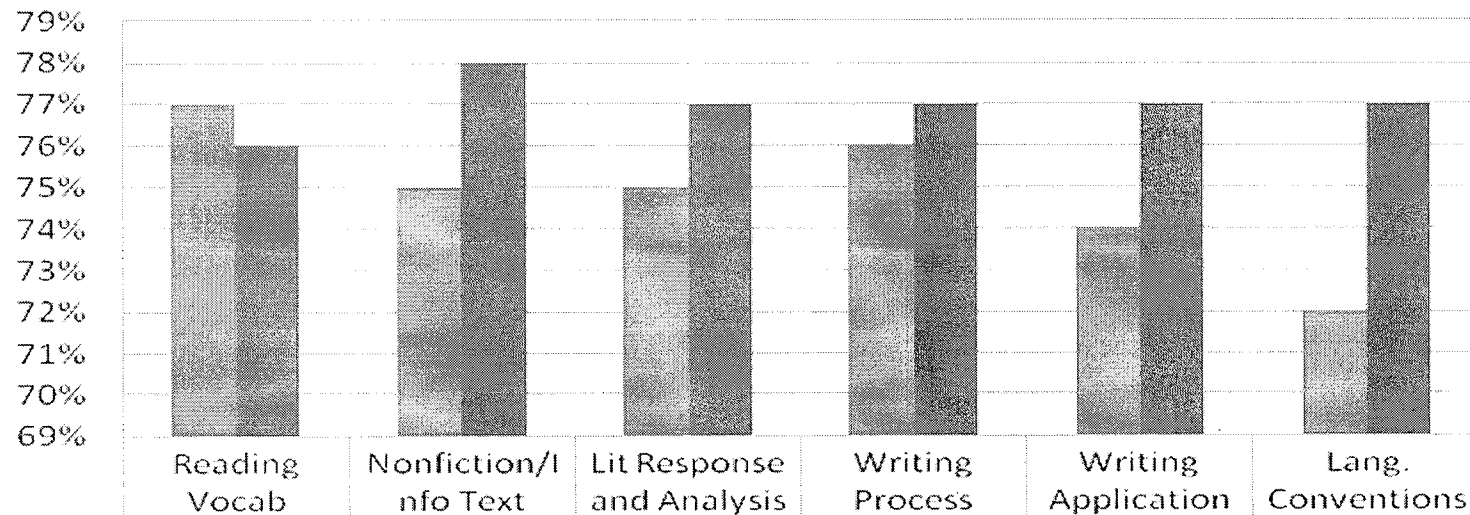
# APPENDIX A

# GRAPHS AND DATA

# ISTEP- Math 3rd Grade



| | Number Sense | Computation | Algebra & Function | Geometry | Measurement | Problem Solving |
|---|---|---|---|---|---|---|
| Fall 2008 | 73% | 66% | 70% | 77% | 74% | 67% |
| Spring 2009 | 85% | 84% | 82% | 77% | 84% | 84% |

All areas showed growth except for the area of geometry, which remained the same. As a staff we are addressing geometry through inquiry-based mathematics and building academic vocabulary in this area. We are piloting new mathematic curricula and incorporating additional small group strategy sessions. We will also use universal screening to select students who need more support in targeted areas.
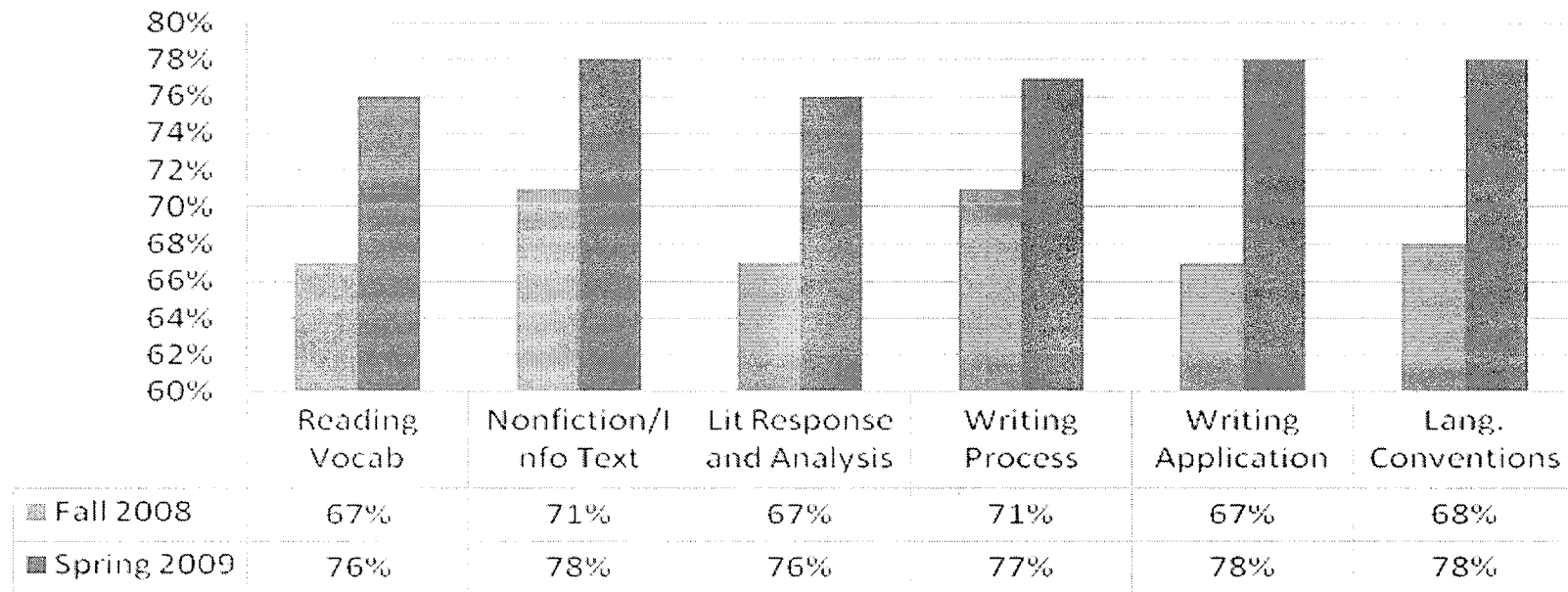
# ISTEP- Language Arts 3rd Grade



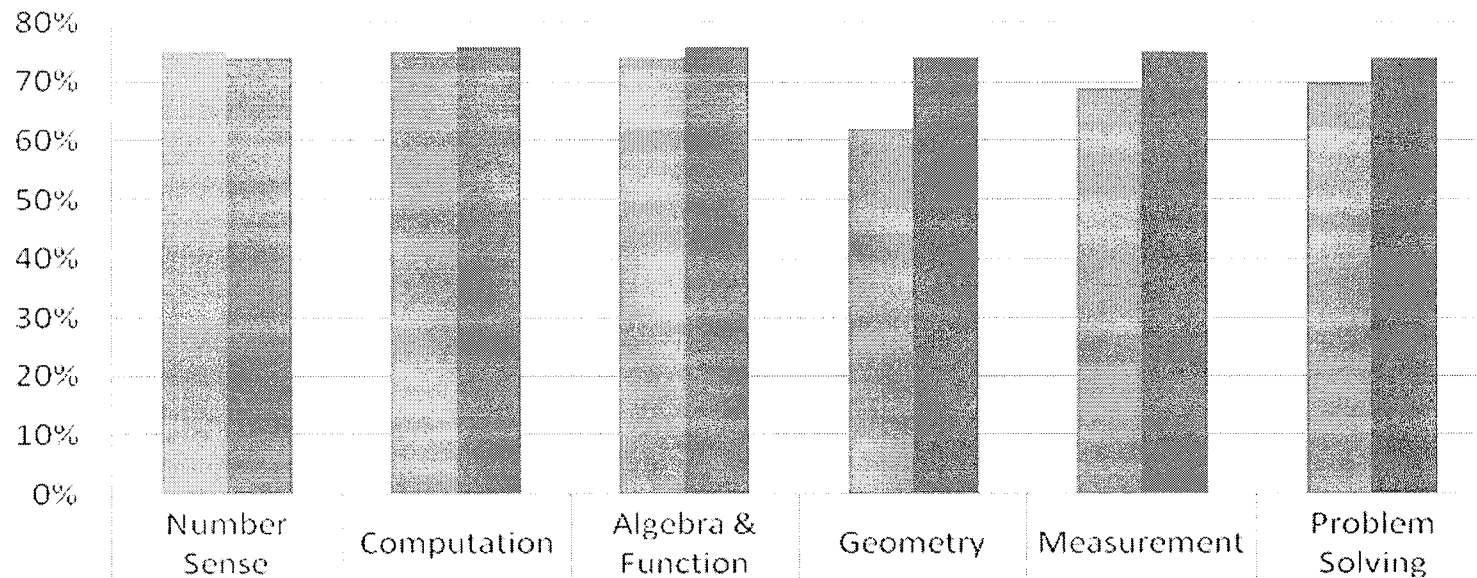|  | Reading Vocab | Nonfiction/Info Text | Lit Response and Analysis | Writing Process | Writing Application | Lang. Conventions |
|---|---|---|---|---|---|---|
| Fall 2008 | 77% | 75% | 75% | 76% | 74% | 72% |
| Spring 2009 | 76% | 78% | 77% | 77% | 77% | 77% |

All language arts scores rose slightly, except for reading vocabulary. While it only decreased by one percent, it is an area that will continue to be addressed through guided reading groups, word work, Making Meaning, Compass Learning, and mini-lessons. We will also use universal screening to select students who need more support in targeted areas.

# ISTEP- Language Arts 4th Grade

| | Reading Vocab | Nonfiction/Info Text | Lit Response and Analysis | Writing Process | Writing Application | Lang. Conventions |
|---|---|---|---|---|---|---|
| Fall 2008 | 67% | 71% | 67% | 71% | 67% | 68% |
| Spring 2009 | 76% | 78% | 76% | 77% | 78% | 78% |

The fourth grade language arts ISTEP scores show no growth/loss. The lack of growth will be addressed through guided reading groups, word work, Making Meaning, leveled literacy groups, Compass Learning, mini-lessons, and strategy groups. We will also use universal screening to select students who need more support in targeted areas.
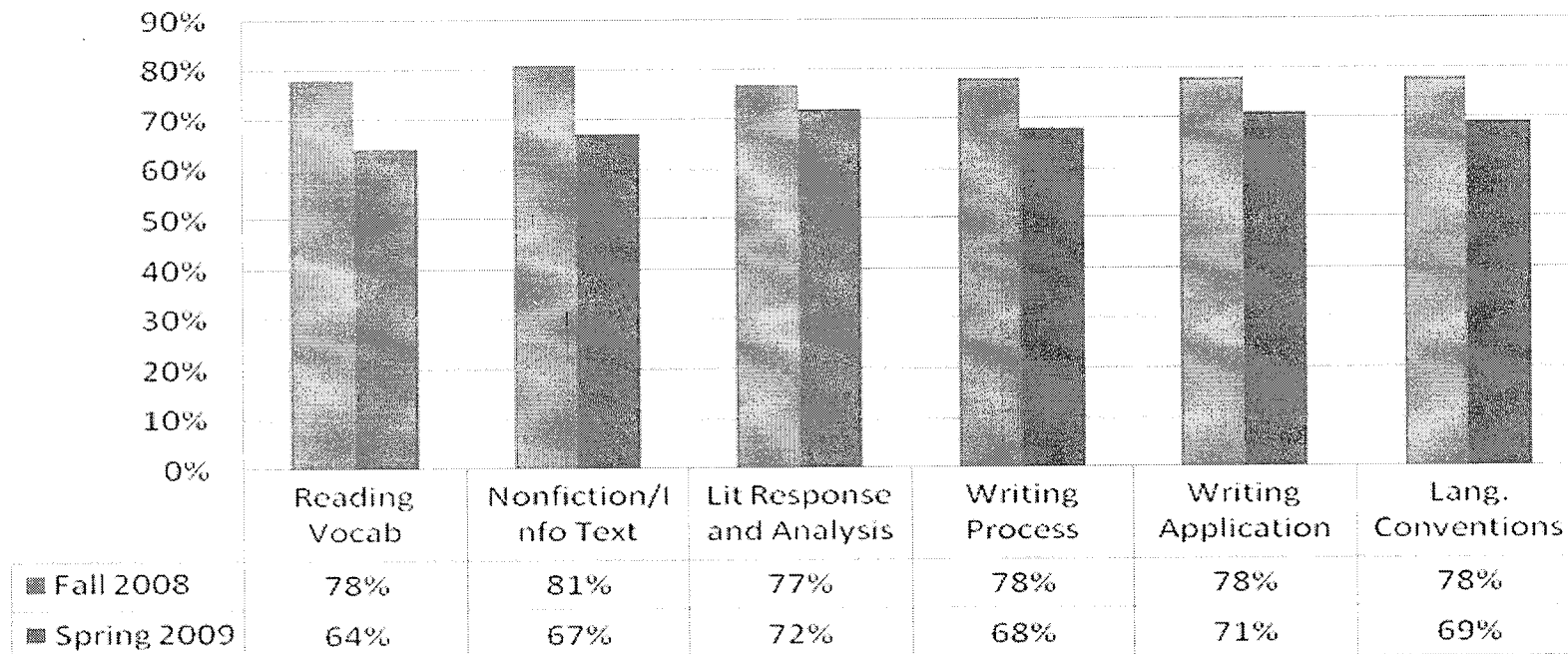
## ISTEP - Math 4th Grade

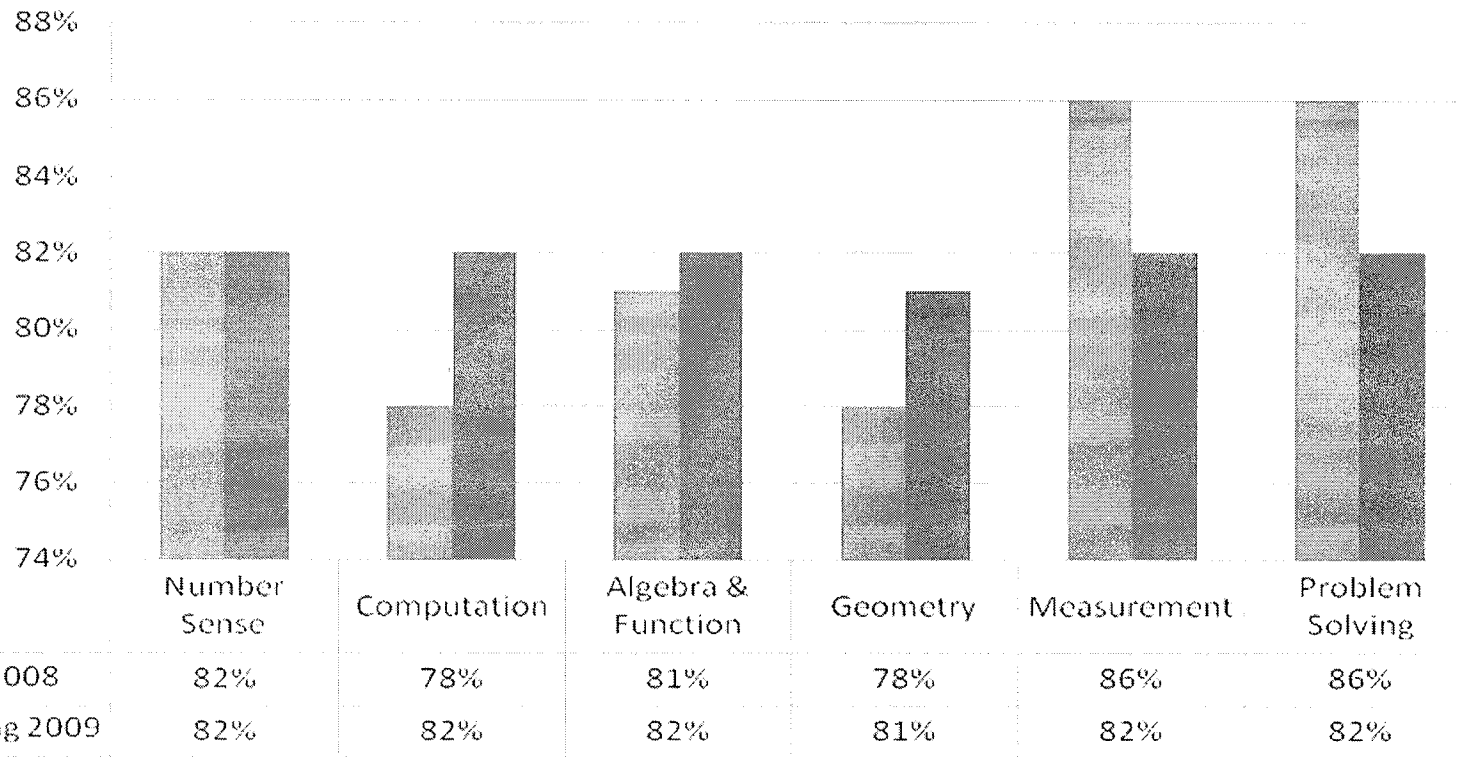| | Number Sense | Computation | Algebra & Function | Geometry | Measurement | Problem Solving |
|---|---|---|---|---|---|---|
| Fall 2008 | 75% | 75% | 74% | 62% | 69% | 70% |
| Spring 2009 | 74% | 76% | 76% | 74% | 75% | 74% |

There was an increase in all areas except for number sense, which showed a one percent decrease. This area will be addressed through piloting mathematics curricula, targeted math strategy lessons, and small group work. We will also use universal screening to select students who need more support in targeted areas.

# ISTEP - Language Arts 5th Grade

| | Reading Vocab | Nonfiction/Info Text | Lit Response and Analysis | Writing Process | Writing Application | Lang. Conventions |
|---|---|---|---|---|---|---|
| Fall 2008 | 78% | 81% | 77% | 78% | 78% | 78% |
| Spring 2009 | 64% | 67% | 72% | 68% | 71% | 69% |

There was a decrease in all areas of the 5th grade language arts ISTEP scores. Small guided reading groups will be provided to all students to improve their comprehension, literary response, and analysis. Writing processes, writing applications, and language conventions will be addressed through Writing Workshop and conferring with students to meet individual needs. We will also use universal screening to select students who need more support in targeted areas.

# ISTEP - Math 5th Grade

| | Number Sense | Computation | Algebra & Function | Geometry | Measurement | Problem Solving |
|---|---|---|---|---|---|---|
| Fall 2008 | 82% | 78% | 81% | 78% | 86% | 86% |
| Spring 2009 | 82% | 82% | 82% | 81% | 82% | 82% |

There was an increase in student achievement in the areas of computation, algebra/function, and geometry. Number sense showed no growth/loss. Student performance decreased in measurement and problem solving. We are piloting new mathematic curricula and incorporating small group strategy sessions. We will also use universal screening to select students who need more support in targeted areas.

# APPENDIX B

# NCA GOALS & ACTION PLAN

Last updated: 5/6/2009 at 0:22 PM

**Improvement Goal:**

: All students will increase academic achievement with specific focus on language arts and mathematics across the curriculum.

**Expectations(s) for Student Learning:**

Students will receive a curriculum that is challenging and rigorous.

**Target Participants:**

All students in Joan Martin Elementary School.

**Interventions:**

All students will receive a curriculum based on defined expecatations for student learning from the Indiana Academic Standards.

All students will increase skills identified in the Indiana Acadmic Standards using strategies learned as a result of regular data analysis to guide instruction and address curricular gaps.

Low performing students will participate in RTI Tiers.

All students will increase academic skills using strategies learned as a result of teachers participating in professional learning communities.

**Evaluation:**

Curriculum Calendars

Units of Study

NWEA Reports

ISTEP Reports

STI Assessment

Standards-based Report Cards

Writing Roadmap/Writing Rubrics

**Timeframe for Implementation:**

2006-2011

## Target Area of Improvement: - Improvement Goal Descriptor

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|---|---|---|---|---|
| Intervention: Defined Curriculum - Indiana Academic Standards<br>1. All students will receive a curriculum based on defined expectations for student learning from the Indiana Academic Standards.<br>A. Curriculum mapping will be completed to define scope and sequence by staff and include the following:<br>- Units of study are identified along with standards and assessments covered.<br>- Curriculum calendars are completed with units of study.<br>B. Articulation of the defined curriculum will be achieved between the grade levels and across buildings.<br>C. Curriculum will be published on the district Website and in each school's main office. | 2006 - 2011 | -Superintendents<br>-Principals<br>-Curriculum Coordinators<br>-Grade Level Coordinators<br>-Elementary Staff<br>-LRE Facilitators/Paraprofessionals<br>-Literacy Coordinators | -Lesson Plans<br>-Standards-basedReport Cards<br>-Checklists<br>-Curriculum Guide on district website<br>-units of study<br>-curriculum calendars<br>-NWEA Reports<br>-ISTEP Reports | -IDOE Website<br>-Indiana Academic Standard Resource Books<br>-District Website<br>-School Wires and Professional Development<br>-Curriculum Planning by Grade/Department and Professional Development<br>-Teacher Developed Units of Study and Professional Development |
| Intervention: Defined Curriculum - Data Analysis to Address Curricular and Instructional Gaps<br>1. All students will increase skills identified in The Indiana Academic Standards as a result of regular data analysis to guide instruction and fill curricular gaps.<br>A. Students will participate in fall and spring NWEA testing to determine areas of strengths and challenges and to monitor growth of the individual student.<br>- Response to Intervention (RTI): Tiered Interventions will be recommended for low performing students.<br>B. As a result of using the Data Warehouse, students strengths and weaknesses will be analyzed for ISTEP instructional needs.<br>- Response to Intervention (RTI): Tiered Interventions will be recommended for low performing students.<br>C. Students will take formative (classroom) assessments or teacher made assessments (common) to inform classroom instruction for increased student performance. | 2006 - 2011 | -Lead: Assistant Superintendent, Principals<br>-Northwest Indiana Special Education Cooperative (NIESC) Director<br>-Elementary Staff<br>-LRE Facilitators/Paraprofessionals<br>-Literacy Coordinators | -NWEA Reports<br>-ISTEP Reports<br>-Annual Data Analysis<br>-Trend Data Analysis | -Data Warehouse (Confluent)<br>-NWEA Website<br>-ISTEP Data<br>-Data Analysis Time<br>-Professional Development on Tools<br>-RTI |

**Target Area of Improvement: - Improvement Goal Descriptor**

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|---|---|---|---|---|
| Intervention: Response to Intervention (RTI)<br>1. Low performing students will participate in RTI Tiers.<br>A. A district-wide RTI policy will be developed with implementation guidelines.<br>B. Tier II intervention will be implemented through "Increased Academic Learning Time" including the following:<br>A. Ability (Readiness) Groups - Strategy Groups<br>B. Seminar<br>C. Focused Leveled Instructional Program (FLIP)<br>D. Summer School<br>E. Double Blocking<br>F. English as a New Language | -RTI Early Implementation 2006-2008<br>-RTI Policy and Guidelines 2008<br>-RTI Tiers 2009-2011 | -Lead: Assistant Superintendent, Principals<br>-Northwest Indiana Special Education Cooperative (NIESC) Director<br>-Elementary Staff<br>-LRE Facilitators/Paraprofessionals<br>-Literacy Coordinators<br>-ENL Teachers/Paraprofessionals<br>-RTI Team | -NWEA Reports<br>-ISTEP Reports<br>-Annual Data Analysis<br>-Trend Data Analysis | -Data Warehouse (Confluent)<br>-NWEA Website<br>-ISTEP Data<br>-Data Analysis Time<br>-RTI Policy and Guidelines<br>-Professional Development RTI<br>-Curriculum Materials RTI<br>-Professional Development Cultural Competency |
| Intervention: Professional Learning Communities<br>1. All students will increase academic skills as a result of teacher participation in professional learning communities.<br>A. Curriculum Planning - Grade Level/Curriculum/Department Meetings<br>-units of study/curriculum calendar/curriculum mapping<br>-Web Publishing with School Wires<br>B. Assessment<br>C. Data Analysis - NWEA, ISTEP,<br>D. RTI Training<br>E. Cultural Compentency - Book Studies may include:<br>-*Boy Writers: Reclaiming Their Voices* by Fletcher<br>-*Hear Our Cry - Boys in Crisis* by Slocumb<br>-*A Framework for Understanding Poverty* by Payne<br>-*The Minds of Boys* by Gurian<br>-*Through Ebony Eyes* by Thompson<br>-*Boys and Girls Learn Differently* by Gurian<br>-*Unfinished Business-Closing the Racial Achievement Gap in Our Schools* by Noguera and Wing<br>F. Professional Development - In-House Professional Development Catalog, Conferences, & Contracted Services | 2006-2011 | -Administrators<br>-Elementary Staff | -Teacher goal sheets<br>- Enrollment in professional development<br>- NWEA Analysis<br>- ISTEP Analysis<br>- Benchmark Assessments | - Professional Development Catalog<br>- Time<br>- Cultural Competency Book Studies<br>- Data Analysis Training<br>- RTI Training<br>- Web Training with School Wires<br>- Literacy Coordinators<br>- Contracted Services<br>-Moodle Study Groups |

## Action Plan #2: Language Arts

**Improvement Goal:**

: All students will read and comprehend a variety of genres(types) and informational text, as well as communicate ideas through writing.

**Expectations(s) for Student Learning:**

- All students will read with fluency.

- All students will comprehend written text.

- All students will communicate ideas through writing.

- All students will use technology research tools to locate, evaluate, and collect information in order to process data and report results.

- All students will use a variety of media and formats to collaborate, publish, and communicate information and ideas effectively to multiple audiences.

**Target Participants:**

All students in Joan Martin Elementary School
Subgroups:
Free and Reduced
Special Education

**Interventions:**

1. All students will increase reading and writing skills by monitoring progress based on academic standards.
2. All students will increase reading and writing skills as a result of participating in balanced literacy.
3. All students will increase fluency and comprehension by using reading skills/strategies with a variety of texts across the curriculum.
4. All students will increase communication skills by writing across the curriculum.
5. All students will increase reading and wriitng skills by using technology tools across the curriculum.
6. Subgroup students with low performance will increase reading and writing skills beyond regular classroom instruction with increased academic learning time.
7. All students will increase reading and writing skills in various learning opportunities through family/community participation.
8. All students will increase reading and wirting skills using strategies learned as a result of teacher participation in professional learning communities.

Action Plan #2: Language Arts

**Evaluation:**
ISTEP
NWEA
The Writing Roadmap
Standards-based Report Card
Conferring
Checklists/Rubrics
Peabody
Record of Oral Language

**Timeframe for Implementation:**
2006-2011

## Target Area of Improvement: Language Arts - Fluency, Comprehension, Technology, and Communication

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|---|---|---|---|---|
| Intervention: Academic Standards<br>1. All students will increase reading and writing skills by monitoring progress based on academic standards.<br>A. Classroom Assessments/Conferring/Checklists/Rubrics/Journals<br>B. NWEA<br>C. ISTEP | 2006-2011 | -Elementary Staff | -Classroom assessments<br>-Conferring<br>-Checklists<br>-Rubrics<br>-Reader's/Writer's notebooks<br>-NWEA<br>-ISTEP<br>-Standards-Based Report Cards<br>-Grade level meetings | -Classroom assessments<br>-Checklists<br>-Rubrics<br>-Reader's/Writer's Notebook<br>-NWEA<br>-ISTEP<br>-Standards-Based Report Cards |

**Target Area of Improvement: Language Arts - Fluency, Comprehension, Technology, and Communication**

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|---|---|---|---|---|
| Intervention Balanced Literacy<br>1. All students will increase reading and writing skills as a result of participating in balanced literacy.<br>A. Just Right Books - Students will read at their independent reading level.<br>B. Phonics/Word Study - Students will learn how letters and sounds work together to form words.<br>C. Small Group Instruction - Students will receive small group instruction based on their independent reading levels to aid in comprehension.<br>D. Independent Reading (Differentiation) - Students will read daily to increase stamina ranging from 3 minutes in Kindergarten up to 30 minutes in the intermediate grades.<br>E. Read Alouds - Students will participate in read alouds daily.<br>F. Shared Reading - Students will participate in shared reading 2-3 times weekly.<br>G. Interactive Reading - Students will actively participate in interactive reading.<br>H. Interactive Writing - Students will observe a teacher modeling writing and will also take a turn at writing a portion.<br>I. Shared Writing - Students will observe a teacher modeling writing and will give verbal suggestions, but they will not actually do any writing themselves.<br>J. Independent Writing (Differentiation) - Students will learn and improve independent writing skills and strategies by participating in daily instructional time focused on teaching children to independently apply writing skills and strategies in their own writing pieces.<br>K. Literature Circles - Students will participate in literature circles, small temporary groups, which are based upon book choice. The groups will meet on a regular basis to discuss their reading through open and natural conversations about books. | 2006-2011 | -Lead: Literacy Coordinators and<br>-Administrators<br>-Elementary Staff | -ISTEP<br>-NWEA<br>-Running records<br>-Observations<br>-Anecdotal notes<br>-Reading logs<br>-Conference notes<br>-Lesson plans<br>-Turn and talk discussion<br>-Classroom assessments<br>-Written pieces of work<br>-Group discussion<br>-Rubrics | -Leveled reading books<br>-Benchmark kits<br>-Teachers College<br>-Professional Development<br>-Books for read alouds<br>-Making Meaning<br>-Big Books<br>-Flip charts<br>-District Website<br>-Writer's notebooks<br>-Writing folders<br>-Chart paper<br>-Overhead projector<br>-High interest leveled books specifically targeting the male students<br>-High interest writing prompts specifically targeting the male students<br>-Sitton Spelling<br>-Being a Writer<br>-Reading A-Z |

**Target Area of Improvement: Language Arts - Fluency, Comprehension, Technology, and Communication**

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|---|---|---|---|---|
| L. Curricular Calendars/Units of Study- Students will receive focused reading/writing instruction by participating in mini-lessons derived from specific units of study, mapped out per month in reading/writing curricular calendars. | | | | |
| Intervention: Fluency and Comprehension by Using Reading Skills/Strategies<br>1. All students will increase fluency and comprehension by using reading skills/strategies with a variety of texts across the curriculum.<br>A. Students will increase reading comprehension through direct vocabulary instruction which focuses on specific words important to the content they are reading.<br>B. *Classroom Instruction that Works* by Robert Marzano - Students will receive instructional strategies to assist them with reading comprehension (Identifying similarities and differences; Summarizing and note taking; Reinforcing effort and providing recognition; Homework and practice; Nonlinguistic representations; Cooperative learning; Setting objectives and providing feedback; Generating and testing hypotheses; Questions, cues, and advance organizers).<br>C. *Strategies That Work* by Stephanie Harvey and Anne Goudvis - Students will increase reading comprehension by using strategies to make meaning from what they have read. (Making Connections, Questioning, Visualizing, Inferring, Determining Importance, Synthesizing).<br>D. Dramatic Readings/Reader's Theater - Students will build reading fluency by participating in Dramatic Readings/Reader's Theater.<br>E. Publish and Present - Students will use a variety of media and formats to collaborate, publish, and communicate information and ideas effectively to multiple audiences. | 2006-2011<br>A. 2007<br>B. 2007-08<br>C. 2008-09 | -Elementary Staff<br>-Literacy Coordinators<br>-Administrators | -Teacher participation in professional development<br>-Student performance of Dramatic Readings/Reader's Theater<br>-Student published products | *-Building Academic Vocabulary* by Marzano and Pickering<br>*-Strategies That Work* by Harvey and Goudvis<br>*- Classroom Instruction that Works* by Marzano<br>- Professional Development<br>- Plays<br>- Books<br>- Microsoft Office Suite<br>*-Powerful Vocabulary for Reading Success* by Black & Mangieri<br>-McGraw Hill Vocabulary Book |

**Target Area of Improvement: Language Arts - Fluency, Comprehension, Technology, and Communication**

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|---|---|---|---|---|
| Intervention: Writing Across the Curriculum<br>1. All students will increase communication skills by writing across the curriculum.<br>A. 6+1 Writing Traits (2-5)- Students will become writers by receiving guidance from assessments that detail the levels of proficiency in Writing Traits.<br>B. Computer Assisted Instruction (3-5) - Students will participate in computer assisted instruction with Writing Road Map that offers feedback on writing in the form of a rubric like 6+1 Writing Traits. | 2006-2011 | -Elementary Staff<br>-Literacy Coordinators<br>-Administrators | -Writing Roadmap Scores<br>-Written pieces assessed by ISTEP+ Rubrics and 6+1 Rubrics | -Writing Roadmap Program<br>-Professional Development<br>-ISTEP + Rubric<br>-Internet<br>-Word processing programs<br>-Microsoft Office Suite<br>-Sitton Spelling<br>-Being a Writer<br>-Write Source |
| Intervention: Technology Tools<br>1. All students will increase reading and writing skills by using technology tools across the curriculum.<br>A. Computer Assisted Instruction - Students will participate in computer assisted instruction using Writing Roadmap that offers feedback on writing in the form of a rubric like 6+1 Writing Traits.<br>B. Research - Students will use technology research tools to locate, evaluate, and collect information in order to process data and report results.<br>C. Publish and Present - Students will use a variety of media and formats to collaborate, publish, and communicate information and ideas effectively to multiple audiences. | 2006-2011 | -Elementary Staff | -Writing Roadmap Scores<br>-Student presentations | -Writing Roadmap<br>-Internet<br>-Word processing program<br>-Microsoft Office Suite<br>-Encyclopedia Britannica on line |

**Target Area of Improvement: Language Arts - Fluency, Comprehension, Technology, and Communication**

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|---|---|---|---|---|
| Intervention: Response to Intervention<br>1. Subgroup students, with low performance, will increase reading and writing skills beyond regular classroom instruction with increased academic learning time in RTI Tiers with research-based strategies.<br>A. Ability (Readiness) Groups - Strategy Groups<br>B. Seminar<br>C. Focused Leveled Instructional Program (FLIP)<br>D. Summer School<br>E. Double Blocking<br>F. English as a New Language<br>2. Subgroup special education students will increase reading skills through differentiated instructional strategies.<br>A. Wilson Reading<br>B. Tucker Signing Strategies for Reading<br>C. High Noon Reading Intervention Program | 2006-2011 | -Elementary Staff<br>-Administrators | -ISTEP<br>-NWEA<br>-Classroom assessments<br>-Report cards<br>-Benchmark Assessments<br>-Running Records<br>-FLIP data | -Professional Development<br>-Curriculum materials for FLIP, Summer School, Double Blocking<br>-Wilson Reading<br>-Tucker Signing Strategies for Reading<br>-High Noon Reading Intervention Program<br>-TRC (Teacher Resource Center)<br>-RTI Policy & Guidelines |
| Intervention: Family/Community Involvement<br>1. All students will increase reading and writing skills in various learning opportunities through family/community participation.<br>A. STI Home- Assignments/Grades/Discipline/Attendance<br>B. Family Nights<br>C. Website- Homework Help and Tips<br>D. Parent Teacher Conferences<br>E. Kindergarten Parent Workshop Days<br>F. Building Readers Newsletter<br>G. Back-to-School Night<br>H. Book Fair<br>I. Grandparent/Special Friend Day | 2006-2011 | -Elementary Staff<br>-Administrators<br>-Technology Department<br>-Central Office Administration | -Monitoring STI Home usage<br>-Monitoring website usage<br>-Parent Teacher Conference Attendance<br>-Family Night Attendance | -STI Home parent information packet<br>-School City of Hobart Website |

**Target Area of Improvement: Language Arts - Fluency, Comprehension, Technology, and Communication**

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|---|---|---|---|---|
| Intervention: Professional Learning Communities<br>1. All students will increase reading and writing skills using strategies learned as a result of teacher participation in professional learning communities.<br>A. Data Analysis - NWEA, ISTEP, Classroom Assessments<br>B. Best Practices - Book Studies, Grade Level/Curriculum/Department Meetings<br>C. Professional Development - In-House Professional Development Catalog, Conferences | 2006-2011 | -Administrators<br>-Elementary Staff | - Teacher goal sheets<br>- NWEA<br>-ISTEP<br>-Classroom assessments<br>-Enrollment in professional development<br>-Grade level meetings<br>-District grade level meetings | -Professional Development<br>-Book Studies<br>-Data Analysis Training<br>-Time<br>-Literacy Coordinators |

Last updated: 5/6/2009 at 0:22 PM

**Improvement Goal:**

: All students will use mathematical skills to think critically and apply knowledge and reason to solve problems.

**Expectations(s) for Student Learning:**

- All students will compute accurately with and without a calculator.

- All students will demonstrate problem-solving skills in mathematics.

- All students will use technology research tools to locate, evaluate, and collect information in order to process data and report results.

- All students will use technology resources in developing strategies and making informed decisions for solving problems.

**Target Participants:**

All students in Joan Martin Elementary School
Subgroups:
Hispanic
Black (not of Hispanic origin)
Free and Reduced
Special Education

**Interventions:**

1. All students will increase skills in mathematics and science by monitoring progress on academic standards to determine instructional needs.
2. All students will use reasoning and critical thinking to solve problems that provide relevant, concrete, and everyday problems across the curriculum.
3. All students will increase problem solving and mathematical skills by using technology tools across the curriculum.
4. Subgroup students, with low performance, will increase mathematical skills beyond regular classroom instruction with increased academic learning time.
5. All students will increase mathematical skills through opportunities for family/community participation.
6. All students will increase mathematical and problem solving skills as a result of teacher participation in professional learning communities.

Action Plan #3: Mathematics

**Evaluation:**
ISTEP
NWEA
Standards-based Report Card
Conferring
Checklists/Rubrics

**Timeframe for Implementation:**
2006-2011

## Target Area of Improvement: Mathematics - Computation, Problem-Solving, and Data Analysis

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|---|---|---|---|---|
| Intervention: Assessment/Differentiated Instruction for Conceptual Understanding<br>1. All students will increase skills in mathematics and science by monitoring progress on academic standards to determine instructional needs.<br>A. NWEA will be administered every fall and spring to determine goal areas needing remediation for each student.<br>B. ISTEP data will be analyzed to determine skill areas needing remediation for each student.<br>2. All students will increase mathematical and science skills through differentiated instruction across the curriculum that emphasizes conceptual understanding.<br>A. Students will learn basic math facts.<br>B. Students will understand units of measurement and apply appropriate techniques and formulas.<br>C. Students will understand and solve algebraic equations and understand patterns and relationships between numbers.<br>D. Students will identify, describe, and compare geometrical shapes.<br>E. Students will construct and interpret graphs throughout the curriculum as part of data analysis.<br>F. Students will learn and apply inquiry-type strategies. | 2006-2011 | -Elementary Staff, as appropriate<br>-Administrators | -Classroom assessments<br>-ISTEP<br>-NWEA<br>-Journals<br>-Rubrics<br>-Conferring<br>-Checklists | -Classroom assessments<br>-Manipulatives<br>-Calculator<br>-Software<br>-Flash cards<br>-Classroom Texts<br>-Time for data analysis<br>-Rocket Mathematics<br>-RTI<br>-Professional Development Catalog<br>-*Raising Classroom Achievement, Mastering Math Facts* by Otter Creek Institute (piloting March-May 2008- reviewed May 2008)<br>-*Elementary and Middle School Mathematics* by John A. VanDeWalle<br>-*Purdue Problem Centered Mathematics Project*<br>-*TOPS cards*<br>-*Everyday Mathematics* by University of Chicago School Mathematics Project<br>-*Indiana Department of Education web site, ISTEP+ practice* |

**Target Area of Improvement: Mathematics - Computation, Problem-Solving, and Data Analysis**

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|---|---|---|---|---|
| Intervention: Reasoning and Critical Thinking To Solve Problems<br>1. All students will use reasoning and critical thinking to solve problems that provide relevant, concrete, and everyday problems across the curriculum.<br>A. Students will build academic vocabulary across the curriculum.<br>B. Students will understand and choose the correct mathematical operation to solve problems across the curriculum. (Example: "Similarities and Differences/Graphic Organizers" - Marzano)<br>C. Students will use mental math/estimation to understand when an exact answer or an estimate is sufficient.<br>D. Students will develop a set of problem solving strategies across the curriculum.<br>Example:<br>1. READ What is the question?<br>2. REREAD What is the necessary information?<br>3. THINK Putting together = addition<br>      Taking apart = subtraction<br>      Do I need all the information?<br>      Is it a two-step problem?<br>4. SOLVE Write the equation.<br>5. CHECK Recalculate<br>      Label<br>      Compare<br>E. Students will problem solve by using probability, data analysis, and statistics across the curriculum. | 2006-2011 | -Elementary Staff<br>Cross-Curricular<br>-Administrators | -Classroom assessments<br>-Journals<br>-Rubrics<br>-ISTEP<br>-NWEA | A. *Classroom Instruction That Works* by Robert Marzano<br>B. *Choice Words* by Peter Johnston<br>C. *Building Academic Vocabulary* by Robert Marzano<br>-Manipulatives<br>-Textbook |
| Intervention: Technology Tools<br>1. All students will increase problem solving and mathematical skills by using technology tools across the curriculum.<br>A. Students will construct, interpret, and analyze graphs.<br>B. Students will use calculators to solve mathematical equations.<br>C. Students will use computer simulations to solve problems. | 2006-2011 | -Elementary Staff<br>Cross-Curricular<br>-Administrators | -Classroom Assessments<br>-Teacher Observation<br>-Student Presentations | -Calculators<br>-Computers and Simulation Software<br>-Professional Development Catalog<br>-Encyclopedia Britannica Online |

**Target Area of Improvement: Mathematics - Computation, Problem-Solving, and Data Analysis**

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|---|---|---|---|---|
| Intervention: Response to Intervention<br>1. Subgroup students with low performance will increase mathematical skills beyond regular classroom instruction with increased academic learning time.<br>A. Ability (Readiness) Groups - Strategy Groups<br>B. Seminar<br>C. Focused Leveled Instructional Program (FLIP)<br>D. Summer School<br>E. Double Blocking<br>F. English as a New Language<br>2. Subgroup special education students will increase mathematical skills through differentiated instructional strategies.<br>A. Touch Math | 2006-2011 | Elementary Staff | -Teacher observations<br>-Classroom Assessments<br>-NWEA<br>-ISTEP<br>-Report card data | -Time for data analysis<br>-Curriculum materials for FLIP, Summer School, Double Blocking<br>-Schedules<br>-Professional Development<br>-Touch Math |
| Intervention: Family/Community Involvement<br>1. All students will increase mathematical skills through opportunities for family/community participation.<br>A. STIHome - Assignments/Grades/Discipline/Attendance<br>B. Family Nights - Problem Solving Activities<br>C. Website - Homework Help and Tips<br>D. Parent/Teacher Conferences<br>E. Homework Hotline<br>F. Newsletters | 2006-2011 | -Principals<br>-Elementary Staff<br>-Central Office Administration and<br>-Technology Department | -Parent/Teacher Conference Attendance<br>-Monitoring STIHome usage<br>-Monitoring Website usage<br>-Family Night Attendance | -STI Home Parent Information Packet<br>-School City of Hobart Website |
| Intervention: Professional Learning Communites<br>1. All students will increase mathematical and problem solving skills as a result of teacher participation in professional learning communities.<br>A. Data Analysis - NWEA, ISTEP, Classroom Assessments<br>B. Best Practices - Book Studies, Grade Level/Curriculum/Department Meetings<br>C. Professional Development - In-House Professional Development Catalog, Conferences | 2006-2011 | -Administrators<br>-Elementary Staff | -ISTEP<br>-NWEA<br>-Classroom Assessments<br>-Teacher Goal Sheets<br>-Professional Development Enrollment<br>-Grade Level Meetings<br>-District Grade Level Meetings | -Time for Professional Development<br>-Professional Development<br>-Book Studies<br>-Data Analysis Training |

Action Plan #4: Careers

**Improvement Goal:**

: All students will gain the knowledge necessary to be a successful contributing member of society.

**Expectations(s) for Student Learning:**

- All students will develop career awareness.

**Target Participants:**

All students in Joan Martin Elementary School

**Interventions:**

1. All students will participate in career awareness.
2. Students will participate in small learning communities.
3. Community/Parents/Guardians will develop career education knowledge.

**Evaluation:**

NSSE Inventory of School Effectiveness

NSSE Elementary Exit Survey

**Timeframe for Implementation:**

2006-2011

## Target Area of Improvement: Careers - Awareness, Education Plan, Career, Guidance

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|---|---|---|---|---|
| Intervention: Intervention: Career Awareness<br>1. All students will participate in career awareness.<br>A. Students will participate in interest surveys to identify career interests.<br>B. Students will be provided with connected curriculum opportunities.<br>C. Students will have the opportunities to listen and learn from guest speakers.<br>D. Students will participate in a variety of study trips connected to the curriculum.<br>E. Students will participate in various economical, hands-on activities through Junior Achievement.<br>F. Students will receive "Student Success Mini Magazines" from Learn More Resource Center.<br>G. Students will be given the opportunity to join after-school clubs involving career based activites, such as: photography, cooking, science, gardening, computer, etc. | 2006-2011 | -Superintendents<br>-Principals<br>-Elementary Staff<br>-Home School Coordinator<br>-Community Volunteers<br>-Club Sponsors<br>-Technology Department | -Lesson Plans<br>-Study Trip Forms<br>-Interests Surveys<br>-NSSE Inventory of School Effectiveness<br>-NSSE Elementary Exit Survey<br>-STIHome+ usage monitoring<br>-Parent/Teacher Conference Attendance | -School Buses<br>-Speakers<br>-Extra-curricular clubs<br>-Career Interest Surveys<br>-Community Members/ Business Community<br>-Learn More Website<br>-Grade specific career awareness books<br>-Time for Planning, Coordinating and Scheduling<br>-Career Volunteer Data Base online<br>-Junior Achievement |
| Intervention: Small Learning Communities<br>1. Students will participate in small learning communities.<br>A. Students, who qualify, will be given the opportunity to participate in High Ability (HA).<br>B. Students and teachers may participate in looping when offered. | 2006-2011 | -HA Teacher and Instructional Aides<br>-Elementary Staff | -Formal and informal HA teacher assessments<br>-Student work | -High Ability curriculum |

**Target Area of Improvement: Careers - Awareness, Education Plan, Career, Guidance**

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|---------|----------|------------------|------------|-----------|
| Intervention: Community Education<br>1. Community/Parents/Guardians will develop career education knowledge.<br>A. Learn More Website -- Parent Checklists<br>B. District Website -- Student/Parent Learning Center<br>C. Financial Planning Workshops<br>D. Student/Parent Conferences -- Academic Progress/STIHome+<br>E. Parents As Teachers<br>F. Community Partnerships - Community child care, day cares, and preschools will unite for "Ready, Set, Go!" along with Hobart Kindergarten teachers to collaborate on school readiness. | 2006-2011 | -Lead:Administration<br>-Elementary Staff<br>-Technology Department<br>-Financial Expert<br>-Parents<br>-Students<br>-Parent Educator | -Moniotring Website usage<br>-Monitoring STIHome usage<br>-Parent/Teacher Conference Attendance<br>-Community Partnerships data<br>-Financial Planning Workshop Attendance | -Learn More Website<br>-District Website<br>-Financial Planning Workshops<br>-STIHome and Technology Department<br>-Business/Community Partnerships<br>-Lake County PAT<br>-Legacy Foundation<br>-Day Care Preschool<br>-Kindergarten Teachers<br>-Community Fund<br>-Tri Kappa<br>-St. Mary's<br>-Local Philanthropists |

**Improvement Goal:**

: All students will develop an understanding and commitment to the democratic ideals of human dignity, justice, and equality by focusing on productive citizenship in a democratic society.

**Expectations(s) for Student Learning:**

- All students will demonstrate behavior expectations through the Lifelong Guidelines.
- All students will demonstrate the Personal Best guideline by living the Lifeskills and Lifelong Guidelines.
- All students will respect diversity while becoming effective and participating members of a democracy.
- All students will participate in school sponsored community service activities to experience personal, intellectual, and social growth.
- All students will practice digital citizenship through ethical and responsible use of technology systems, information, and software.
- All students will demonstrate the need to be globally responsible citizens from knowledge obtained in science and social studies.

**Target Participants:**

All students in Joan Martin Elementary School

**Interventions:**

1. All students will develop positive personal and interpersonal skills through Lifelong Guidelines/Lifeskills and Guiding Principles.
2. All students will develop positive leadership skills, ethics, school connectedness, and accountability.
3. All students will develop digital citizenship and practice acceptable technology usage.
4. All students will learn necessary strategies to keep themselves safe.
4. The school community will collaborate to provide a safe and secure facility.

**Evaluation:**

NSSE Stakeholder Opinion Surveys
Discipline Data
Leadership Survey

**Timeframe for Implementation:**

2006-2011

# Target Area of Improvement: Citizenship - Life Skills, Diversity, Community Service, and Ethics

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|---|---|---|---|---|
| INTERVENTION: POSITIVE PERSONAL AND INTERPERSONAL SKILLS<br>1. All students will develop positive personal and interpersonal skills through Lifelong Guidelines/Lifeskills and Guiding Principles.<br>A. Students will use Lifelong Guidelines and Lifeskills daily.<br>B. Students will incorporate Lifeskills and Lifelong Guidelines while participating in student council, clubs, and other activities.<br>C. Students will problem solve behavior concerns by thinking, writing, discussing the Lifelong Guidelines and Lifeskills.<br>D. Students will utilize the M.O.P. rules during behavioral concerns. The staff will teach, model and practice these questions so that students can "mop" up inappropriate behavior. Me -- Did or could this behavior hurt me or get me in trouble? Others -- Did or could this behavior hurt others or get others in trouble? Property -- Did or could this hurt somebody's property?<br>E. Students in grades 3, 4, and 5 will use the 4 A's in behavioral situations. Admit -- Write or tell me what you did wrong. Apologize -- Write or tell me how you are going to say you are sorry.Accept -- Tell how you will accept the consequences and responsibility of your actions.Amends -- Tell how you will fix the problem or behavior.<br>F. Students and families will receive administrative newsletters that focus attention on the Lifeskills and Lifelong Guidelines.<br>G. Students will be encouraged to integrate Lifeskills and Lifelong Guidelines at home and in the community.<br>-The lifeskill of responsibility will be addressed through the attendance policy.<br>H. Students will learn about positive, personal, and interpersonal skills through Project Wisdom during morning announcements. | 2006 -- 2011 | -Lead: Administrators<br>-All staff<br>-Home-School Coordinator | -Leadership Surveys<br>-NSSE Opinion Surveys<br>-Observable Student Behaviors<br>-Referral Form Data<br>-Discipline Data<br>-STI Office Data<br>  -5 day letter<br>  -10 day letter<br>  -referral to prosecutor's office | -CLASS<br>-Morning Announcements -- PA System<br>*-Tools for Citizenship & Life: Using the ITI Lifelong Guidelines & Lifeskills in Your Classroom* by Sue Pearson<br>*-ITI: The Model* by Susan J. Kovalik<br>*-Teaching With the Brain in Mind* by Eric Jensen<br>*-Character Begins at Home: Family Tools for Teaching Character and Values* by Karen D. Olsen and Sue Pearson<br>*-Project Wisdom: Helping Students Make Wise Choices*<br>*-Tools for Citizenship & Life: Using the ITI Lifelong Guidelines & Lifeskills in Your Classroom*<br>-Professional Development for Teachers/Parents/Community Organizations<br>-Bully Brochures |

**Target Area of Improvement: Citizenship - Life Skills, Diversity, Community Service, and Ethics**

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|---|---|---|---|---|
| 10. Students will participate in classroom presentation/discussions about positive personal and interpersonal skills:<br>**Kindergarten**: *Charlie the Caterpillar* is an excellent book to teach the children our "turtle technique." Students learn how to keep their hands and feet to themselves and how to "cool down" if upset, angry, etc.<br>**1st Grade**: *Tattling vs. Telling* is a way for the students to learn the difference between tattling which is to just get others IN trouble vs. telling, which is to get others OUT of trouble or dangerous situations. Students practice this technique through scenario situations and then there is a follow-up discussion. Students also participate in *Tippy Touch* where they learn about personal space and appropriate touch.<br>**2nd Grade**: *Free the Horses* is an 11 week positive-thinking program that teaches students to think before they act, how thinking is connected to feelings and actions, and how it is important to be a friend to others. It also addresses name-calling issues.<br>**3rd Grade**: *Don't Call Me Names* is a video and discussion program on what to do if you are called a name and why no one should call others names. Refusal Skills and strategies for saying no in peer pressure situations while maintaining friendships are taught to the students.<br>**4th Grade**: *Broken Toy* is a powerful video on the possible effects of bullying, and why it is important to treat others as people, not objects.<br>**5th Grade**: *Scars* is an amazing video that shows what happens to a popular boy who used to be a bully, and now finds himself being bullied and called names after a tragic accident. Discussion follows. *Gum in My Hair* is a program that offers students concrete techniques they can practice and use to respond to ongoing bullying. (Parents receive an accompanying letter for discussion at home for follow-through.) | 2006-2011 | -Lead: Administrators<br>-Home-School Coordinator<br>-Elementary Staff | -Observable Student Behavior<br>-Discipline Data | -Student Handbook<br>-MOP Forms<br>--Referral Forms<br>-Focus on Education Newsletter/Web Site<br>-*The First Days of School* by Harry Wong<br>Home-School Coordinator Curriculum (videos/books)<br>-*Charlie the Caterpillar* by Dom DeLuise<br>-*Tattling vs. Telling* by Practice scenes and Parent Letter<br>-Tippy Touch<br>-Video Program: *Free the Horses* with parent letters, weekly songs, use of puppets<br>-Video: *Don't Call Me Names* with parent letter<br>-Video: *Broken Toy* and parent letter<br>-Video: *Scars* and parent letter<br>-Video: *Gum in My Hair*<br>-Bullying Brochures |

**Target Area of Improvement: Citizenship - Life Skills, Diversity, Community Service, and Ethics**

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|---|---|---|---|---|
| INTERVENTION: POSITIVE LEADERSHIP SKILLS - LEADERSHIP AND MENTOR PROGRAMS<br>1. Students will develop positive leadership skills, ethics, school connectedness, and accountability.<br>A. Elementary Team LEAD will foster student participation through school families and buddies.<br>B. Parent education will be communicated and will encourage accountability for adults as well as children.<br>C. Students will participate in Public Service/Service Learning through partnerships with community organizations and various other non-profit groups.<br>D. Students will have the opportunity to participate in extra and co-curricular activities. | 2006 -- 2011 | -Lead: Administrators<br>-Home-School Coordinator<br>-Principals<br>-Elementary Staff<br>-Counselors<br>-Parents | -Leadership Surveys<br>-NSSE Opinion Surveys<br>-Observable Student Behaviors<br>-Referral Form Data<br>-Discipline Data<br>-Mentor Data | -Team LEAD Consultant for student, teacher, and parent training<br>-Team LEAD Sponsors<br>-Extra and co-curricular activities |
| INTERVENTION: SAFE AND SECURE FACILITY<br>1. The school community will collaborate to provide a safe and secure facility.<br>A. Annual review and following of Emergency Response Plan: Practice storm drills Practice fire drills Practice lockdown<br>B. Annual review and following of Crisis Plan<br>C. CPR/AED Training<br>D. Communicate Safety Procedures to Parents via handbook, monthly newsletter, and Phone Tag system as needed.<br>E. All staff members will wear a school ID badge.<br>F. All visitors must submit to an idendification check utilizing the Raptor security protocol to obtain a visitor's badge. | 2006--2011<br>E. 2008--2011<br>F. 2006--2011 | -Lead: Administrators<br>-Elementary Staff | -Drill data<br>-Emergency and Crisis Review Checklist<br>-Accident Reports | -Emergency Response Plan<br>-Crisis Guides<br>-Videos<br>-Implementation of Drills<br>-Emergency Exit and Drill<br>-Secure Classrooms<br>-Student Handbook<br>-Substitute Resource Manuals<br>-Alarm Systems<br>-Security Cameras<br>-Communication System<br>-Raptor Software<br>-Director of School Safety |

**Target Area of Improvement: Citizenship - Life Skills, Diversity, Community Service, and Ethics**

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|---|---|---|---|---|
| INTERVENTION: STRATEGIES TO BE SAFE<br>1.Students will learn necessary strategies to keep themselves safe. They will participate in the following Home School Coordinator Programs:<br>A. Students in Grade 1 will participate in the program, Tippy, learning about safe touch. Steps are reviewed yearly or as needed with all grade levels.<br>B. Students in grade 2 will participate in the program, Free the Horses. It is an 11-week positive thinking program that teaches students to think before they act, how thinking is connected to feelings and actions, and how it is important to be a friend to others. It also addresses name-calling issues.<br>C. Students in grade 3 will be taught refusal skills. These will help them say no to their peers and still keep their friends in peer pressure situations.<br>D. Students in grade 4 will participate in the program, Stranger Smart, prevention/self-defense tips to keep students safe.<br>E. Students in grade 5 will participate in Drug Abuse Resistance Education (D.A.R.E.)<br>F. Students will participate in classroom activities, such as community circles, to problem-solve and gain clarification and support related to their safety.<br>G. Students will participate in communicable disease education that is appropriate for their grade level.<br>H. Students will participate in curriculum that promotes wellness. | 2006 -- 2011<br>E. 2008 --<br>2011 | Home-School Coordinator<br>E. D.A.R.E. Officer<br>F. Classroom Teachers<br>G. School Nurse<br>H. Classroom Teachers | -Leadership Surveys<br>-NSSE Opinion Surveys<br>-Observable Student Behaviors<br>-Referral Form Data<br>-Discipline Data | A. Video: *Tippy* with Parent Letters<br>B. Video Program: *Free the Horses* Parent Letters, weekly songs, puppet<br>C. Role Playing Scenes<br>D. Video: *Stranger Smart* Parent Letter Presented by Resource Officer<br>E. D.A.R. E. Curriculum<br>G. Parent Communication<br>H. Health Curriculum |

**Target Area of Improvement: Citizenship - Life Skills, Diversity, Community Service, and Ethics**

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|---|---|---|---|---|
| INTERVENTION: DIGITAL CITIZENSHIP<br>1. All students will develop digital citizenship and practice acceptable technology usage.<br>A. Students will develop digital citizenship through ethical and responsible use of technology systems, information, and software.<br>-Etiquette -- Students will follow School City of Hobart's Acceptable Use Policy (AUP) for appropriate technology use.-Staff will model appropriate uses of technology in and out of the classroom.<br>B. Students will access information, store, and share information in a responsible manner.-Responsibility -- Students will assume electronic responsibility for actions and deeds. -Students will abide by the school's codes of conduct as they relate to plagiarism, fair use, and copyright laws.<br>C. Students will be given opportunities to communicate in different fashions. (ie: web sites, blogs, threaded discussions, bulletin boards, and use course management systems like MOODLE.)- Provide time for students to use school technology to complete assignments.<br>D. Students will learn how to protect themselves electronically.<br>- Security --Electronic Precautions will be taken to guarantee safety.<br>- Parents and students will be given resources to learn the proper use of social networks like MySpace. | 2006--2011 | -Lead: Director of Technology<br>-Technology Staff<br>-Administrators<br>-All Staff<br>-Home-School Coordinator<br>-Parents | -Lesson Plans<br>-NSSE Opinion Surveys<br>-Observable Student Behaviors<br>-Referral Form Data<br>-Discipline Data<br>-Mentor Data | - Ribble, M. Bailey, G., Ross, T (2004) *Learning and Leading with Technology Digital Citizenship* addressing appropriate technology use. 31,1 ISTE.<br>-Director of Technology<br>-IT Manager<br>-Student Handbook<br>-AUP<br>-District Website<br>-Internet Access |

# Implement, Monitor, and Adjust Interventions
## Students and their Performance during Implementation

**Learning Area - Reading**
**Expectations for Student Learning**

- Students will ....

**Student Perception Data-** _____

**Student Artifact Data**

**Teacher Observation**

**Strengths and Weaknesses**

*Strengths*

*Weaknesses*

# Implement, Monitor, and Adjust Interventions
## School Effectiveness during Implementation

**Research-based Practices**

**Ensure Desired Results - Monitoring Student Performance**


**Organizational Conditions**

**Quality Information**

**Strengths and Weaknesses**

*Strengths*

*Weaknesses*

# Implement, Monitor, and Adjust Interventions
## School and Community Contexts during Implementation

**Trends and Patterns**

**Implement, Monitor, and Adjust Interventions**

## Adjustments to Interventions
**Intervention:**

**Action:** *Adjust Action* ____:

**Schedule:**

**Responsibilities:**

**Monitoring:**

**Resources:**

**Action**: *Adjust Action* _____:
**Schedule:**

**Responsibilities:**

**Monitoring:**

Funding to prepare additional parent information