

SCHOOLWIDE PLAN

FOR

THE EARLY LEARNING

CENTER AT

GEORGE EARLE

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	4
2. Implementation of schoolwide reform strategies that: <ul style="list-style-type: none"> <input type="checkbox"/> Provide opportunities for all children to meet proficient and advanced levels of student academic achievement <input type="checkbox"/> Use effective methods and instructional strategies that are based on scientifically based research that: <input type="checkbox"/> Strengthens the core academic program <input type="checkbox"/> Increases the amount of learning time <input type="checkbox"/> Includes strategies for serving underserved populations <input type="checkbox"/> 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 <input type="checkbox"/> Address how the school will determine if those needs of the children have been met <input type="checkbox"/> Are consistent with and are designed to implement state and local improvement plans, if any 	5
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	11
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	14
10 a. A list of programs that will be consolidated under the schoolwide plan (if applicable)	N/A

INDEX

A. District and School Mission Statements	4
B. Schoolwide Team	4
C. Ten Components to the Schoolwide Plan	
1. Comprehensive Needs Assessment	4
2. School Wide Reform Strategies	5
3. Highly Qualified Teachers	6
4. Strategies to Attract High-Quality, Highly Qualified Teachers	6
5. High-quality and Ongoing Professional Development	7
6. Strategies to Increase Parental Involvement	7
7. Preschool Transition Strategies	11
8. Teacher Participation in Making Assessment Decisions	11
9. Timely and Additional Assistance to Students Having Difficulty Mastering the Standards	12
10. Coordination and Integration of Federal, State,	14
and Local Programs and Resources	
D. Appendix A	
E. Appendix B	

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

The Early Learning Center at George Earle School Mission Statement

The George Earle School Community inspires our students to be confident, compassionate individuals who communicate and problem solve as productive citizens in an ever-changing world.

B. SCHOOL IMPROVEMENT TEAM STAKEHOLDERS

George Earle Teachers

<u>Name</u>	<u>Position</u>	<u>Grade</u>	<u>Degree</u>	<u>License</u>	<u>HQT</u>
Amy Adzia	General Elementary	K	MA	Professional	PRAXIS
Trisha Carrillo	General Elementary	K	BS	Initial	PRAXIS
Sharon Castellanos	General Elementary	K	MA	Professional	PRAXIS
Cassie Chorak	General Elementary	K	BS	Standard	PRAXIS
Rhonda Crouch	General Elementary	K	BS	Initial	PRAXIS
Sara Gutierrez	Principal	K	MA	Initial	PRAXIS
Leslie Maxwell	General Elementary	K	MA	Professional	PRAXIS
Sue Moore	General Elementary	K	MA	Professional	PRAXIS
Amanda Pera	General Elementary	K	MA	Professional	PRAXIS
Allison Sattler	General Elementary	K	BA	Initial	PRAXIS
Melissa Walley	General Elementary	K	BS	Professional	PRAXIS

Aides

Melissa Marimen	Instructional	ParaPro
Michele Hamilton	Instructional	ParaPro
Donna Fuller	Instructional	ParaPro
Sue Duncan	Physical Education	ParaPro
Donna Mercer	Library	ParaPro

C. TEN COMPONENTS OF THE SCHOOLWIDE PLAN

1. COMPREHENSIVE NEEDS ASSESSMENT

In the winter of 2005, the School City of Hobart 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 data, 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:

In the fall of 2010, The Early Learning Center at George Earle will reopen as an Early Learning Center. This Early Learning Center will house all Kindergarteners from the School City of Hobart. In addition, our Parents as Teachers program and Early Childhood Disabilities Program will reside there. George Earle School is a K building with nine Kindergarten teachers and one half-time reading specialist. There is also one special education teacher. There are approximately 250 students. The average class size is about 27 students. The projected percentage of economically disadvantaged students at The Early Learning Center at George Earle School is 41.37%. There are 73% Caucasian, 15% Hispanic, 5% African-American, 5% Multi-racial, 1% Asian, and 1% Native American students.

Resource and Program Integration:

The Early Learning Center at George Earle 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, parent involvement, District professional development, and Response to Intervention. Parents as Teachers and Ready-Set-Go groups will provide Kindergarteners with a jump-start to academic and social learning. The School Improvement Team reviews programs on an on-going basis.

Student Data:

After reviewing NWEA data for the years of 2009-2010, the school NCA committee members determined student achievement needs existed in the areas of Language Arts and Mathematics.

See Appendix A.

After reviewing District Summary reports for reading in kindergarten, Phonics was determined to be an area of concern. Comprehension is a noted strength. Based upon these strengths and weaknesses, George Earle Kindergarten teachers will focus on incorporating phonics practice and instruction in their daily curriculum and routines. Phonics will be a focus in shared reading, interactive writing, and word work activities.

After reviewing District Summary reports for Math in kindergarten, computation was determined to be an area of concern. Number sense and geometry were noted strengths. Based on this data, Kindergarten teachers will focus on computation skills during Math meetings and Math workshops.

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 (George Earle NCA Goals and Action Plan).

In order to improve Phonics instruction, a variety of strategies will be utilized. Students will be assessed using the Literacy First Phonics Assessment and instruction will be designed based upon individual student need. Resources including: Fountas and Pinnell Phonics, Leveled Literacy Intervention, and Tucker hand signs. This focus will be in addition to Reader's and Writer's Workshop and a balanced literacy framework.

In order to improve computation, a variety of strategies will be utilized. Item analysis at the beginning of each unit will inform instruction. Students with specific deficits in the area of computation will

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 nine Kindergarten teachers, one is trained in Reading Recovery. All participate in the ongoing professional development to maintain their training. Furthermore, we have a certified, endorsed ELL instructor and two ELL aides who service the elementary schools. Teachers have received 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. Three of our Kindergarten teachers have Early Childhood Degrees. One of our teachers are trained in the administration of Leveled Literacy Intervention through Heinemann.

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

Early Learning Center at George Earle Kindergarten 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 and 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 are 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 The Early Learning Center at George Earle traditionally have participated in book studies during the summer months 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 support to teachers and strive to empower teachers 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, deepens understanding and knowledge at the building level and translates theory into practice in the classroom. Teachers at The Early Learning Center at George Earle 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

The Early Learning Center at George Earle School offers a competitive pay scale to draw new teachers to the School City of Hobart. We support our new teachers with a full four 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 of 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, blogs 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.

Our Parents as Teachers organizations provides many parent workshops throughout the year.

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

Additional Opportunities for Parental Involvement at The Early Learning Center at George Earle

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.
- **Kindergarten Parent Meetings**-Parents are invited in throughout the year to learn more about our school. Speakers come in to teach parents various ways they can help their child at home as they navigate the first year of school. The Title One teachers present at one meeting and discuss early literacy activities for parents and their children.
- **Parent/Teacher Conferences**-These are held twice a year with the Librarian and a book fair available.
- **Title One Parent Meetings**-During Parent/Teacher conferences, the Title One teachers invite all parents of Title One students to come to the Reading Room and learn more about their child's progress in reading. They each receive a free book after the visit.
- **Responses to Intervention Meetings**-Parents of children in need of intervention at George Earle 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 Schoolwide 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.
- **Kindergarten Kick-off**- All future Kindergarteners and their parents were invited to an evening with Dr. Seuss. Parents were informed of the upcoming changes and kindergarten expectations. The Cat in the Hat led them to engaging activities geared towards kindergarten readiness.
- **Week of the Young Child**- Children and parents were encouraged to participate in a variety of learning experiences during the Week of the Young Child. Preschools, local YMCA, libraries, the Mayor's office and other community groups collaborated to make this week a success for our early learners, ages 0-5.
- **Handbook Committee**- Parents are invited to contribute to the school handbook each year.
- **Boo Hoo Breakfast**- Kindergarten parents are invited to join together for support as they send their new kindergarteners to school for the first time. We are planning to include parents in the first day of school by riding the bus and attending class with their child.
- **Volunteer Luncheon**

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

6A. How George Earle 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 their child at the beginning of the school year.

STI Home allows parents and students from home to:

- Monitor progress
- Note attendance
- Review class schedules
- 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 encourages ongoing communication between parents and teachers to support student learning and growth. This communication includes, but is not limited to: conferences, phone calls, daily folders, homework hotline, newsletters, and the school's website.

Standardized Test Results/Universal Screening

Before kindergarten entrance, each student participates in a screening process. This screening includes letter identification, the Peabody Picture Vocabulary Test, and the Record of Oral Language. These assessments provide the teachers and administration with information about incoming students that is used to prepare class lists, ensuring that students' individual needs are met.

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

Classroom and Title 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 Schoolwide Plan

Parents attended the Schoolwide Title Planning Meeting to help formulate and develop the Schoolwide plan with other stakeholders.

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

7. PRESCHOOL TRANSITION STRATEGIES

At The Early Learning Center at George Earle School, we predict 41% of the student populations are from low income households. Only 14.2% of adults in the targeted community of Hobart hold a bachelor's degree 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.

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 on 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.

Ready-Set-Go The School City of Hobart Kindergarten teachers partnered with area preschools, daycares and home care providers to collaborate about 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. The Week of the Young Child was initiated by this early childhood group.

8. TEACHER PARTICIPATION IN MAKING ASSESSMENT DECISIONS

Teachers at The Early Learning Center at George Earle use data analysis to inform curricular decisions and instruction across content areas. All students in kindergarten 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 and then, plan and implement lessons that meet their students' individual and group needs. Trends across classrooms and sub groups are examined by the teaching staff and administration to inform instructional practices. Meetings to analyze data are organized amongst school personnel in the mornings before students arrive, a time when elementary staff has common planning time.

Kindergarten teachers use a multitude of local assessments to inform their teaching, as well as NWEA. These assessments include: running records, fluency ratings, hearing sounds in words assessment, P.A.S.T., and Literacy First Phonics Assessment. In mathematics, students are assessed using curriculum based assessments. Prior to kindergarten entrance, all kindergarten students are assessed using the Peabody Picture Vocabulary test, letter identification, and Record of Oral Language. Students are then placed in classrooms according to their individual needs.

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 Early Learning Center at George Earle learning community. In addition to informing instruction, NWEA data is analyzed by the Response to Intervention (RTI) committee, as they design individualized remediation 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 Kindergarten and first grade, students will be pre-assessed by classroom teachers for instructional levels of letter and sound recognition, word recognition, and reading level, if applicable. Students will also be assessed for numeracy and number sense. Students are placed in classrooms according to readiness in Kindergarten. Students are placed in reading and math groups according to levels, as well. Our Early Learning Center at George Earle will allow us to place students that come to us with enriched backgrounds in an environment where they will be challenged each day.

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

In recent years, the staff at The Early Learning Center at George Earle 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. In fact, prior to kindergarten entrance, all kindergarten students at George Earle are assessed using the Peabody Picture Vocabulary test, letter identification, and Hearing Sounds in Words Assessment to determine if the individual's learning needs can best be met in a half or full day kindergarten setting. Then, throughout kindergarten, The Early Learning Center at George Earle 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 kindergarten classroom 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, E.L.L (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 Southlake Mental Health 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 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 inform 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 incorporate these 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 (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 The Early Learning Center at George Earle 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.

APPENDIX A

GRAPHS AND DATA

District Summary Report by Grade - Fall 2009

School City of Hobart

Mathematics

Primary Grades Math (Combined Tests-all Goals)						Problem Solving		Number Sense		Computation		Measurement & Geometry		Statistics & Probability		Algebra	
Term	Grade	Student Count	Mean RIT	Std Dev	Median	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Optional Group: None																	
Fall 2009	1	298	164.7	11.8	164	166.0	14.4	164.8	14.7	165.7	16.3	164.7	15.0	163.6	14.3	163.3	14.3
Optional Group: None																	
Fall 2009	13	248	147.1	10.8	148	<u>153.1</u>	13.2	149.5	12.5	<u>140.6</u>	14.7	149.1	14.4	146.2	13.7	146.2	14.8

Math Survey w/ Goals 2-5 IN V3						Number Sense		Computation		Algebra & Functions		Geometry		Measurement		Stats / Data / Probability		Problem Solving	
Term	Grade	Student Count	Mean RIT	Std Dev	Median	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Optional Group: None																			
Fall 2008	1	1																	
Fall 2006	1	1																	
Optional Group: None																			
Fall 2009	2	309	178.0	9.4	177	179.2	12.4	<u>169.5</u>	13.3	178.0	12.6	<u>184.9</u>	12.5	176.8	12.0	<u>181.5</u>	11.1	176.9	13.4
Spring 2009	2	279	192.6	9.8	193	194.5	12.9	<u>187.6</u>	14.1	191.4	13.5	<u>197.0</u>	13.4	193.8	13.3	192.9	12.5	191.1	13.9
Winter 2009	2	209	185.3	9.3	186	<u>188.6</u>	14.2	<u>176.3</u>	13.1	185.8	13.2	<u>190.2</u>	12.9	183.7	13.3	187.7	13.0	184.9	15.1
Fall 2008	2	292	175.1	10.0	174	175.9	13.5	<u>167.1</u>	13.7	174.6	14.5	<u>181.1</u>	14.7	175.3	12.8	<u>179.3</u>	13.1	<u>170.9</u>	16.0
Spring 2008	2	296	190.4	10.5	192	192.8	14.4	<u>183.5</u>	14.2	190.9	15.7	<u>195.1</u>	14.6	190.4	14.3	192.2	13.5	187.8	15.1
Winter 2008	2	157	184.4	8.4	185	<u>188.0</u>	12.9	<u>176.4</u>	13.4	185.0	13.3	<u>191.1</u>	12.2	183.7	12.7	185.8	13.4	<u>180.9</u>	13.9
Fall 2007	2	295	174.5	11.3	174	175.4	14.2	<u>167.3</u>	14.6	175.4	14.7	<u>181.0</u>	16.2	172.5	14.8	176.6	14.5	<u>171.5</u>	16.9
Spring 2007	2	280	194.0	9.4	195	196.0	12.8	<u>188.1</u>	13.9	194.5	13.5	<u>199.5</u>	13.6	193.8	12.9	194.7	13.3	191.2	14.1
Fall 2006	2	278	176.1	10.5	176	176.3	12.4	<u>167.6</u>	14.5	176.8	14.6	<u>181.2</u>	16.8	174.7	13.4	<u>180.2</u>	14.1	174.0	15.7

Groups with less than students are suppressed because they are not statistically reliable.

* A goal mean in ***bold italic*** represents performance that might be considered an area of concern. A goal mean in **bold underlined** represents relatively strong performance.

District Summary Report by Grade - Fall 2009

School City of Hobart

Reading

TT3 Reading Survey w/ Goals 6+ IN Version 2							Word Recog / Fluency / Vocab		Reading Comp		Literary Response & Analysis							
Term	Grade	Student Count	Mean RIT	Std Dev	Median		Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Optional Group: None																		
Spring 2003	12	1																
Spring 2001	12	1																

Primary Grades Reading (Combined Tests-all Goals)							Phonological Awareness		Phonics		Concepts of Print		Vocabulary & Word Structure		Comprehension		Writing	
Term	Grade	Student Count	Mean RIT	Std Dev	Median		Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Optional Group: None																		
Fall 2009	1	301	162.7	10.4	163		163.4	14.5	163.8	14.7	162.7	15.2	164.2	12.4	159.9	13.2	162.5	10.4
Optional Group: None																		
Fall 2009	2	1																
Optional Group: None																		
Fall 2009	13	248	144.2	8.9	144		145.9	13.5	139.2	13.9	146.8	11.8	144.9	12.0	<u>147.3</u>	11.5	141.5	10.3

Reading Survey w/ Goals 2-5 IN V3							Word Recog & Vocabulary		Inform Text: Structures		Inform Text: Comprehension		Literary Text: Structures		Literary Text: Comprehension			
Term	Grade	Student Count	Mean RIT	Std Dev	Median		Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Optional Group: None																		
Fall 2006	1	1																

Groups with less than students are suppressed because they are not statistically reliable.

* A goal mean in ***bold italic*** represents performance that might be considered an area of concern. A goal mean in **bold underlined** represents relatively strong performance.

APPENDIX B

NCA GOALS & ACTION PLAN

P. 1-13 from GE NCA Action Plan

Action Plan #1 Curriculum

Last updated: 4/29/2009 at 9:06 AM

Improvement Goal:

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

Expectations(s) for Student Learning:

Target Participants:

All students in the Early Learning Center at George Earle

Interventions:

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

All students will increase skills identified in the Indiana Academic Standards as a result of regular data analysis to inform instruction and curricular gaps.

Low performing students will participate in RTI Tiers.

All students will increase academic skills as a result of teacher participation in professional development.

Evaluation:

Curricular Calendars

Units of Study

NWEA Reports

Teachers College Assessments

STI Assessment

Report Cards

Writing Road Map/Writing Rubrics

Timeframe for Implementation:

Fall 2006-Spring 2011

Target Area of Improvement: - Curriculum

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Defined Curriculum - Indiana Academic Standards</p> <p>1. All students will receive a curriculum based on defined expectations for student learning from the Indiana Academic Standards.</p> <p>A. Essential Skills will be identified by staff.</p> <p>B. Curriculum mapping, which includes Units of Study along with standards and assessments, will be completed by staff.</p> <p>C. Articulation of the defined curriculum will be achieved between the grade levels.</p> <p>D. Curriculum will be published on the school website and kept in the school's main office.</p>	2006-2011	Superintendents, Principals, K-5 Teachers, Grade Level Coordinators, LRE Facilitator, Title I / Staff Developers	<p>NWEA Reports , STI</p> <p>Assessment, Curriculum Calendars, Units of Study, Curriculum Guide on District Website, Report Cards, Lesson Plans</p> <p>(Self-Monitoring), Grade Level Meetings</p>	<p>Indiana Academic Standards Resource Books, IDOE Website, District Website, Curriculum Planning by Grade, Professional Development, Units of Study</p> <p>Learning Connection</p>
<p>Intervention: Defined Curriculum - Data Analysis to Inform Curricular and Instructional Gaps</p> <p>1. All students will increase skills in the Indiana Academic Standards as a result of regular data analysis to inform instruction and curricular gaps.</p> <p>A. Students will participate in fall, winter, and spring NWEA testing to determine areas of strengths and weaknesses and to monitor growth of the individual student.</p> <p>- Response to Intervention (RTI): Tiered interventions will be recommended for low performing students.</p> <p>B. As a result of using Data Warehouse, students' strengths and weaknesses will be analyzed for instructional needs.</p> <p>- Response to Intervention (RTI): Tiered interventions will be recommended for low performing students.</p> <p>C. Students will take formative assessments or common benchmark assessments created by teachers to inform classroom instruction for increased student performance.</p>	2006-2011	Superintendents, Principals, K-5 Teachers, LRE Facilitator, Title I / Staff Developers	<p>NWEA Reports , Annual Data Analysis, Trend Data Analysis, Teachers College Assessments</p>	<p>Data Warehouse (Confluent), NWEA Website, IDOE Website, STI Assessment, Data Analysis Time, Benchmark Assessments</p>

Target Area of Improvement: - Curriculum

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Response to Intervention (RTI)</p> <p>1. Low performing students will participate in RTI Tiers.</p> <p>A. The District RTI Policy will be followed.</p> <p>B. Tier II interventions will be initially implemented through using "Increased Academic Learning Time," including Ability/Strategy Groups, and English As A New Language (ENL).</p> <p>C. Tier III interventions will be initially implemented through "Increased Academic Learning Time" on an individual basis.</p>	<p>2006-2008 for RTI Early Implementation</p> <p>2008 for RTI Policy and Guidelines</p> <p>2009-2011 for RTI Tiers</p>	<p>Superintendents, Principals, K-5 Teachers, Home/School Coordinator, LRE Facilitator, Title I / Staff Developers, Northwest Indiana Special Education Cooperative (NWISEC) Director, ENL Paraprofessional, RTI Team</p>	<p>NWEA Reports</p> <p>Annual Data Analysis, Trend Data Analysis</p>	<p>Data Warehouse (Confluent), NWEA Website, IDOE Website, Data Analysis Time, RTI Policy and Guidelines, RTI Professional Development, Curriculum Materials for RTI, Cultural Competency Professional Development</p>
<p>Intervention: Professional Learning Communities</p> <p>1. All students will increase academic skills as a result of teacher participation in professional learning communities.</p> <p>A. Curriculum Planning - Grade Level Meetings</p> <ul style="list-style-type: none"> - Identification Essential Skills - Units of Study/Curricular Calendars/Curriculum Mapping - Web Publishing with Schoolwires - Inquiry Math to Supplement Math Series <p>B. Assessment</p> <ul style="list-style-type: none"> -STI Assessment Training <p>C. Data Analysis - NWEA</p> <p>D. RTI TRaining</p> <p>E. Book Studies</p> <p>F. Professional Development - Hobart Professional Development Catalog, Conference, and Contracted Services</p> <p>G. Cultural Competency</p>	<p>2006-2011</p>	<p>Superintendents, Principals, K-5 Teachers, LRE Facilitator, Title I / Staff Developers</p>	<p>Enrollment in Professional Development, NWEA Analysis, Building Grade Level Team Meetings, School Improvement Focus Posted</p>	<p>Professional Development Catalog, Time, Cultural Competency Book Studies, Data Analysis Training, RTI Training, Website Training with Schoolwires, Contracted Services, Inquiry Math Learning Connection</p>

Action Plan #2: Language Arts

Last updated: 4/29/2009 at 9:06 AM

Improvement Goal:

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

Expectations(s) for Student Learning:

- All students age appropriate to text, will read with fluency.
- All students will comprehend written text at their level.
- All students will communicate ideas through writing.
- All students will use technology.
- 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 the Early Learning Center at George Earle
All subgroups

Action Plan #2: Language Arts

Interventions:

Curriculum, Instructional, and Assessment:

All students will increase skills in reading and writing skills through monitoring progress on academic standards.

All students will increase reading and writing skills as a result of participating in integrated literacy framework.

All students will increase fluency and comprehension by using reading skills/strategies with a variety of texts across the curriculum.

All students will increase communication skills by writing across the curriculum.

All students will increase reading and writing skills by using technology tools across the curriculum.

Student Support:

Subgroup students with low performance will increase reading and writing skills beyond regular classroom instruction with increased academic learning time.

All students will increase reading and writing skills through opportunities for family/community participation.

Staff:

All students will increase reading and writing skills as a result of teacher participation in professional learning communities.

Evaluation:

NWEA Reports

Writing Road Map

Report Cards

Conferring

Checklists/Rubrics

Teachers College Assessments

P.A.S.T.

Literacy First

DRA

Peabody

Record of Oral Language

Reading A-Z

Leveled Literacy Intervention

Timeframe for Implementation:

Fall 2006-Spring 2011

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

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Integrated Literacy Framework</p> <p>1. All students will increase reading and writing skills as a result of participating in integrated literacy framework.</p> <p>A. Just Right Books - Students will read at their independent reading levels. The subgroup of males will be directed toward nonfiction books of interest.</p> <p>B. Phonics/Word Study - Students will learn how letters and sounds work together to form words. Students will learn and use new vocabulary.</p> <p>C. Small Group Instruction - Students will receive small group instruction based on their independent reading levels and/or strategies needed to aid in comprehension.</p> <p>D. Independent Reading (Differentiation) - Students will read daily to increase stamina ranging from 3 minutes in Kindergarten up to 45 minutes in the intermediate grades.</p> <p>E. Read Alouds - Students will participate in read alouds daily.</p> <p>F. Shared Reading - Students in Grades K-3 will participate in shared reading.</p> <p>G. Interactive Reading - Students will actively participate in conversations about books being read aloud to them.</p> <p>H. Interactive Writing - Students in Grades K-3 will observe a teacher modeling writing and will also take a turn at writing a portion.</p> <p>I. Shared Writing - Students in Grades K-3 will observe a teacher modeling writing, and will give verbal suggestions, but not actually do any writing themselves.</p> <p>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 apply writing skills and strategies, independently, in their own writing pieces.</p> <p>K. Curricular Calendars/Units of Study - Students will receive focused reading/writing instruction by participating in mini-lessons derived from specific Units of Study in Reading/Writing Curricular Calendars.</p>	2006-2011	Principal, K-5 Teachers, LRE Facilitator, Title I / Staff Developers	<p>Reading Logs, DRA, Conferences, Teachers College Assessments, Paraprofessionals, P.A.S.T., Literacy First, Peabody, Record of Oral Language, Reading A-Z</p>	<p>DRA, Leveled Books, Teachers College Assessments, Reading A-Z, Sitton Spelling, Heggerty Phonemic Awareness, Write Source, Being A Writer, Making Meaning Learning Connection</p>

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

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Fluency and Comprehension By Using Reading Skills/Strategies</p> <p>1. All students will increase fluency and comprehension by using reading skills/strategies with a variety of texts across the curriculum.</p> <p>A. Dramatic Readings/Reader's Theater - Students will build reading fluency by participating in Dramatic Readings/Reader's Theater.</p> <p>B. Publish and Present - Students will use a variety of media and formats to collaborate, publish, and communicate information and ideas effectively to multiple audiences.</p>	2006-2011	Principal, K-5 Teachers, LRE Facilitator, Title I / Staff Developers	Observation, Presentations, Paraprofessionals	Plays, Books, Making Meaning, Strategies that Work by Stephanie Harvey Learning Connection
<p>Intervention: Writing Across the Curriculum</p> <p>1. All students will increase communication skills by writing across the curriculum.</p>	2006-2011	Principal, 3-5 Teachers, LRE Facilitator, Title I / Staff Developers, Technology Department	Scores with the Writing Road Map Program, Paraprofessionals	Writing Road Map Program, Microsoft Word, Being A Writer, Write Source
<p>Intervention: Technology Tools</p> <p>1. All students will increase reading and writing skills by using technology tools across the curriculum.</p> <p>A. Computer Assisted Instruction - Students will participate in computer assisted instruction with Writing Roadmap that offers feedback on writing in the form of a rubric like 6+1 Writing Traits.</p> <p>B. Research - Students will use technology research tools to locate, evaluate, and collect information in order to process data and report results.</p> <p>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.</p>	2006-2011	Principal, K-5 Teachers, LRE Facilitator, Title I / Staff Developers, Technology Department	Student Work, Paraprofessionals	Computers, Encyclopedia Britannica Online, Rubrics, Microsoft Word

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

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Response to Intervention</p> <p>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.</p> <p>A. ENL (English as a New Language)</p> <p>B. Strategy Groups</p> <p>C. Title I Services</p>	2006-2011	ENL Teacher and/or Paraprofessional, Title I/Staff Developers, RTI Team	Observations, Completed Work	ENL Teacher and Paraprofessional, Teacher Resource Center - RTI, RTI Policy and Guidelines Learning Connection

Action Plan #3: Mathematics

Last updated: 4/29/2009 at 9:06 AM

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 demonstrate problem-solving skills in mathematics.
- All students will use technology resources to enhance problem solving.

Target Participants:

All students in the Early Learning Center at George Earle

Subgroups:

Free and Reduced (lower all cohorts)

Kindergarten

Interventions:

Curriculum, Instructional and Assessment:

All students will increase skills in mathematics through monitoring progress on academic standards to determine instructional needs.

All students will increase mathematical skills through differentiated instruction across the mathematics curriculum that emphasizes conceptual understanding.

All students will use reasoning and critical thinking to solve problems through applied mathematics across the curriculum that provides relevant, concrete, and everyday problems.

All students will increase mathematical skills by using technology tools across the curriculum.

Student Support:

Subgroup students with low performance will increase mathematical skills beyond regular classroom instruction with increased academic learning time.

All students will increase mathematical skills through opportunities for family/community participation.

Staff:

All students will increase mathematical skills as a result of teacher participation in professional learning communities.

Action Plan #3: Mathematics

Evaluation:

NWEA Reports

Report Cards

Conferring

Checklists/Rubrics

Timeframe for Implementation:

Fall 2006-Spring 2011

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

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Assessment/Differentiated Instruction for Conceptual Understanding</p> <p>1. All students will increase mathematical skills through differentiated instruction across the mathematics curriculum that emphasizes conceptual understanding.</p> <p>A. Students will use mental math and estimation to find an exact answer or estimate, whichever is appropriate.</p> <p>B. Students will identify, describe and compare geometrical shapes.</p> <p>C. Students will interpret graphs curriculum as part of data analysis.</p> <p>D. Students will learn and use new vocabulary.</p>	2006-2011	K Teachers, LRE Facilitator and Paraprofessional, Title I / Staff Developers	<p>Observation, Daily Work, Math Tests, Fact Tests, Report Cards, Math Meeting, NWEA Test, Classroom Assessments</p>	<p>Math Series; Flash Cards; Wrap-Ups; Fact Tests; Software; Classroom Assessments; Manipulatives; Fact Charts; Great Source -- T.O.P.P.S. Cards; Read It, Draw It, Solve It; Steck Vaughn- Problem Solving; Rulers; Yardsticks/Metersticks; Clocks; Money; Thermometers; Measuring Cups and Spoons; Scales and Balances; Geometric Shapes; Geometry Template; Compass; Protractor; FOSS Kits (Full Option Science System); 24 Game; T.O.P.P.S. Cards; Read It, Draw It, Solve It; Everyday Math, Envisions Saxon, Investigations</p>

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

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Reasoning and Critical Thinking To Solve Problems</p> <p>1. All students will use reasoning and critical thinking to solve problems through applied mathematics across the curriculum that provide relevant, concrete, and everyday problems.</p> <p>A. Students will use a variety of problem solving strategies.- Teach big ideas. (i.e. volume)- Sameness analysis. (Identify types of word problems and then explicitly teach students the ways in which these word problems are alike.) - Cue words. (Presence or absence of cue words, such as altogether)- Reasoning. (Does it appear the person in the problem will receive more or less?)- Extraneous information.</p> <p>2. Students will use an inquiry based approach to solve problems in science and to supplement math.</p> <p>Intervention: Technology Tools</p> <p>1. All students will increase mathematical skills by using technology tools across the curriculum.</p> <p>A. Students will use computer simulations to solve problems.</p>	2006-2011	K Teachers, LRE Facilitator and Paraprofessional, Title I / Staff Developers	<p>Observation, Daily Work, Math Tests, Report Cards, NWEA Test, Math Meeting, Lunch Count, Candy/Popcorn Sales, Observation, Daily Work, Math Tests, Report Cards, Lesson Plans, Math Meeting, Science Assessments</p>	<p>Math Series; Software; FOSS Kits (Full Option Science System); Encyclopedia Britannica Online; Inquiry Math; 24 Game; T.O.P.P.S. Cards; Read It, Draw It, Solve It; Evan-Moor - Daily Problem Solving 1-5</p> <p>Everyday Math, Saxon, Investigations, Invisions</p>
	2006-2011	K Teachers, LRE Facilitator and Paraprofessional, Title I / Staff Developers	Observation	<p>Software</p> <p>Math Series</p> <p>Encyclopedia Britannica Online, Calculators, Graphing Calculators, NWEA Test</p>

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

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Response to Intervention</p> <p>1. Subgroup students with low performance will increase mathematical skills beyond regular classroom instruction with increased academic learning time in RTI Tiers with research-based strategies.</p> <p>A. Ability (Readiness) Groups - Strategy Groups</p> <p>B. Title I Services</p> <p>C. Strategy Groups</p>	2006-2011	<p>K Teachers, LRE Facilitator and Paraprofessional, Superintendents, Principals, Teachers, Title I/Staff Developers, RTI Team</p>	<p>Participation, Observation, Classroom Assessments, NWEA Test</p>	<p>Cadet Teachers, Saxon, Investigations, Envisions, Study Buddies, Great Source -- Afterschool Achievers Math Club, Everyday Math - Games, Steck Vaughn - Problem Solving, Materials Based on Student Needs and Indiana Academic Standards, Teacher Resource Center - RTI, RTI Policy and Guidelines</p>
<p>Intervention: Family/Community Involvement</p> <p>1. All students will increase mathematical skills through opportunities for family/community participation.</p> <p>A. STI Home+ - Assignments, Grades, Discipline, Attendance</p> <p>B. Homework</p> <p>C. Website -- Homework Help and Tips</p>	2006-2011	<p>K-5 Teachers, LRE Facilitator and Paraprofessional, Superintendents, Principals, Teachers, Title I/Staff Developers</p>	<p>Participation, Observation, Classroom Assessments, NWEA Test</p>	<p>Great Source -- Everyday Math,-Games, Steck Vaughn- Problem Solving, Varies According to Teacher</p>