

# William F. Loper Elementary

“Daring. Achieving. Willing. Growing. Succeeding.”



Shelbyville Central Schools  
School Improvement Plan  
Schoolwide Plan  
2019-2022

Principal: Adam Harpring

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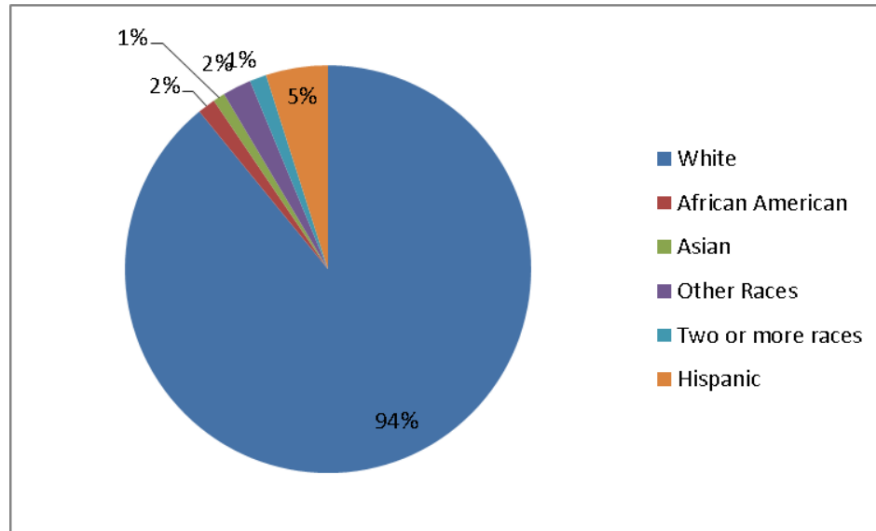
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**\*An item in italics indicates a Title I Schoolwide Plan requirement**

## Narrative Description of the School and Community

### **The Community**

Based on the census of 2010 there are 27,816 people, 11,001 households, and 7,409 families residing in the city of Shelbyville. The racial makeup of the city is 93.7% White, 1.5% African American, 0.2% Native American, 0.08% Asian, 2.4% from other races, and 1.4% from two or more races. 5.2% of the population are Hispanic or Latino of any race.



There is a wide variety of housing in the district, ranging from small studio apartments to grand estates. There are 11,001 households out of which 21.6% have children under the age of 18. Within these households, 49.7% have married couples living together, 11.5% have a female household with no husband present, and 32.7% are non-families. 37.2% of all households are made up of individuals and 25.2% have someone living alone who is 65 years of age or older. The median age in Shelbyville is 37 years.

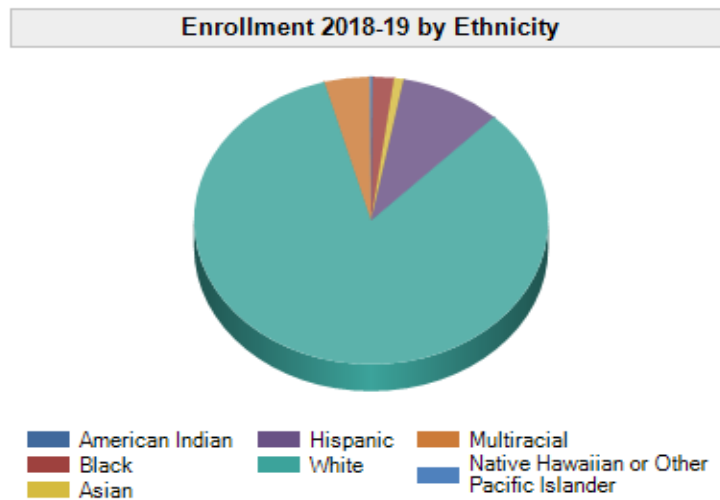
The median income for a household in the city is \$36,824, and the median income for a family is \$46,379. The per capita income for the city is \$18,670. 9.1% of the population and 6.1% of families are below the poverty line. Out of the total population, 10.8% of those under the age of 18 and 11.6% of those 65 and older are living below the poverty line.

### **The School**

William F. Loper Elementary is located at 901 Loper Drive, Shelbyville, Indiana. It was built in 1960 with additions and remodeling completed in 1965, 1981, and 2000, which has expanded our area to the present 81,534 square feet. In addition to twenty-nine classrooms, Loper's physical make-up includes a cafeteria, kitchen, gymnasium, music room, art room, one multi-categorical resource room, one lifeskills room, library, two computer labs, activity lab, speech room, clinic, counselor's room, sensory room, and an office complex. Several small rooms are used for Special Education services and conferencing with staff or parents. Presently, there are five full day kindergarten sections, along with five sections at first grade, four sections at second grade, five sections at third grade, four sections at fourth grade, and four sections at fifth grade.

The faculty at William F. Loper consists of a principal, assistant principal, social worker, and thirty-four certified teachers who are all currently employed by Shelbyville Central Schools. Loper employs a total of thirteen paraprofessionals. They consist of six Title and seven Special Ed. There are two administrative assistant positions, one health assistant, one library assistant, one technology assistant, two custodians, five cafeteria employees, and ten bus drivers that work at Loper. Altogether Loper Elementary School employs seventy-one certified and non-certified staff members who contribute to the learning process at our school.

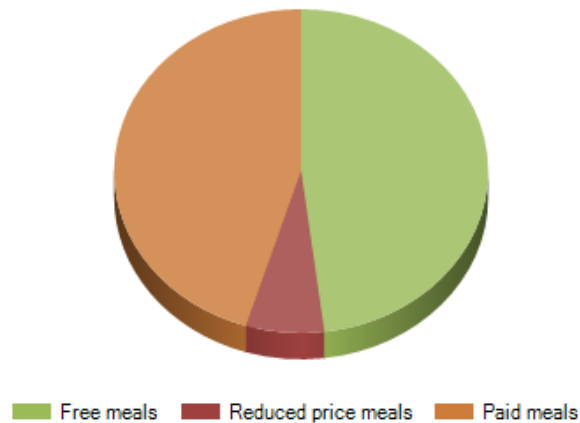
In addition to regular core subjects, fine arts, physical education, library, technology, and special needs classes, the following programs and/or services are provided: nursing services, a high ability program, psycho-educational evaluations, AYS Before and After School Care Program (at Hendricks Elementary), and counseling groups facilitated by the school social worker. Various academic and sport-related activities are offered after school and Boy Scouts meet weekly. Breakfast and lunch are served daily.



Ethnicity	Students
<b>American Indian</b>	<b>1</b>
<b>Black or African American</b>	<b>13</b>
<b>Asian</b>	6
<b>Hispanic</b>	<b>63</b>
<b>White</b>	<b>569</b>
<b>Multiracial</b>	28

The diversity at Loper Elementary is also reflected in the number of students receiving free or reduced lunch. Approximately 327 (48%) students are on free lunch while approximately 48 (7%) are on reduced lunch. Approximately 308 (45%) students are on paid lunch.

Enrollment 2018-19 by Free/Reduced Price Meals



### Technology

Technology at Loper Elementary School is providing its students with up-to-date technological opportunities, which engage students in the instructional process and allow them to become a global learning community. Loper Elementary has an interactive website that provides information on school events, accomplishments, links to individual teacher websites, and other school information. The learning center in the library has the capability to show multiple educational programs for classrooms from a central location and a scan/computer software system effectively monitors all book check in/check out procedures and provides web contacts for book related subjects. All classrooms have a minimum of 2 student workstations and a teacher workstation, which are connected to the network. Every classroom has an integrated audio and visual pole vault system and every general education teacher has their own handheld interactive Mobi and iPad. There is one computer lab at Loper. The computer lab has 30 desktop computers. Loper also have 17 iPad carts for a total of 460 iPads that are used daily in the classroom.

Loper Elementary is one of Shelbyville Central's three elementary schools that service kindergarten, first, second, third, fourth, and fifth grades. The enrollment at Loper Elementary is approximately 681 students kindergarten through fifth grade. Loper's diverse student enrollment validates the need for a variety of programs. The student population is approximately 80% White, 12% Hispanic, 1% Asian, 1% Multiracial, and 1% African American, and 1% American Indian.

## **Mission, Vision, or Beliefs**

### **Shelbyville Central School District**

#### **Mission Statement**

*To provide a quality education and educational leadership to the community.*

#### **Core Values/Fundamental Objectives**

We must establish a partnership involving students, staff, families, and community:

- Vision of corporate-wide cooperation and civility.
- Effective communication.
- Good public relations.

We must have a corporate-wide, on-going strategic planning process:

- Outline of the process.
- Needs assessment and data gathering.
- Measurement of Mission.

We must have a positive learning environment:

- Readily available resources: Quality technology, furniture, materials and supplies.
- Happy buildings.
- Students prepared to learn.

We must promote and support high student achievement in all areas:

- Tracking of individual achievement.
- Vertical and Horizontal articulation.
- A philosophy that every child can learn.

We must have quality employees:

- Training and Professional Development.
- Well compensated.
- Rewards and recognition.
- Recruit, retain, and nurture new employees.

We must have an effective communication system for all stakeholders:

- Marketing program.
- Communication training for all staff.
- Regular staff meetings.

## **Loper Elementary School**

### **Mission Statement**

*Our mission is to create a positive and safe learning environment resulting in a community of life-long learners.*

### **Vision**

The graduate of Loper Elementary will achieve competency in the basic skills in order to become a goal oriented, self-disciplined, well-rounded, eager learner.

### **Core Values/Beliefs**

- We believe all students have different learning styles and learn at different rates.
- We believe that high academic expectations help raise the level of student achievement and development.
- We believe students should be treated equally and with respect.
- We believe that the entire school community needs to actively work together to ensure student success.
- We believe children should be held accountable for their behavior.
- We believe that school needs to be a safe and positive learning environment.

### **Loper Code**

We are daring.  
We will achieve.  
We are willing to learn.  
We are growth minded.  
We will succeed!  
We are Bulldogs!

## **Statutes and rules the school wishes to have suspended from operation**

At this time, Loper Elementary is not applying for waivers.

### **Description and Location of Curriculum**

The Shelbyville Central Schools' elementary written curriculum is the combination of local learning objectives, the Indiana Academic and Common Core Standards. The Shelbyville Central School Board of Education approves the corporation's K-5 curriculum prior to distribution. A copy of the curriculum maps (English/Language Arts and Math) for the grade levels is available at Loper and at the Education Center, which is located at 1121 E. State Rd. 44 in Shelbyville. Each teacher has been issued the IDOE website for the standards/SCS Moodle, and hard copies are also in their curriculum binder. Shelbyville Central has also incorporated the Indiana/Common Core Standards on its Moodle site. The Moodle site currently posts the IDOE quarterly standards of English/Language Arts and Math in kindergarten through fifth grade and highlights ISTEP and mastery learning targets. Transition Common Core Standards are also embedded in the site, too. The district's wellness policy can also be accessed through the Shelbyville Central School Corporation website at [www.shelbycs.org](http://www.shelbycs.org)



## ***Curriculum in the Shelbyville Central School Corporation will be:***

### **Aligned with State and National Standards**

As the curriculum is revised, state and national standards will be incorporated and identified within district curriculum guides. Corporation designees and committees will be responsible for ensuring that the alignment occurs. Building administrators will assume leadership roles in curriculum revision committees so they will be knowledgeable about corporation curriculum as well as state and national standards. They will take an active role in communicating with teachers, parents, and students about the curriculum and explain how curriculum objectives are being met in their schools and/or departments. They will observe physical evidence that the curriculum is being implemented and learning is evident by reviewing student work (activities, projects, homework assignments, assessments), classroom displays and by working with teachers to enhance the relationship between student work and the curriculum.

### **Determination of Student Needs Being Met/ Curriculum Aligned with Instruction and Assessment**

Curriculum will drive instruction/assessment and all will be in alignment. Assessment data will be evaluated to monitor students' progress as well as curriculum trends and instruction. All state and common grade level assessments will be reviewed during 2X monthly grade level meetings and after BOY, MOY, EOY benchmark. Data walls will also be incorporated during data meetings discussions. BOY, MOY, EOY for NWEA and ISTEP reports will be shared at all staff data meetings. The Multi-Tiered Systems of Support (MTSS) Team will address any student that is at risk academically, socially, or emotionally. In cooperation with parents, staff will tailor an educational program for the student based on the three-tiered model. Data will be shared during grade level meetings that address the effectiveness or ineffectiveness of the intervention curriculum.

### **Opportunities for Proficient and Advanced Levels of Student Academic Achievement/ Rigorous and Challenging Curriculum for all Students**

In all content areas and grade levels, the district curriculum will go beyond basic skills and reflect higher order thinking (interpreting data, problem solving, applications, communication, analysis and synthesis). Inquiry based science lessons will also be implemented in the current school year. District curriculum designees and their committees will ensure that the written curriculum is rigorous and challenging for all subjects. Administrators will monitor all students for engagement in work that is challenging and includes appropriate depth rather than "covering content." High ability self-contained classrooms (AE) are in place for 3<sup>rd</sup>-5<sup>th</sup> grade. Each grade has one classroom where students have met district-wide criteria based on aptitude and standardized assessments of core subject areas. The curriculum for AE accelerates and enriches as it aligns to the IDOE grade level standards. Flexible groups in math and leveled guided reading groups help ensure K-2<sup>nd</sup> grade proficient and above proficient levels are being met. Students who exhibit consistent above grade level proficiencies in the core subject areas take part in appropriate grade level guided reading groups and Loper's math block. All grades have common math block times to allow for easy student movement between grade levels. Please review Loper's LA and Math Strategies pages in the Appendix.

### **Relevant and Meaningful Curriculum for Students**

In content areas and at all levels of instruction, curriculum will be relevant and meaningful to the lives of students. Building administrators will observe students actively engaged in learning that is meaningful and respectful. They will observe situations in which students are encouraged to make connections to other disciplines and to real life. They will expect students to be able to explain what they are learning and why it is important to learn that particular skill or concept.

### **Strategies for Low Achieving and At Risk Student Populations**

Loper is committed to its vision that all students can learn. Careful analysis of individual student data during grade level data meetings with an emphasis on the at risk/low achieving population helps ensure that appropriate instructional strategies are being implemented and student needs met. Along with standardized benchmarks, monthly grade level formative assessments are charted for mastery and provide a snapshot of content learning. All data drives instruction to ensure appropriate, specific learning needs are being met. Tier 2 blocks (flexible and skill driven according to data) are implemented at K-5<sup>th</sup> grade levels to provide expanded learning time for student need skills. Daily 120 minute language arts blocks and 60 minute math blocks are non-negotiable learning times. All students, unless designated by IEPs, must be in these classroom core subject learning blocks. Any Tier 2 blocks are additional 30 minutes which provide extended learning time in addition to 120 minute or 60 minute subject blocks. Please review Loper's LA and Math Strategies pages in the Appendix.

### **Strategies for Underserved Populations/Curriculum Appropriate to the Learner/Cultural Competency**

In all content areas and at all levels of instruction, curriculum will be instructed to accommodate the diverse groups of learners who have different readiness levels, learning styles, and interests. Teachers will implement a variety of instructional strategies, assessments, resources, and flexible grouping patterns in order to meet the needs of all learners. Those strategies include visual cues (graphic organizers), hands on activities, small group instruction, the use of math manipulative, reciprocal teaching in guided reading groups, technology, and highly engaged classroom instruction. An ELL highly qualified paraprofessional is on staff to assist the LEP student in making the transition to an upper WIDA level student. Rosetta Stone computer program is also available for WIDA level 1-3 students. All elementary classrooms are language enriched and vocabulary is embedded in instruction. Valuing diversity means accepting and respecting differences. Loper's students come from very different backgrounds, and their customs, thoughts, ways of communicating, values and traditions vary accordingly. The choices that our students make are powerfully affected by their culture. By accepting and acknowledging our students' cultures, educators can maximize their relationship with the students and their families. We are continually finding opportunities to educate our staff and our students regarding cultural variables and we have developed a school climate that teaches kindness and respect to all who work and attend school at Loper. Our Loper Daily Five builds on the foundation of treating everyone with kindness and respect. Staff in-services have focused on the culture of males in the educational environment, how to interact using positive language with parents. An in-service for staff is planned this year to continue our own education in the area of diversity (poverty, race) and cultural awareness.

## **Titles and Descriptions of Assessment Instruments**

Assessing the progress of the students is a major priority of Loper Elementary. All teachers are committed to developing the potential of each child and providing students/parents appropriate feedback on academic performances. Every teacher uses a variety of classroom assessments to evaluate the learning growth of his/her students. The information gleaned from careful analysis of various assessments then guides instruction. Special attention to this process is given to Special Ed and the at-risk population. The following assessments provide teachers with indicators of student progress and overall performance levels:

### **Schoolwide Assessments**

- **Exact Path/Edmentum:** a computer based assessment tool that is used by students in grades 3-5 to assess and support reading and math instruction.
- **NWEA-** Takes place three times per year for K-5 in Math and ELA.
- **ALEKS:** a 3rd-5<sup>th</sup> web-based individualized math program which determines student knowledge and periodically reassesses to ensure that topics are learned.
- **CogAT:** achievement test administered to 2<sup>nd</sup> and 5<sup>th</sup> grade students.
- **ILEARN:** an annual standardized, criterion-referenced test mandated by the state for all students in grades 3 through 8. It is used as the basis for determining Adequate Yearly Progress. An aptitude test is given to 3<sup>rd</sup> graders.
- **IRead – 3rd:** 3<sup>rd</sup> grade state standardized reading test.
- **Kindergarten Report Card/ESGI:** nine-week checklists based on the Indiana State/Common Core Standards. Each nine weeks, students' progress in each area is evaluated and communicated to parents.
- **WIDA:** Language level placement assessment given to ELL students
- **Fry/Dolch Sight Word Lists:** K-2<sup>nd</sup> students are assessed to determine sight word focus as a class and individually.
- **Quick Phonics Screener:** an informal individually administered diagnostic phonics assessment for K-5<sup>th</sup>.
- **Writing Samples:** samples are scored in kindergarten and first grade using a rubric broken down into stages. In grades 1<sup>st</sup>– 5<sup>th</sup>, samples are scored using the ISTEP+ rubric. Samples are scored in the fall, spring, and winter.
- **Dyslexia Screeners:** a variety of screeners will be used in grades K-2. NWEA Skills Checklist, Arkansas Rapid Naming Screener, and Words Their Way: Primary Spelling Inventory.

### **Plan for Submission/Updating Schoolwide Plan**

The objective of the School Improvement Team is to lead the development of a school improvement plan that addresses student achievement needs, to monitor the implementation of the plan, and to revise it when appropriate. The following members will collaborate throughout the school year to evaluate and amend the school improvement plan as needed.

At Loper Elementary, the School Improvement Plan Team includes the following staff :

<b>Name</b>	<b>Position</b>
Adam Harpring	Principal
Jessica O'Connor	Assistant Principal
Jennifer Clark	Fifth Grade Teacher
Natalie Lux	Third Grade Teacher
Susanne Meredith	Second Grade Teacher
Tammy Orem	Fourth Grade Teacher
Dana Montgomery	First Grade Teacher
Megan Brewer	Kindergarten Teacher

### **Calendar for Submission /Updating of PL 221/School Wide Plan**

May	Review plan and gather data for Checkpoint #4
Early September	Attend Checkpoint #4 and revise plan
Early September	Submit plan to Teacher Organization for review and recommendations
Early September	Submit plan to Superintendent and School Board for review and recommendations
September 15	Submit plan to IDOE for review

### **Attendance Rate**

The correlation between student attendance and achievement is high. Therefore, it is extremely critical that Loper maintains a high student attendance rate. A primary goal regarding attendance is to ensure that the average attendance rate continually improves with a minimum target of 95%. The school will closely monitor both individual and aggregate attendance and strive to be above 96%. If attendance issues become a major concern, the school has the option of sending the student to "Absence Review." At this review, the student's guardians, community organizations such as the Probation Office, Prosecutor's Office, Department of Child Services, and school officials are in attendance. If attendance has not improved after meeting with the Absence Review Panel then the option to refer the student to the Prosecutor's Office for truancy is initiated. Collection of student attendance rates, analysis of that data, and adjustments to the

school improvement plan to address that data is an integral part of the school’s improvement process. As of end of year 2018-19, Loper’s attendance rate was 96%.

In addition to the previously mentioned strategies, classroom procedures have also been initiated. These include:

- Students’ teachers will contact parents at 5 days absent
- The office will contact students’ parents at 7 days absent
- A letter of 10 days absent will be mailed or taken to the house by the school SRO
- If a student’s absences or tardies become excessive a referral to the Absence Review Panel will be considered.
- Students with more than 10 unexcused absences will be referred to the Department of Child Services.
- If improvement of attendance is noticed, the office will mail a positive note stating that the improvement has been noticed.

**Safe and Disciplined Learning Environment**

Loper Elementary has a building Crisis Response Team consisting of administrators and staff. The team is a committee responsible to assess adverse situations and then determine the course of action. The response team meets on an as needed basis. Members of the Crisis Response Team are as follows:

<b>Name</b>	<b>Position</b>
Adam Harpring	Principal
Jessica O’Connor	Assistant Principal
Leann Porter	Social Worker
Margaret Battles	School Health Assistant
Sue Markley	Cafeteria Manager
Ben Caffee	Custodian
Adria Anderson	Secretary
Devon Harris	Secretary

Shelbyville Central Schools reinforces Loper’s standards of respect for oneself, others, and property through a strict policy on bullying. It is defined as overt, repeated acts or gestures, including verbal or written communications transmitted; physical act committed; or any other behaviors committed by a student or group of students against another student with the intent to harass, ridicule, humiliate, intimidate, or harm the other student. Bullying applies when a student is on school grounds immediately before or during school hours, immediately after school hours, or at any other time when the school is being used by a school group; off school grounds at a school activity, function, or event; or using property or equipment provided by the school. Threatening or intimidating any student for the purpose of, or with the intent of, obtaining money or anything of value from the student.

### Anti-Bullying Plan

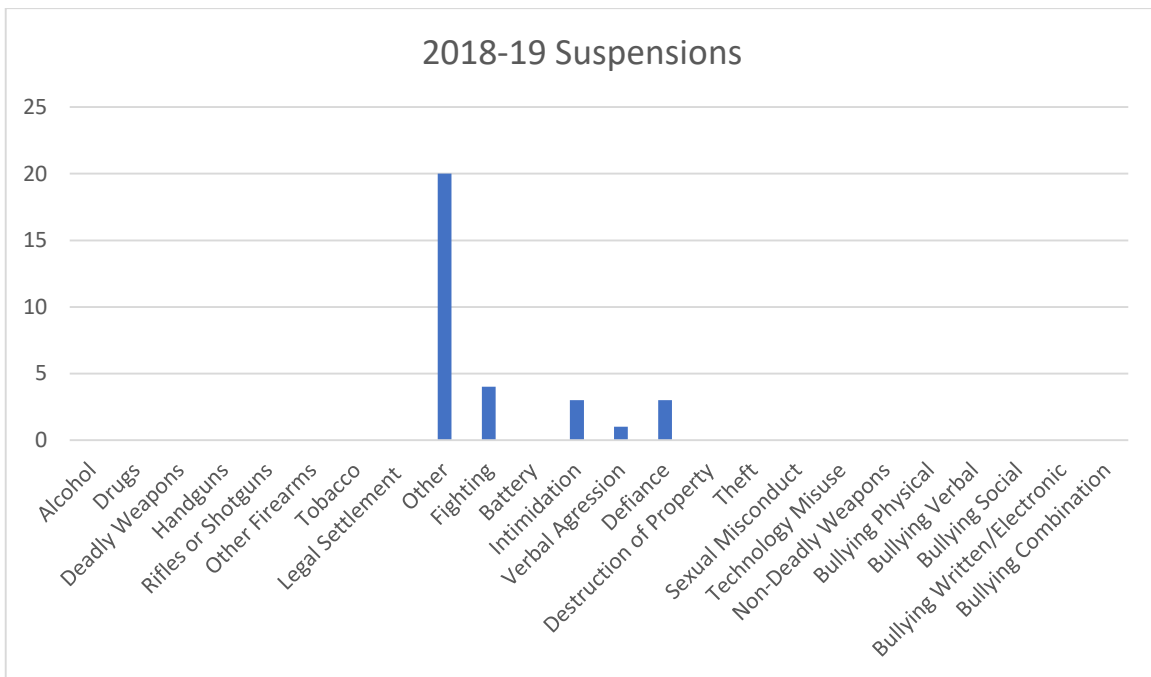
The goal of Loper’s Anti-Bullying Program is to eliminate bullying in our building. Every child at Loper Elementary should be ensured a safe environment free bullying. During the 2018-2019 school year, several steps were taken to support us in this endeavor:

- Every student and staff member will receive anti-bullying training.
- SCS has implemented a school tip line program that provides confidentiality when reporting bullying instances.

### Classroom Teacher Responsibilities:

- Bully Referral Form Box (Issue Box) is present in each room so students may refer possible bullying situations in confidence.
- Students role-played various bullying situations in class and on the announcements.
- Teachers facilitated student discussions about bullying.
- Our students have been instructed that it is everyone’s responsibility to stop school bullies. All students have been asked to report any bullying behaviors that they see, hear, or experience.

\*Any questions regarding bullying may be found under the “GROUNDS FOR SUSPENSION OR EXPULSION” section of your Shelbyville Central Schools Elementary Handbook page 4.



Loper Elementary understands the need for extended learning time for our at-risk population. The following are researched strategies and interventions that will increase student-learning time.

### Dive Into Reading

In corporation with the public library, SCS supports the summer reading program called Dive Into Reading. Students may check out books from the bookmobile that visits various summer lunch programs sites or the public library. Students participating in the summer program earn lunch and a pool party the first week of school

**IREAD 3<sup>rd</sup> Grade Summer School Program**

In the summer of 2012, SCS implemented a new incoming 3<sup>rd</sup> grade summer school program which targeted at-risk students who need extra support before taking the IREAD test in 3<sup>rd</sup> grade. The students attended summer school Monday thru Thursday from the beginning on June 3<sup>rd</sup> through June 27<sup>th</sup>.

**MTSS (Multi-Tiered Systems of Support)**

<b>Academic Tiers-breakdown of ELA, Math and General Academics</b>		
<b>Tier 1 (80%)</b>	<b>Tier 2 (15%)</b>	<b>Tier 3 (5%)</b>
CORE ELA and Math	Support/tier time for ELA and Math	Support tier time for ELA and Math
ALEKS-Grades 3-5	Instructional Assistant Support	Rosetta Stone-levels 1 & 2
Achive 3000-Grades 3-5	OG-Grades 3-5	
RAPS 360-Grades K-2	Lexia-Grades 4-5	
Math Seeds-Grades K-2	Modified assignments	
Reading Eggs-Grades K-2	Skill Specific Flexible Small Groups	
ixl Math and ELA-Grades 1-5		
A-Z Learning/RAZ		
Reflex Math-Grades 1-5		
OG-Grades K-2		

<b>Behavior/Social Emotional Tiers</b>		
<b>Tier 1 (80%)</b>	<b>Tier 2 (15%)</b>	<b>Tier 3 (5%)</b>
Parent Communication	Additional Parent Communication	Rtl Plan
Character Development	Social Groups	Reduced Day
Anti-bullying Prevention	Behavior Plan	Daily Social Worker/Admin contact
Mind Up Curriculum-social workers	Classroom Accomodations	Reduced Day
CHAMPS (Loper)	Sensory Breaks	
Behavior Awards		

**Highly Qualified Teachers and Paraprofessionals**

All Loper Elementary teachers and paraprofessionals are deemed to be highly qualified, or are in the process of becoming highly qualified. Shelbyville Central Schools ensures that the district hires highly qualified teachers and paraprofessionals. See the following chart.

<i>Teacher's Name</i>	<i>Teaching Assignment</i>	<i>Indicator of Being Highly Qualified</i>
Whitney Uhls	Kindergarten	EXAM
Kaitlyn Orem	5th Grade	Emergency License
Kim Berry	3 <sup>rd</sup> Grade	HOUSSE
Kathy Borowitz	4 <sup>th</sup> Grade	EXAM
Aarika Mankey	Speech	Not Delivering Primary Instruction in Core Subject
Stephanie Branson	2 <sup>nd</sup> Grade	EXAM
Jill Chenoweth	2nd Grade	EXAM
Jennifer Clark	5 <sup>th</sup> Grade	HOUSSE
Joni Connor	1 <sup>st</sup> Grade	EXAM
Traci Cox	3rd Grade	EXAM
Heidi Clemmons	5 <sup>th</sup> Grade	EXAM
Katie Cunningham	1 <sup>st</sup> Grade	EXAM
Shelley Drake	1 <sup>st</sup> Grade	EXAM
Grace Fillip	Music	EXAM
Dawn Blackwell	3rd Grade	EXAM
Megan Brewer	Kindergarten	EXAM
Teresa Meredith	4 <sup>th</sup> Grade	HOUSSE
Natalie Lux	3rd Grade	EXAM
Heather McCullum	4th Grade	EXAM
Suzanne Meredith	2nd Grade	EXAM
Dana Montgomery	1 <sup>st</sup> Grade	EXAM
Christine Neeman	2 <sup>nd</sup> Grade	EXAM
Haley Stath	Kindergarten	EXAM
Erica Myers	Lifeskills	EXAM
Heidi Nolton	Special Education	EXAM
Heather Wilson	Special Education	EXAM
Tammy Orem	4 <sup>th</sup> Grade	EXAM
Michelle Page	1st Grade	EXAM
Courtney Sherwood	Kindergarten	EXAM
Andy Snow	5th Grade	EXAM
Eric Sutton	Art	HOUSSE



Ashley Swonger	Kindergarten	EXAM
Greg Turner	SOAR	EXAM
Morgan Dirr	SOAR	EXAM
Bonnie Weddle	3 <sup>rd</sup> Grade	EXAM

<i>Paraprofessionals/ Instructional Aides</i>	<i>Assignment</i>	<i>Indicator of Being Highly Qualified</i>
Savannah Collins	SOAR	College Credit
Stacy Lewis	Technology Assistant	EXAM
Holly Brune	Life Skills	EXAM
Brandy Moore	Life Skills	College Credit
Hailey Rollo	Life Skills	EXAM
Nicole Pike	Life Skills	EXAM
Jill Chaddon	Special Education	EXAM
Mariah Lair	Special Education	College Credit
MaKayla Dobbs-Manning	Title	EXAM
Brenda Caldwell	Title	EXAM
Cathy Stafford	Title	EXAM
Jessica DeHart	Special Education	EXAM
Kelly Fullen	Title	EXAM
Wendy Keppel	Special Education	EXAM
Tricia Chapman	SOAR	College Credit
Doug Brown	PE Assistant	EXAM
Elizabeth Sample	Library Assistant	EXAM
Cristal Pineda	ESL Assistant	EXAM

**Strategies to Attract High-Quality, Highly-Qualified Teachers**

We are fortunate in Shelbyville Central to attract and hire the very best professionals available to staff our programs. Experience and stability are characteristics that describe our staff-- characteristics that foster an atmosphere of creativity and challenge in our schools. Shelbyville Central Schools along with Loper Elementary have many strategies in place to ensure that highly-qualified individuals are employed. The corporation has high expectations for their

employees when it comes to valid licensing, positive community involvement, and most of all a commitment to students and the art of learning.

To find the right individual, administrators visit state College Recruitment Days and have direct interaction with local colleges and universities. Shelbyville Central Schools have an attractive website where vacancies are publicized and applications can be completed online. Employment opportunities are also posted on the Indiana Department of Education website ([www.doe.in.gov](http://www.doe.in.gov)). At Loper Elementary we also carefully observe student teachers and interns for potential future hire.

### **Parental Involvement**

In order to help parents become active participants in their child's education, technology is used as a tool to provide easy access to student data and as an extended learning tool. Parents utilize voice mail and/or email to access class or student information, and/or communicate with their child's teacher. Parents are also offered computer access to student grades through the school's website. Below is a list of opportunities for parent involvement at Loper Elementary:

PTO – Activities and Fundraisers

Classroom volunteers

Field trip Volunteers

Meet the Teacher Night

Parent Nights in Individual Grade Levels

School Performance Report

School Improvement Team

Title 1 Parent Meeting

Parent Home-School Compact

ESL Parent Program

District Parent Fair

Grandparents Night

Muffins with Moms Breakfast

Donuts with Dads Breakfast

Various Grade Level Music Programs

Extra-curricular Sports Events

Spell Bowl and Math Bowl

Awards/End of the Year Grade Level

Celebrations

#### Family Problem Solving

- Parents will be actively involved in the problem solving aspect of math. Classroom teachers will provide a weekly problem solving activity engaging parents and students together to strengthen students' problem solving skills. Gathering classroom data and student artifacts will assess implementation and will be recorded on the school newsletter.

#### Reading Logs

- Parents will monitor weekly reading comprehension through homework activities as assigned by the homeroom teacher. Grade level reading logs will be maintained by students and monitored by classroom teachers to verify parental involvement.

Parents are critical components to the family/school environment. Communication has been key to a successful intertwined relationship. Their child's teacher informs parents throughout the year through newsletters, emails, website, and phone calls. During parent conferences, parents are afforded a variety of information, which include testing results, classroom observations, and/or student recognitions. During the formal conference, teachers discuss classroom performance and standardized testing results, NWEA data, as well as other classroom assessments and observations with each parent. ILEARN results are sent home with report cards upon arrival from the State. Also, WIDA results will be sent home immediately upon arrival with student.

Loper Elementary is committed to building parental relationships. Parents will have the opportunity to review and make recommendations to the school improvement plan throughout the year. There is parental representation on the school improvement team that reflects Loper's parent concerns and perceptions.

### **Transition Plans**

#### **Pre-Kindergarten-Kindergarten**

Students and families transitioning from pre-kindergarten to kindergarten are provided with a number of opportunities and services to facilitate the transition period. Shelbyville Central Schools holds Parent Fair for incoming pre-kindergarten and kindergarten students, Back to School Night, and parent/student orientation. Shelbyville Central Schools collaborates with area preschools such as Head Start to inform them of the school's expectations, procedures, and opportunities.

Special education students in preschool have a case conference. Every participating preschool student has a transition conference before entering kindergarten.

#### **Jump Start Program**

Shelbyville Central Schools and the Shelby County Community Aspiration Early Childhood Development Action Team have developed a two to three-week summer program to help incoming kindergarteners' transition for the start of the new school year. The three weeks are used to help students become better prepared for the start of kindergarten.

#### **5<sup>th</sup> Grade – 6<sup>th</sup> Grade**

For many young adolescents the transition from fifth grade in elementary to middle school can be a time period of mixed emotions. New friends, new teachers, and new a school environment can bring out excitement and, at times, a little nervous energy for middle school students. Towards the end of second semester fifth graders take an informational visit/tour of the Middle School. Also, students in fifth grade take part in placement tests for Pre-Algebra and Music Aptitude Tests. Student information from the elementary level is passed on to the middle school at the conclusion of the school year.

This information may contain academic history, reading levels, Individualized Education Plans, or other pertinent student information that would help the student experience success at the middle level. There is also a transition that occurs for parents during this time. To help parents with the transition and to help them feel welcome, Shelbyville Central Schools has a parent orientation night held at Shelbyville Middle School for incoming sixth graders and parents.

Special Education students travel with their teacher of record to take a tour, eat lunch and try lockers. During 2<sup>nd</sup> semester at Loper, 6<sup>th</sup> grade guidance counselors also meet with 5<sup>th</sup> grade students to answer questions about the Middle School.

### **Schoolwide Mentoring Program – Teachers/Students**

Students who would benefit from a mentor at school have been identified. Participating teachers sign their name next to the student they wish to mentor. The mentor’s responsibilities may, but are not limited to, contacting the student over the summer and the first week of school, check on the student at midterm and end of nine weeks, and assist with talking to the student as needed. Additional opportunities may be added as the program evolves. The administration and social worker oversee this program.

Individual classrooms are encouraged to “buddy” with classes from different grade levels. This provides an extended opportunity for different aged children to interact. The feeling of community and school family is enriched as new friends are formed.

### **Opportunities for Teachers to be included in Decision-Making**

At Loper Elementary, classroom teachers participate in the analysis of student achievement data during twice monthly grade level collaborations. Special Education teachers, and other pertinent instructional and support staff may also join the meetings as needed. Data is shared frequently at staff meetings, building and corporation discussion meetings, and grade level meetings. Below are opportunities that teachers have to participate in assessment decision making:

PTO

Lead Teachers

SIP Team

E/LA Textbook Adoption

Math Textbook Adoption

STEM Committee

Curriculum Committee Discussion Team

90% Reading Goal

Early Release Wednesday - teachers collaborate in decision-making opportunities.

### **Timely Additional Assistance**

As Loper Elementary School goes from “good to great”, the faculty and administration recognize that data must guide instruction. All aspects of the formal standardized test are carefully evaluated when planning curriculum, instruction, and remediation. Below are programs/strategies that Loper utilizes to support those assessments.

### **Programs to Support Assessments**

Exact Path/Edmentum Reading  
and Math Program

ALEKS Math Program

Lexia for 4th and 5th Grade Students - Reading  
Program

MTSS Model

ELL Extended Learning  
Flexible Grouping  
Guided Reading Group  
Orton Gillingham Phonics Instruction  
AE Programs  
Reading Eggs  
Reflex Math  
IPAD Apps

### **Coordination and Integration of Federal, State, and Local Funds**

Although we are aware of the option to consolidate program funds, we have chosen not to consolidate programs. These programs include:

- Title I
- Title II, III
- Special Education Funds
- Grants
  - Blue River Foundation
  - Golden Opportunities

<b>School:</b> <i>Loper Elementary</i>		<b>Focus Area:</b> <i>Reading Comprehension</i>	
<b>Goal:</b> <i>By spring 2020, students in grades 3-5 will show mastery of the Indiana Academic Standards for College and Career Readiness in English/Language Arts as measured by the Indiana State Assessment by reaching 61% at or above proficiency level.</i>			
<b>Analysis of Data</b>		<b>Guiding Principles Leading to Strategies</b>	
<p><b>STRENGTHS:</b></p> <ul style="list-style-type: none"> <li>• 3<sup>rd</sup> grade students had a 3% higher pass rate on IREAD compared to the state average.</li> <li>• All-day Kindergarten offered to parents at no additional charge in SCS.</li> <li>• Loper had 100% participation of students in ILEARN testing in 2019.</li> <li>• 3<sup>rd</sup> grade had a 7% higher pass rate than the state average, 4<sup>th</sup> grade had a 14% higher pass rate than the state average, and 5<sup>th</sup> grade had a 7% higher pass rate than the state average.</li> </ul> <p><b>CHALLENGES:</b></p> <ul style="list-style-type: none"> <li>• Reduction of 23% overall pass rate from ISTEP+ to ILEARN</li> <li>• 53% of students in grades 3, 4, and 5 received a score at or above proficiency level on the 2019 ILEARN Test.</li> <li>• IREAD pass rates stayed at 90% from 2018 to 2019</li> <li>• 9% of ELL achieved at or above proficiency for the 2018-19 ILEARN test.</li> <li>• 13% of SPED achieved at or above proficiency for the 2018-19 ILEARN test.</li> </ul>		<p>The effective utilization of and response to data from research based programming (OG, Guided Reading, NWEA, Exact Path, and LEXIA) will lead to improved student mastery and retention of reading skills.</p> <p>Effective differentiation through Guided Reading furthers the ability to successfully monitor student capacity of decoding and comprehension.</p> <p>Appropriate usage of LEXIA, Exact Path/Edmentum, Reading Eggs, and Into Reading curriculum will allow for individual student growth, monitor growth gain/loss, and promote success by reaching students at their level.</p> <p>Fidelity to the Orton-Gillingham Approach of phonics and phonemic awareness instruction will benefit all-leveled readers by supporting and growing mastery of reading skills.</p> <p>Effective design of an MTSS process will allow teachers to identify students who are not growing or may need additional interventions to continue growing and implement necessary interventions to individual student learning.</p> <p>Developing a building level understanding of effective differentiation strategies and positive teacher belief that all students can learn will encompass a student’s success in school.</p> <p>Improving student attendance and time engaged in rich learning opportunities can only benefit an individual student’s capacity to learn.</p>	

School: <i>Loper Elementary</i>			Focus Area: <i>Reading Comprehension</i>				
<b>Goal:</b> <i>By spring 2020, students in grades 3-5 will show mastery of the Indiana Academic Standards for College and Career Readiness in English/Language Arts as measured by the Indiana State Assessment by reaching 61% at or above proficiency level.</i>							
<b>Benchmarks:</b>							
Year 1: By spring 2020, 80% of students in grades K-5 will meet or exceed their growth goal on NWEA EOY. By spring 2020, 80% of students in grades K-5 will be at Average, Average-High, or High as measured on NWEA EOY. By spring 2020, 61% of students in grades 3-5 will be at or above proficiency on ILEARN.							
Year 2: By spring 2021, 85% of students in grades K-5 will meet or exceed their growth goal on NWEA EOY. By spring 2021, 85% of students in grades K-5 will be at Average, Average-High, or High as measured on NWEA EOY. By spring 2021, 66% of students in grades 3-5 will be at or above proficiency on ILEARN.							
Year 3: By spring 2022, 90% of students in grades K-5 will meet or exceed their growth goal on NWEA EOY. By spring 2022, 90% of students in grades K-5 will be at Average, Average-High, or High as measured on NWEA EOY. By spring 2022, 71% of students in grades 3-5 will be at or above proficiency on ILEARN.							
Strategies			Supporting Professional Development and Assessment				
Begin Date	Action Steps	Person Responsible	Begin Date	Professional Development	Person Responsible	Evidence of Implementation	Evidence of Impact
8/2019	<b>General:</b> All teachers provide differentiated reading instruction 4x a week as developmentally appropriate through: <ul style="list-style-type: none"> <li>OG (K-2)</li> <li>Reading Curriculum</li> <li>Phonics, phonemic awareness, fluency, vocabulary &amp; comprehension</li> </ul>	Admin and Teachers	8/2019	Orton-Gillingham Phonics Training Smekens Literacy Reading Curriculum and Reading Adoption LEXIA training	Principal	Principal Observations	NWEA Dyslexia Screeners
8/2019	<b>Low Achievers:</b> Provide one-on-one and/or flexible small group instruction based on students' academic needs 4x a week <ul style="list-style-type: none"> <li>RtI</li> <li>NWEA groups</li> </ul>	Teachers	9/2019	Grade level weekly meetings NWEA Learning Continuum Planning Monthly Grade Data Meetings	Principal & Assistant Principal	Principal Observations MTSS Forms	NWEA
8/2019	<b>High Achievers:</b>	Teachers	9/2019	Indiana Association of the Gifted Conference	Principal	Principal Observations	NWEA

	Provide activities incorporating higher order thinking skills guided reading extension activities at least 2x a week			KidBiz training			
8/2019	<p><b>Parental Involvement:</b> Parents support reading comprehension by reading 20 minutes every night with students and by participating in school-parent events such as:</p> <ul style="list-style-type: none"> <li>• Reading/Literacy Night</li> <li>• Grandparent's Night</li> <li>• Meet the Teacher Night</li> <li>• Muffins with Mom &amp; Donuts with Dad</li> <li>• Kindergarten Parent Fair</li> <li>• Parent/Teacher Conferences</li> <li>• Musical/Veteran's Day Program/ 2<sup>nd</sup> Grade Christmas Program/ 5<sup>th</sup> Grade Graduation/ Kindergarten Graduation</li> <li>• PTO Spring Fling</li> <li>• 5<sup>th</sup> Grade Dance</li> <li>• Title 1 Night &amp; ESL Night</li> </ul>	Admin, Staff, and Parents	8/2018	Back to School Night	Principal, Staff	Attendance Sign-In Sheets	Parent Climate Survey
8/2019	<p><b>Technology:</b> Programs:</p> <ul style="list-style-type: none"> <li>• Lexia (3-5)</li> <li>• Exact Path/Edmentum</li> <li>• Study Island</li> <li>• Learning.com</li> </ul> <p>Computer Lab Technology Curriculum</p>	Teachers and Computer Lab Asst.	8/2019	Program Training	Principal, Staff	NWEA and Lexia Reports of Growth and Achievement	NWEA



**School:** *Loper Elementary*

**Goal:** *By spring 2020, students in grades 3-5 will show mastery of the Indiana Academic Standards for College and Career Readiness in English/Language Arts as measured by the Indiana State Assessment by reaching 61% at or above proficiency level.*

<b>Formative Assessments In 2019-2020 school year</b>	<b>Interim Checkpoint #1 Deadline: January 2020</b>	<b>Interim Checkpoint #2 Deadline: March 2020</b>	<b>Interim Checkpoint #3 Deadline: April 2020</b>	<b>Interim Checkpoint #4 Deadline: August 2020</b>
<p><b>Impact Assessment</b> <i>What are the student results?</i></p> <p>ILEARN NWEA IREAD</p> <p><b>Implementation Assessment</b> <i>Are we doing it?</i></p> <p>Instruction of phonics, phonemic awareness, fluency, vocabulary and comprehension</p> <p>Targeted one-on-one and/or flexible small group instruction for all learners on appropriate items as identified by the NWEA Learning Continuum and ILEARN Blueprint Impact Standards</p>	<p>Review Winter NWEA Reading results for grades K-5</p> <p>Review and analyze Dyslexia Screener data for grades K-2</p> <p>Review and analyze data from principal observations as well</p> <p>Review and analyze data from Winter NWEA Reading assessment to identify student growth in specific categories</p>	<p>Review and analyze NWEA data for grades K-2</p> <p>Review and analyze data from principal observations as well</p>	<p>Review Spring NWEA Reading results for grades K-5</p> <p>Review and analyze Dyslexia Screen data for grades K-2</p> <p>Review and analyze IREAD results and plan for those who did not pass</p> <p>Review and analyze data from principal observations as well</p> <p>Review and analyze data from Spring NWEA Reading assessment to identify student growth in specific categories</p>	<p>Review Fall NWEA Reading results for grades K-5</p> <p>Review and analyze Dyslexia Screener data for grades K-2</p> <p>Review and analyze ILEARN results from previous Spring</p> <p>Review and analyze IREAD results from previous Summer</p> <p>Review and analyze data from principal observations as well</p> <p>Review and analyze data from Fall NWEA Reading assessment to identify student growth in specific categories</p>

**School:** *Loper Elementary*

**Focus Area:** *Problem solving*

**Goal:** *By spring 2020, students in grades 3-5 will show mastery of the Indiana Academic Standards for College and Career Readiness in Mathematics as measured by the Indiana State Assessment by reaching 73% at or above proficiency level.*

Analysis of Data	Guiding Principles Leading to Strategies
<p><b>STRENGTHS:</b></p> <ul style="list-style-type: none"> <li>• Grades 3-5 ILEARN Math scores were 15% higher than the state average.</li> <li>• 94% of kindergarten students met growth goal on EOY NWEA.</li> <li>• 84% of 1<sup>st</sup> grade students met growth goal on EOY NWEA.</li> <li>• 80% of 4<sup>th</sup> grade students met growth goal on EOY NWEA.</li> <li>• 3<sup>rd</sup> grade had a 7%, 4<sup>th</sup> grade 15%, 5<sup>th</sup> grade 6% higher at or above proficiency rate than state average on the ILEARN assessment</li> </ul> <p><b>CHALLENGES:</b></p> <ul style="list-style-type: none"> <li>• 52% of 2<sup>nd</sup> grade students met growth goal on EOY NWEA.</li> <li>• Reduction of 16% of students passing 2017-18 ISTEP+ Math compared to 2018-19 ILEARN Math.</li> <li>• 17% of SPED students scored at or above proficiency on ILEARN Math.</li> <li>• 43% of ELL students scored at or above proficiency on ILEARN Math.</li> </ul>	<p>Effective utilization of research based core mathematics curriculum Everyday Mathematics in grades K-5 will provide relevant instruction guided by Indiana State Standards.</p> <p>Use of ALEKS, Reflex, Math Eggs, and Exact Path/Edmentum programs will help close gaps in student learning by individually targeting areas of need for each child.</p> <p>Identification of individual student growth areas utilizing NWEA Learning Continuum and planning by grade level teams for Tier 2 and 3 groups will improve growth indicators and improve student achievement over time.</p> <p>Effective design of an MTSS process will allow teachers to identify students who are not growing or may need additional interventions to continue growing and implement necessary interventions to individual student learning.</p> <p>Developing a building level understanding of effective differentiation strategies and positive teacher belief that all students can learn will encompass a student's success in school.</p> <p>Improving student attendance and time engaged in rich learning opportunities can only benefit an individual student's capacity to learn.</p>



8/2019	<p><b>High Achievers:</b> Provide opportunities for critical thinking, discussion and application in enrichment groups at least 4 days per week for students in grades K-2 and in additional NWEA enrichment groups at least 3 days per week in grades 3-5.</p>	Instructional Staff	9/2019	Grade level collaboration on flexible small groups weekly and monthly	Principals, Instructional Staff	Principal Observations, Instructional Audit, & NWEA Planning Sheet	NWEA
8/2019	<p><b>Parental Involvement:</b> Parents participate daily in their student learning of mathematics by completing the <u>Everyday Math</u> Home Links with their child for 10-15 minutes each evening</p> <p>School is also investigating the development of an <u>Everyday Math</u> game night to allow students and parents to come to school to play engaging math games.</p>	Admin, Staff, and Parents	9/2019	Parents learn from the Home Links alongside their child and will participate with teachers when the game night is developed.	Admin, Staff, and Parents	Attendance Sign-In Sheets	NWEA
8/2019	<p><b>Technology:</b> Use of technology to support math instruction daily include ALEKS, IXL, and Reflex Math</p>	Instructional Staff	9/2019	Teachers provided with continual training on these programs	Admin & Staff	Program Reports	NWEA

<b>School:</b> <i>Loper Elementary</i>				
<b>Goal:</b> <i>By spring 2020, students in grades 3-5 will show mastery of the Indiana Academic Standards for College and Career Readiness in Mathematics as measured by the Indiana State Assessment by reaching 73% at or above proficiency level.</i>				
<b>Formative Assessments In 2018-2019 school year</b>	<b>Interim Checkpoint #1 Deadline: January 2020</b>	<b>Interim Checkpoint #2 Deadline: March 2020</b>	<b>Interim Checkpoint #3 Deadline: April 2020</b>	<b>Interim Checkpoint #4 Deadline: August 2020</b>
<p><b>Impact Assessment</b> <i>What are the student results?</i></p> <p>ILEARN NWEA</p> <p><b>Implementation Assessment</b> <i>Are we doing it?</i></p> <p>Instruction of phonics, phonemic awareness, fluency, vocabulary and comprehension</p> <p>Targeted one-on-one and/or flexible small group instruction for all learners on appropriate items as identified by the NWEA Learning Continuum and ILEARN Blueprint Impact Standards</p>	<p>Review Winter NWEA Math results for grades K-5</p> <p>Review and analyze an instructional audit of small and flexible groups based on NWEA Learning Continuum</p> <p>Review and analyze data from principal observations as well</p> <p>Review and analyze data from Winter NWEA Math assessment to identify student growth in specific categories</p>	<p>Review and analyze an instructional audit of small and flexible groups based on NWEA Learning Continuum</p> <p>Review and analyze data from principal observations as well</p>	<p>Review Spring NWEA Math results for grades K-5</p> <p>Review and analyze IREAD results and plan for those who did not pass</p> <p>Review and analyze an instructional audit of small and flexible groups based on NWEA Learning Continuum</p> <p>Review and analyze data from principal observations as well</p> <p>Review and analyze data from Spring NWEA Math assessment to identify student growth in specific categories</p>	<p>Review Fall NWEA Math results for grades K-5</p> <p>Review and analyze ILEARN results from previous Spring</p> <p>Review and analyze data from principal observations as well</p> <p>Review and analyze data from Fall NWEA Math assessment to identify student growth in specific categories</p>

# APPENDIX

# **COMPREHENSIVE NEEDS ASSESSMENT**

## **STRENGTHS**

- Grade 3 90% passing IREAD (2019)
- 3<sup>rd</sup> grade had a 7% higher pass rate than the state average, 4<sup>th</sup> grade had a 14% higher pass rate than the state average, and 5<sup>th</sup> grade had a 7% higher pass rate than the state average.
- Loper received an “A” rating for 2018-19
- 11% higher than state average at or above proficiency on ELA and Math ILEARN
- Grades 3-5 ILEARN Math scores were 15% higher than the state average.
- 94% of kindergarten students met growth goal on EOY NWEA.
- 84% of 1<sup>st</sup> grade students met growth goal on EOY NWEA.
- 80% of 4<sup>th</sup> grade students met growth goal on EOY NWEA.
- 3<sup>rd</sup> grade had a 7%, 4<sup>th</sup> grade 15%, 5<sup>th</sup> grade 6% higher at or above proficiency rate than state average on the ILEARN assessment
- There are a tremendous number of programs for at-risk students and parents/families.
- Loper uses school data to drive instruction and remediation
- Teacher collaboration is strong.
- Parent attendance at school functions is strong.

## **CHALLENGES**

- Reduction of 23% overall pass rate from ISTEP+ to ILEARN
- 53% of students in grades 3, 4, and 5 received a score at or above proficiency level on the 2019 ILEARN Test.
- IREAD pass rates stayed at 90% from 2018 to 2019
- 9% of ELL achieved at or above proficiency for the 2018-19 ILEARN ELA test.
- 13% of SPED achieved at or above proficiency for the 2018-19 ILEARN ELA test.
- 52% of 2<sup>nd</sup> grade students met growth goal on EOY NWEA Math.
- Reduction of 16% of students passing 2017-18 ISTEP+ Math compared to 2018-19 ILEARN Math.
- 17% of SPED students scored at or above proficiency on ILEARN Math.
- 43% of ELL students scored at or above proficiency on ILEARN Math.
- Free/reduced lunch, sp. ed. & ESL populations have all increased.
- The % of parents volunteering at school functions is relatively small.

## **Guiding Principles**

### **Reading Comprehension**

*The use of direct and explicit reading instruction leads to an increase in reading scores.*

Resource 1: International Reading Association (Adopted by Board of Directors). (2000) "Excellent Reading Teachers: A position statement of the International Reading Association, 219-224.

Resource 2: Holloway, John H. (2004). "Family Literacy." Research Link

Resource 3: Wherry, John. (2005). "10 Things Any School Can Do to Build Parent Involvement." National Educator's Conference

Resource 4: Friend, Marilyn. (2005) "Creating Schools in Which All Students Can Succeed." *Kappa Delta Pi Record* 1-7.

*Differentiated reading furthers the ability to successfully read and understand the text.*

Resource 1: Ivey, Gay. (2000) "Redesigning Reading Instruction." *Educational Leadership*, 42-45.

Resource 2: Friend, Marilyn. (2005) "Creating Schools in Which All Students Can Succeed." *Kappa Delta Pi Record* 1-7.

Resource 3: International Reading Association (Adopted by Board of Directors). (2000). "Excellent Reading Teachers: A position statement of the International Reading Association, 219-224.

Resource 4: Moorefield, L. (2004) "Reluctant Readers: How to Help Students Who Can't, Don't or Won't Read." ASCD Publication in Classroom Leadership: What Research Says About Reading, 7, 7.

*Increasing instructional time along with a wider range of materials cultivates students' interests, fluency, and comprehension skills.*

Resource 1: International Reading Association (Adopted by Board of Directors). (2000) "Excellent Reading Teachers: A position statement of the International Reading Association, 219-224.

Resource 2: Ivey, Gay. (2000) "Redesigning Reading Instruction." *Educational Leadership* 42-45.

Resource 3: Friend, Marilyn. (2005) "Creating Schools in Which All Students Can Succeed." *Kappa Delta Pi Record* 1-7.

Resource 4: Musti-Rao, Shobana. and Cartledge, Gwendolyn. (2007) "Delivering What Urban Readers Need." *Educational Leadership* 56-61.

*Early intervention and supplemental instruction fosters the opportunity for readers to flourish and make genuine gains in reading skills.*



Resource 1: Musti-Rao, Shobana and Cartledge, Gwendolyn. (2007). "Delivering What Urban Readers Need." *Educational Leadership* 56-61.

Resource 2: Neuman, Susan B. (2007). "Changing the Odds." *Educational Leadership*, 65, 2, 16-21.

Resource 3: Moats, Louisa. "When Older Students Can't Read." *LD Online* 2002  
<http://ldonline.org/article/8025>

Resource 4: Perkins-Gough, Deborah. (2007). "Giving Interventions A Head Start." *Educational Leadership*, 65, 2, 8-14.

Resource 5: International Reading Association (Adopted by Board of Directors). (2000) "Excellent Reading Teachers: A position statement of the International Reading Association, 219-224.

Resource 6: Friend, Marilyn. (2005) "Creating Schools in Which All Students Can Succeed." *Kappa Delta Pi Record* 1-7.

Resource 7: Chappuls, Stephen and Jan. (2007-2008) "The Best Value in Formative Assessment." *Educational Leadership*, 65, 4, 14-19

***Increasing the amount of direct instruction and intervention proportionate to students' assessed needs accelerates reading growth for at-risk students.***

Resource 1: Fielding, Lynn, Kerr, Nancy, Rosier, Paul. (2004) Delivering the Promise, 2004 Washington: The New Foundation Press.

Resource 2: Chappuls, Stephen and Jan. (2007-2008) "The Best Value in Formative Assessment." *Educational Leadership*, 65, 4, 14-19

Resource 3: Friend, Marilyn. (2005) "Creating Schools in Which All Students Can Succeed." *Kappa Delta Pi Record* 1-7.

Resource 4: Perkins-Gough, Deborah. (2007). "Giving Interventions A Head Start." *Educational Leadership* 65, 2, 8-14.

Resource 5: Holloway, John H. (2004). "Family Literacy." Research Link

***Home-based practice materials convey to students that the school community is working together to foster learning.***

Resource 1: Musti-Rao, Shobana. and Cartledge, Gwendolyn. (2007) "Delivering What Urban Readers Need." *Educational Leadership* 56-61.

Resource 2: Michigan Department of Education. (2002). "What Research Says About Parent Involvement in Children's Literature."

Resource 3: Angle, Mark A., Porter, Mary, Rhodes, Jean Ann (2007). "Parents as Partners." <http://www.teachingK-8.com>

Resource 4: Wherry, John. (2005). "10 Things Any School Can Do to Build Parent Involvement." National Educator's Conference

Resource 5: Holloway, John H. (2004). "Family Literacy." Research Link

***Modeling strategies improves early literacy skills and oral skills.***

Resource 1: International Reading Association (Adopted by Board of Directors). (2000) "Excellent Reading Teachers: A position statement of the International Reading Association, 219-224.

Resource 2: Moats, Louisa. "When Older Students Can't Read." *LD Online* 2002  
<http://ldonline.org/article/8025>

Resource 3: Musti-Rao, Shobana and Cartledge, Gwendolyn. (2007) "Delivering What Urban Readers Need." *Educational Leadership* 56-61.

Resource 4: Neuman, Susan B. (2007). "Changing the Odds." *Educational Leadership*, 65, 2, 16-21.

Resource 5: Sornson, Bob. (2007) "The Early Learning Success Initiative." Bob Sornson. *Educational Leadership* 42-43.

***Differentiated learning and teachers' beliefs encompass a student's success in school.***

Resource 1: Friend, Marilyn. (2005) "Creating Schools in Which All Students Can Succeed." *Kappa Delta Pi Record* 1-7.

Resource 2: Wherry, John. (2005). "10 Things Any School Can Do to Build Parent Involvement." National Educator's Conference

Resource 3: Hall, Phillip and Nancy. (2003). "Building Relationships with Challenging Children." *Educational Leadership* 60-63.

**Problem Solving**

***Explaining problem solving processes and discussing how math is used in real world deepens understanding of concepts and clarifies their thinking.***

Resource 1: Burns, Marilyn. (2007). "Nine Ways to Catch Kids Up." *Educational Leadership* 65, 3, 16-21.

Resource 2: Checkley, Kathy. Trends in Mathematics, Chapter 1: The Essentials of Mathematics, K-6 Effective Curriculum, Instruction, and Assessment.

Resource 3: Turner, Joseph M. (2003). "Math Anxiety: Overcoming a Major Obstacle to Improve Student Math Performances." <http://www.BNET.com>

***Emphasizing algebraic thinking, problem solving, and communication in math increases student achievement in math.***

Resource 1: Burns, Marilyn. (2007). "Nine Ways to Catch Kids Up." *Educational Leadership* 65, 3, 16-21.

Resource 2: Checkley, Kathy. Trends in Mathematics, Chapter 1: The Essentials of Mathematics, K-6 Effective Curriculum, Instruction, and Assessment.

Resource 3: Marzano, Robert. ( ). "Explorations for Writing in Mathematics." The Write Math.  
Marzano.

Resource 4: Turner, Joseph M. (2003). "Math Anxiety: Overcoming a Major Obstacle to Improve Student Math Performances." <http://www.BNET.com>

***The use of process and problem solving activities increases students' engagement in math.***

Resource 1: Burns, Marilyn. (2007). "Nine Ways to Catch Kids Up." *Educational Leadership* 65, 3, 16-21.

Resource 2: Checkley, Kathy. Trends in Mathematics, Chapter 1: The Essentials of Mathematics, K-6 Effective Curriculum, Instruction, and Assessment.

Resource 3: Turner, Joseph M. (2003). "Math Anxiety: Overcoming a Major Obstacle to Improve Student Math Performances." <http://www.BNET.com>

Resource 4: Stigler, James W. and Hiebert, James. (2004). "Improving Mathematics Teaching." *Educational Leadership* 61, 5, 12-17.

***Early intervention improves the at-risk students' chance for success.***

Resource 1: Neuman, Susan B. (2007). "Changing the Odds." *Educational Leadership* 65, 2, 16-21.

Resource 2: Musti-Rao, Shobana and Cartledge, Gwendolyn. (2007) "Delivering What Urban Readers Need." *Educational Leadership* 56-61.

Resource 3: International Reading Association (Adopted by Board of Directors). (2000) "Excellent Reading Teachers: A position statement of the International Reading Association, 219-224.

Resource 4: Moats, Louisa. "When Older Students Can't Read." *LD Online* 2002  
<http://ldonline.org/article/8025>

Resource 5: Perkins-Gough, Deborah. (2007). "Giving Interventions A Head Start." *Educational Leadership* 65, 2, 8-14.

Resource 6: Walser, Nancy. ( 2007). "Response to Intervention: A new approach to reading instruction aims to catch struggling readers early." *Harvard Education Letter*.

***Parent involvement in their child's education leads to the likelihood of greater student achievement academically and socially.***

Resource 1: Wherry, John. (2005). "10 Things Any School Can Do to Build Parent Involvement." National Educator's Conference

Resource 2: Michigan Department of Education. (2002). "What Research Says About Parent Involvement in Children's Literature."

Resource 3: Indiana Center for Family, School, and Community Partnerships. (1998) Partners for Learning 2:2.

Resource 4: Holloway, John H. (2004). "Family Literacy." Research Link

Resource 5: Angle, Mark A., Porter, Mary, Rhodes, Jean Ann (2007). "Parents as Partners." <http://www.teachingK-8.com>

## **Professional Development Data Statements**

According to the professional development rubric, 60% of the teachers noted clear knowledge and application levels for phonics and phonemic awareness instruction with 40% at a complete level applying it frequently.

When using direct instruction, 62% of the teachers indicated they had a complete knowledge level and used it frequently.

95% of the teachers indicated adequate knowledge and application levels when instructing in vocabulary development while 30% understood it completely and incorporated it frequently.

When assessing fluency, 64% of teachers indicated they were clear on these instructional practices and 17% taught fluency instruction frequently.

When incorporating higher order thinking skills into guided reading, 40% of the teachers indicated an adequate knowledge and application level in this area and 7% used this frequently.

When teaching strategies for math problem solving (Four-Stage Routine of Support), 31% of the teachers indicated a clear understanding in both the knowledge and application levels with 4% implementing it frequently.

52% of the teachers indicated that they completely understood how to utilize hands-on materials and used them frequently during mathematics instruction.

For the process of teaching critical thinking in math applications, 54% of the teachers indicated adequate levels of knowledge and application and 6% felt completely knowledgeable and applied it often.

32% of the teachers understood how to use math software and used it occasionally with 7% using it frequently.

## Timeline 2019-20 School Year

August 2019	Back to school activities, outline expectations for Parents and explain their role in the child's year  NWEA grades K-5 (E/LA, Math)
September 2019	Grandparent/Special Persons Night ELL Parent Nights
October 2019	Parent Teacher Conferences Checkpoint #4, Review and Revise 18-19 plan
November 2019	
December 2019	NWEA Grades K-5 (E/LA, Math)
January 2020	Checkpoint #1
February 2020	
March 2020	Checkpoint #2 IREAD Grade 3 NWEA Kindergarten-5 <sup>th</sup> Grade
April 2020	ILEARN Loperfest
May 2020	Checkpoint # 3
August 2020	Checkpoint #4

Blue print = Schoolwide Action  
Green print = Professional Development  
Red print = Student Assessments  
Orange print = Schoolwide