

## **School Improvement Team**

2018-19

Roberta Heffner-Title I  
Elisa Schackow-4th grade/Coach  
Cory Reinhardt-3rd grade  
Stacey Egli-Special Education  
Dawn Miller-1st grade  
Becky Siegel-Principal

### **Community Members**

Heather Norberg-Parent  
Doretta Yoder-Parent  
Jim Warrener-Parent  
Abby Vaughn-Parent

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TOPEKA ELEMENTARY SCHOOL  
SCHOOL IMPROVEMENT PLAN  
2018-19

**GENERAL SCHOOL INFORMATION**

Corporation Name: Westview School Corporation

Corporation Number: 4525

School Year: 2018-19

School: Topeka Elementary School

Grades: K-4

Address: P.O. Box 39  
138 School Street  
Topeka, IN 46571

Telephone: 260-593-2897

Fax: 260-593-2899

Principal: Becky Siegel

Enrollment: 321

School Number: 3698

Submission Date: August 2018

# 1. INTRODUCTION

## A. NARRATIVE & CULTURAL AWARENESS

Topeka Elementary School is part of the Westview School Corporation, located in northeastern Indiana in LaGrange County. Original construction of the one story building took place in the early 1950s with several construction projects taking place over the years.

Kindergarten has four sections of all day, everyday class. There are four sections of kindergarten, four sections of first grade, three sections of second grade, four sections of third grade, and three sections of fourth grade. The building has a gymnasium, a cafeteria with a full service kitchen, a thirty station networked computer lab, networked teacher workstations in the classrooms, a media center, clinic, a resource room, a music room, art room, and two Title I rooms. Fourteen rooms are used for regular education.

The total enrollment is 321. The following is a breakdown of each level:

Kindergarten: 79	First Grade: 56	Second Grade: 71
Third Grade: 57	Fourth Grade: 58	

The building staff includes:

Regular Education Teachers: 15	Special Education Teachers: 1
Title I Teachers: 3	Student Interventionist: 1
Assistants: 8	Technology Assistant: 1
Secretary: 1	Librarian: 1
Custodians: 3	Cafeteria: 3
Lunch Clerk: 1	PLC Coach: 1
Nurse: 1	Principal: 1
Noon/Cafeteria Supervision: 2	Speech/Language: 1
Art Teacher: 1	Music Teacher: 1
P.E. Teacher: 2	School Psychologist: 1
EL Assistant: 1	

Socioeconomically, the majority of parents of Topeka Elementary students work in industry, farming, or business.

- The student population is 40% English speaking and 60% are non English speaking.
- Approximately 75% of students are bussed to and from school
- 37% of students receive free or reduced lunches

There are many programs offered at Topeka Elementary School. Title I support is available for students in grades kindergarten through fourth for reading and math. Differentiated instruction is provided for students in kindergarten through fourth grade identified as high ability. Special services are provided for students who qualify.

- 7% of the student population is enrolled in Special Education
- 15-20% of students participate in Title I programs

- 3% of students participate in High Ability clustering

### Cultural Competency

The ethnic makeup of our students is very unique. Our Amish population lives without modern conveniences such as electricity and automobiles. They have had very little exposure to areas outside of our community. Currently, thirty-eight Muslim students who speak Arabic are enrolled. The Building Blocks program in kindergarten has been a way to immerse these students in the English language. In grades K-4, the Title I staff and the ELL Assistant can work with students either one on one or in small groups to continue language development. The teachers provide as many experiences in the classroom to build the background knowledge that is needed. The Amish have always been a part of our community and we have good working relationships and trust with them. As a staff, we are still in need of learning about the Arabic culture. Information is shared among staff regarding this culture.

The community supports Topeka Elementary School in various ways. A Parent Teacher Organization is involved and holds bi-monthly meetings. At these monthly meetings the School Improvement Plan is reviewed and an update is provided to the parents. The PTO plans a spring carnival or fall chili supper for the families. This organization provides monies for each teacher to buy extra supplies for classroom projects and bimonthly staff appreciation activities are planned. They also provide money for school activities and special projects.

The school maintains a volunteer (VIP) program that pairs willing members of the community, usually retired citizens, with classrooms. Parents and other adult community members volunteer throughout the school year. Local businesses and churches support the school through financial and material donations for special needs.

### B. DESCRIPTION AND LOCATION OF CURRICULUM

Lessons are designed to address the Indiana College and Career Ready Standards in all subject areas. Resources used to integrate these standards include: adopted texts, trade books, manipulatives, and study trips. The Four Blocks model, along with the 6 +1 Writing Traits model, are used as frameworks for reading and language arts instruction. The State of Indiana recommendations for instructional time requirements are used as guidelines as teachers plan their teaching segments. Each teacher has a copy of the most current standards.

### C. ASSESSMENTS

Topeka Elementary teachers use various assessment tools throughout the school year. State mandated ISTEP+ testing occurs in the third and fourth grade classrooms in each school year. Third graders will complete IRead and kindergarten students will be added to NWEA testing. Following is a list of additional assessments that are used:

**KTEA/KBIT:** These basic diagnostic battery tests are used to assess newly enrolled students to ensure accurate placement for any needed services. These tests are also used to document progress and/or digression of students that are brought to the child study team.

**Observations & 1-1 Conferences:** Teachers are using checklists to observe student achievement during weekly conferences. Anecdotal notes are also a part of this assessment.

**Speech & Language Screens:** Students in kindergarten and first grade are seen briefly by the Speech and Language Pathologist to determine if there are concerns or if further testing needs to take place. Teachers can refer students for this screen at any grade level.

**SEEK Screening:** Incoming kindergarten students and new first graders participate in an extensive, multi assessment process to determine learning strengths and areas of concern.

**Reading Theme Tests/Math Chapter Tests:** These assessments are available to use once a theme or chapter has been completed. The textbook publisher has provided these assessments.

**Rubrics:** Numerous rubrics are used throughout the grade levels to assess student work. The state rubric is used to score the writing portion of the common assessment.

**Health Screening:** Vision and hearing assessments are conducted using the prescribed guidelines from the state. OT/PT evaluations occur on a needed basis. The Connors rating scale and the McCarney Behavioral Rating are used to assist teachers when the need arises for behavioral documentation.

**Journals/Published Writings:** Students in first through fourth grades write in a journal on a daily basis. After conferencing with the teacher the student selects which pieces are published.

**NWEA:** This computerized assessment will be used for students in grades K-4 in the fall, winter, and spring to monitor growth and instruction needs.

**Accelerated Reader:** This is available for students in 2<sup>nd</sup>-4<sup>th</sup> grade.

**Young Hoosier Books:** Fourth grade students participate in this program of reading and computerized comprehension checks.

**WRAT/PIAT-R:** Students receiving special education services are tested annually to determine goals and placement options.

**WIDA:** Used to monitor ELL students to determine level of language and vocabulary.

**YCAT:** Used to assess kindergarten students when needing additional data for the STAT team.

**DIBELS:** Used for progress monitoring for Title I students and other students referred to the STAT team.

## 2. MISSION AND BELIEFS

### MISSION STATEMENT TOPEKA ELEMENTARY SCHOOL

We are a diverse school that will work with family, home, and community. Our students will learn at their highest potential, while showing respect and appreciation for all people.

### BELIEF STATEMENT TOPEKA ELEMENTARY SCHOOL

Where as...

- All students can learn
- Accountability to promote learning is important
- Attitudes and expectations of community, parents and teachers are reflected in students
- The interaction of home, community, and school is essential to quality education by providing a safe, respectful environment.

- Experience enhances learning
- Learning is a continuous, life-long process of observation and problem solving

**We therefore believe...**

- Accountability for learning should be shared by home, school, and community
- All individuals and their cultures should be treated with respect
- Education should develop an individual’s self respect and accommodate physical, emotional, academic, and social needs.
- In building a sense of community in our school by providing an inviting, safe and structured environment
- Education should promote creativity, critical thinking, and the enjoyment of learning
- Education should address basic academic, life and social skills essential for becoming independent adults
- Students should be directed and challenged to strive toward their highest potential
- School and classroom practice should be based on the best current research

**3. SUMMARY OF DATA**

Included in Appendix A is a compilation of data concerning performance indicators, educational programming, and learning environment.

**4. CONCLUSIONS OF EDUCATIONAL PROGRAMS**

**A. CURRICULUM SUPPORTS STANDARDS**

Teachers are currently working during collaborative sessions to align the curriculum with the the Indiana Academic Standards in all subject areas. Tailoring lesson plans to address these standards has been a district level expectation. Integrating the Science and Social Studies standards into the guided reading block is an ongoing goal.

**B. INSTRUCTIONAL STRAGTEGIES SUPPORT STANDARDS**

The Indiana Academic Standards will continue to drive instruction at Topeka Elementary School. Teachers have developed numerous checklists and rubrics, based on the standards, for use while conferencing individually with students to assess progress of the students in meeting the reading and writing standards. Phonics, decoding, and spelling skills are taught in meaningful ways with opportunity for application. Teachers model specific skills and strategies with time for application and conferencing. Multiple read aloud times provide opportunities for differing genre to be presented to students. Students are provided time on a daily basis to practice and develop their reading and writing skills. Students are expected to share reading and writing examples with the class on a regular basis. Small group instruction is being developed to use during the Guided Reading block to focus on the skills and standards that students need. Teachers are working on differentiation to help students grow from where they are.

Math lessons are created by using the standards as a foundation. Lessons fit into direct instruction, calendar, problem solving, and perfect practice. Teachers assess math facts on a weekly basis to build mastery. Varied resources for students and teachers are found in the school media center. Our librarian works cooperatively with teachers to provide materials that support curricular areas and models the use of media resources. The media center also supports curriculum with computerized assessment of Young Hoosier Books. The computer lab provides opportunities for students to connect with the larger world through use of the Internet, as well as, practice and develop skills in content and process areas of instruction.

### C. ANALYSIS OF STUDENT ACHIEVEMENT

Topeka Elementary systematically tracks student progress through Awareness Conferences in October (allowing time for the teacher to gain personal insight) and Needs Conferences in April. These conferences are designed to give the team members (classroom teacher, principal, nurse, Title I teacher, Special Education teacher, and Speech Therapist) an opportunity to discuss achievement and learning style as well as social, emotional, and behavioral issues that may be affecting progress. The Awareness Conference allows the teacher to become aware of information that will assist in meeting individual student needs. Needs Conferences are conducted at the end of the school year to document progress and/or change that has taken place over the school year. This information is used as a needs assessment in planning for the following year. Continued documentation from these conferences is maintained on a student service log and a profile sheet.

An electronic reporting system for parents has been implemented. This computer-generated report is directly related to the Indiana Academic Standards and shows grades, progress made, and whether a student is below, within, or above grade level standards. The Life Skills are also documented on the parent report every grading period.

The child study team, known as STAT, may also review student achievement. This team meets on a monthly basis to discuss interventions that can be used to assist struggling students whether it is for academic and/or behavioral issues. A process has been established for students to be referred.

High Ability program placement is based upon an accumulation of achievement data. Students are selected during Needs Conferences in the spring after reviewing the data with a team of staff members and the principal.

Title I teachers use a variety of data to determine which students are selected for additional assistance. This information is reviewed with classroom teachers to work with students needing additional support.

Third and fourth grade teachers are asked to review the ISTEP+ results once results have been received. These teachers meet with the principal to discuss the plan needed for the students that did not pass in either qualifying area. Remediation is an option for after school hours or over the summer.

Teachers continue to develop quarterly assessments to track student achievement. Teachers will continue to work with NWEA data to develop benchmarks to monitor student achievement.

#### D. PARENTAL PARTICIPATION IN THE SCHOOL

The parents at Topeka Elementary are very supportive. This is evidenced in many ways:

- 99% of parents attend Parent Teacher Conferences in the fall
- Parents receive either a Friday Folder or a bi-weekly informative letter from teachers
- Parents participate in classroom activities when invited
- Parents read to their children and complete reading logs to document reading requirements
- Parents help chaperone field trips
- Parents supply what is needed when asked
- Parents volunteer to lead the Jr. Achievement program
- Teachers are encouraged to invite parents to participate in classroom activities when appropriate
- Parents volunteer to participate on the PTO as board members along with assisting with PTO activities.

#### E. TECHNOLOGY AS A LEARNING TOOL

Topeka Elementary houses a thirty station networked computer lab. Additionally the lab houses an automated screen that allows teachers to project their lesson or a student project to the entire class. The majority of the software on the computers is used for enrichment activities, developing creativity, writing, or practice of specific skills. Lessons have been designed involving accessing the Internet for research. (Signed permission must be on file before independently engaging in the Internet lesson.) Software on the networked computers includes:

ABC World	Accelerated Reader	Athena	Billiards & Homonyms
Carmen San Diego	Chuck Wagon Bill	Coloring Book	Electric Math Chalkboard Kidspiration
Heartsoft Coin Changer	Heartsoft Time Turtle	KidPix	Picture Phonics
Mathosaurus II	Memory Master	Mighty Math Carnival Countdown	Splish Splash Math
Reading Rodeo Consonants STAR	Sleuth Master	Spinner's Choice	The Bubblegum Machine
Ultrakey	Wild West Math	The Great American States Race	Microsoft Word Essential Skills
Microsoft Publisher	Microsoft PowerPoint	Word Capture Microsoft Excel	

Each of the classrooms house a networked teacher station and student work station. This allows the teacher to find resources to plan lessons, provide communication to parents, communicate with other professionals, and keep anecdotal records. The students have an opportunity to use the designated work station as the teacher deems necessary.

There are digital cameras available for teacher check out to enhance or record learning. One PC ready television is available for teachers to use for large group instruction outside of the lab. Each classroom space has a projector/screen to use to broadcast instruction.

The Media Center is also computerized allowing the media specialist or teacher to track books and readily aid students. Teachers have easy access to finding books that supplement and enrich the standards that are being taught using their individual workstations.

The NWEA test is a computerized assessment, which provides data to teachers for quick use. Our reporting system (report card) is computer generated along with our student data system so teachers have valuable information readily available to them.

The staff has opportunity to provide input on the professional development that they need along with any additions in software they would like to add to the current network.

#### F. SAFE AND DISCIPLINED LEARNING ENVIRONMENT

All of the staff and students at Topeka Elementary School work in concert to provide a safe and disciplined learning environment by:

- Reciting a school pledge together via announcements three days a week:
  - “Today I will do my best.”
  - “I will be honest and trustworthy.”
  - “I will be an active listener.”
  - “I will be kind and help others.”
  - “I am a special member of Topeka School.”
- All staff use the Schoolwide Discipline Framework
- Requiring visitors to use only the main entrance and sign in at the office
- Implementing C.L.A.S.S. Lifeskills and Lifelong Guidelines into classroom management plans
- Participating in routine emergency drills
- Requiring parents to sign out students that leave the building
- Questioning unknown persons in the building
- Establishing orderly procedures for classrooms, playground, hallways, and restrooms
- Communicating discipline concerns to parents
- Providing a Medical Emergency Response Team with CPR and AED training
- Providing programs and presentations on bullying teasing and safe touch
- Emphasizing smart choices with drug and violence prevention
- Adults are present outside of the building during arrival and dismissal times
- Adequate supervision on the playground and during transition times
- Principal meets with each grade level to review expectations and procedures

- Bullying prevention

## G. PROFESSIONAL DEVELOPMENT

Teachers attend and participate in staff meetings one time per month. This meeting time is used to share information and allow for small group work to review and discuss new and best practice instructional strategies.

Teachers will participate in grade level collaboration every Monday afternoon. Staff is to report at an adjusted time of 8:00 and the students have a thirty minute delay each Monday. Teachers collaborate from 2:30-3:30 each Monday in a central location. Teachers also have time at the end of the day to collaborate along with common prep time for each grade level based on the special schedule. This time is useful for teachers to create assessments, look at materials, and create solutions together.

The Fountas and Pinnell leveling system will be used at all grade levels two times for the school year. Each grade level will work together to learn about the different levels and the impact for instruction.

Teachers will use the weekly collaboration on Monday afternoons and the three, full day staff development days to review and build learning targets for Math and Language Arts. Once learning targets are established, depth of knowledge for each learning target will be developed.

The PLC model has been implemented and grade levels will continue to work to answer the following questions:

1. What do we want kids to know?
2. How do we know if they know it?
3. What do we do if they know it?
4. What do we do if they don't know it?

## 5. STUDENT ACHIEVEMENT OBJECTIVES

### A. ATTENDANCE RATE

The attendance rate for the 2003-04 school year was 97.47%. The attendance rate for the 2004-05 school year was 96.97%. The attendance rate for the 2005-06 school year was 96%. The attendance rate for the 2007-08 school year was 96%. The attendance rate for the 2008-09 school year was 96%. The attendance rate for the 2009-10 school year was 96.5%. In 2010-11 the attendance rate was 96.5%. In 2011-12 the attendance rate was 97.4%. The attendance rate for 2012-13 was 96.5%. The attendance rate for 2013-14 was 97%. The attendance rate for 2014-15 was 96.7%. The attendance rate for 2015-16 was 97%. The overall attendance rate dropped to 96% for the 2016-17 school year. The attendance rate for the 2017-18 school year was 96%. Our goal is to continue to work with parents to encourage regular attendance for the next school year. Administration will develop ways to communicate effectively with parents and/or the Office of Family and

Children regarding attendance concerns along with promoting precautionary measures to decrease the transmission of colds and flu. Students who accumulate five tardies will report to the office for a recess.

## B. PERCENT OF STUDENTS MEETING ISTEP REQUIREMENTS

Out of 47 third grade students that took the ISTEP+ in September 2003, 80% met the standard for English/Language Arts. 61% met the standard for Math.

57 third grade students took the ISTEP+ test in September 2004. 77% passed in English/Language Arts while 84% passed in Math. 43 fourth grade students took the ISTEP + test and 81% passed English/Language Arts and 84% passed the Math portion.

56 third grade students took the ISTEP+ in September 2005. 79% passed in English/Language Arts while 79% passed in Math. 54 fourth grade students tested in 2005. 89% passed in English/Language Arts while 85% passed in Math.

57 third grade students took the ISTEP+ in September 2006. 84% passed in English/Language Arts while 89% passed in Math. 49 fourth grade students took the ISTEP+ in 2006. 75% passed in English/Language Arts while 79% passed in Math.

52 third grade students took the ISTEP+ in September 2007. 77% passed in English/Language Arts while 88% passed in Math. 59 fourth grade students took the ISTEP+ in 2007. 88% passed in English/Language Arts while 86% passed in Math.

70 third grade students took the ISTEP+ in September 2008. 77% passed in English/Language Arts while 84% passed in math. 52 fourth grade students took the ISTEP+ in 2008. 75% passed in English/Language Arts while 79% passed in Math.

78 third grade students took the ISTEP+ in May 2010. 63% passed in English/Language Arts while 80% passed in math. 72 fourth grade students took the ISTEP+ in May 2010 and 79% passed in English/Language Arts while 85% passed in math.

66 third grade students took the ISTEP+ in March and May of 2011. 80% passed the English/Language Arts section while 86% passed the Math portion. 73 fourth grade students took the ISTEP+ in March and May of 2011. 67% passed the English/Language Arts section. 78% passed the Math section and 70% passed the Science section.

67 third grade students took the ISTEP+ in March an May of 2012. 75% passed the English/Language Arts section while 85% passed the Math portion. 68 fourth grade students took the ISTEP+ in March and May of 2012. 82% passed the English/Language Arts section. 94% passed the Math section. 91% passed the Science section.

77 third grade students took the ISTEP+ in March and May of 2013. 69% passed the English/Language Arts sections while 76% passed the Math portion. 67 fourth grade students took the ISTEP+ in March and May of 2013. 75% passed the English/Language Arts section and 88% pass the Math portion.

Istep scores from may of 2014 and 2015 have not been returned at the time of submission. Results will be reviewed and analyzed with the staff once they arrive.

In the spring of 2016, 57.7% of the third graders passed the E/LA section and 55.8% passed the math section. In fourth grade, 72.2% passed the E/LA portion and 66.7% passed the math portion. This generated a school letter grade of a B.

In the spring of 2017, 64.9% of the third graders passed the E/LA section and 66.6% passed the math section. In fourth grade, 57% passed the E/LA portion and 77.5% passed the math portion and 57.4% passed the Science section. The school letter grade has not been determined at this time.

In the Spring of 2018, 63.7% of the third graders passed the E/LA section and 63.7% passed the math section. In fourth grade, 67.9% passed the E/LA portion, 73.5% passed the math and 73.5% passed the Science.

## **6. SPECIFIC IMPROVEMENT AREAS**

### **Goal #1: Students will develop reading comprehension.**

#### **Strategies**

- Students read daily
- Students write daily
- Teachers read aloud to students each day
- Bi- monthly collaboration schedule
- Provide a wide variety of reading materials at all levels
- Regular sharing of students' reading
- Consistent conferencing on individual basis
- Teach decoding and comprehension strategies
- Extend and enrich vocabulary
- Develop oral and written language skills
- Teach curriculum aligned to State Standards
- Use technology to support language arts
- Communicate specific strategies to parents to use when working with their child
- Use all components consistently of Building Blocks and Four Blocks
- Bi-annual review of accumulative achievement data

### **Goal #2: Students will develop application and computation skills.**

#### **Strategies**

- Regular practice of basic computation skills
- Bi-monthly collaboration schedule
- Use Math Pentathlon games in the classrooms
- Hands on activities using manipulatives and visual aides
- Problem Solving (prove answer with written and verbal explanations)
- Apply skills to real life situations

- Use of technology to enhance math skills
- Teach math using multiple intelligences
- Use volunteers to aide with math program (especially with manipulatives)
- Teach curriculum aligned to State Standards

**Goal #3: Students will develop writing application and process skills**

**Strategies**

- Students write daily
- Teachers model writing
- Consistent conferencing on an individual basis
- Teach curriculum aligned to State Standards
- Use technology to support writing
- Regular sharing of students' writing
- Provide opportunity for publishing
- Bi-monthly collaboration schedule
- Use all components consistently of Building Blocks and Four Blocks
- Use all components consistently of 6 +1 Writing Traits

**7. BENCHMARKS**

Topeka Elementary has established the following benchmarks:

ISTEP+: The percentage of students passing the ISTEP+ will increase in each area by 1.5% once the same group of students is retested.

NWEA: 80% of the students will increase their spring test score by the target growth rate indicated on their fall test.

**8. ACADEMIC HONORS/CORE 40**

Does not apply

**9. INTERVENTIONS**

**Goal #1: Students will develop reading comprehension.**

**Interventions**

Tucker signing  
 Rosetta Stone ESL  
 Small group instruction with classroom teacher

1:1 with classroom teacher  
Small group instruction with volunteer  
1:1 instruction with volunteer  
Echo reading  
Color overlays  
Highlighting materials  
Teach using multiple intelligences  
Check for learning: teacher repeat directions  
Peer repeats directions  
Utilize manipulatives/ movement/color  
Provide immediate feedback  
Set a purpose for reading  
Pre-teach vocabulary  
Provide questions and connections that motivate  
Link prior knowledge and experience to reading  
Teach text features and how to use them  
Provide questions to consider when reading  
Ask students to summarize the main idea  
Ask students to make predictions and questions before reading  
Title I reading placement  
High Ability placement  
Burst instruction and DIBELs for progress monitoring  
Smeken's professional development videos

**Goal #2: Students will develop application and computation skills.**

**Interventions**

Calendar math K-4  
Touch Math  
Hands on activities using manipulative and visual aides; number lines, etc.  
Teach math using multiple intelligences  
Small group instruction with classroom teacher  
1:1 instruction with classroom teacher  
Small group instruction with volunteer  
1:1 instruction with volunteer  
Classroom teacher provides immediate feedback  
Application to "real life" situations  
Peer repeats directions  
Peer gives immediate feedback  
High Ability Placement

**Goal #3: Students will develop writing application and process skills**

**Interventions**

Small group instruction with classroom teacher

1:1 instruction with classroom teacher

Small group instruction with volunteer

1:1 instruction with volunteer

Check for understanding

Set purpose for writing

Use of technology to support writing

Vocabulary/Word wall notebook

Individual writers' notebooks for ideas

Teach using multiple intelligences

Title I Reading Placement

High Ability Placement

**10. PROFESSIONAL DEVELOPMENT**

See attached plan from online report

**11. STATUTES AND RULES TO BE WAIVED**

None at this time

## 12. THREE YEAR TIMELINE

### 2018-19

SUMMER	FALL	WINTER	SPRING
Peer Four Blocks Training	Collaboration	Collaboration	Collaboration
Summer Curriculum Development	Study Groups	Study Groups	Study Groups
Peer Building-Blocks Training	WIDA Training	Math Textbook Adoption	PLC Development
Remediation Groups	Awareness Conferences	Technology Training	Needs Conferences
Peer Math Four Frame Training	Analyze NWEA Data	Analyze NWEA Data	Technology Training
NWEA Training	Remediation Groups	Peer Writing Support	Peer Writing Support
PLC Work	Peer F & P Leveled Reading Training	Professional Development Day	Professional Development Day
SMART Goal Development	Professional Development Day	Remediation Groups	WIDA Training
PLC Training	Peer Observations	Peer Observations	Peer Observations
	Peer Writing Support	PLC Development	Peer F & P Leveled Reading Training
	PLC Development	WIDA Training	Science Textbook Adoption
	Math Textbook Adoption	Peer F & P Leveled Reading Training	Remediation Groups
	SLO/TLO SAG Goals	SMART Goal Review	SMART Goal Review

## 2019-20

<b>SUMMER</b>	<b>FALL</b>	<b>WINTER</b>	<b>SPRING</b>
Peer Four Blocks Training	Collaboration	Collaboration	Collaboration
Summer Curriculum Development	Study Groups	Study Groups	Study Groups
Peer Building-Blocks Training	WIDA Training	Math Textbook Adoption	PLC Development
Remediation Groups	Awareness Conferences	Technology Training	Needs Conferences
Peer Math Four Frame Training	Analyze NWEA Data	Analyze NWEA Data	Technology Training
NWEA Training	Remediation Groups	Peer Writing Support	Peer Writing Support
PLC Development	Peer F & P Leveled Reading Training	Professional Development Day	Professional Development Day
SMART Goal Development	Professional Development Day	Remediation Groups	WIDA Training
	Peer Observations	Peer Observations	Peer Observations
	Peer Writing Support	PLC Development	Peer F & P Leveled Reading Training
	PLC Development	WIDA Training	Textbook Adoption
	Textbook Adoption	Peer F & P Leveled Reading Training	Remediation Groups
	SLO/TLO SAG Goals	SMART Goal Review	SMART Goal Review

## 2020-21

<b>SUMMER</b>	<b>FALL</b>	<b>WINTER</b>	<b>SPRING</b>
Peer Four Blocks Training	Collaboration	Collaboration	Collaboration
Summer Curriculum Development	Study Groups	Study Groups	Study Groups
Peer Building-Blocks Training	WIDA Training	Math Textbook Adoption	PLC Development
Remediation Groups	Awareness Conferences	Technology Training	Needs Conferences
Peer Math Four Frame Training	Analyze NWEA Data	Analyze NWEA Data	Technology Training
NWEA Training	Remediation Groups	Peer Writing Support	Peer Writing Support
PLC Development	Peer F & P Leveled Reading Training	Professional Development Day	Professional Development Day
SMART Goal Development	Professional Development Day	Remediation Groups	WIDA Training
	Peer Observations	Peer Observations	Peer Observations
	Peer Writing Support	PLC Development	Peer F & P Leveled Reading Training
	PLC Development	WIDA Training	Textbook Adoption
	Textbook Adoption	Peer F & P Leveled Reading Training	Remediation Groups
	TLO/SLO SAG Goals	SMART Goal Review	SMART Goal Review