

HOSE ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2008 -2010

LAURA G. HOSE ELEMENTARY SCHOOL
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CORPORATION NUMBER: 5855

SCHOOL IMPROVEMENT PLAN
2008 – 2010

Hose Elementary PL 221 Faculty Planning List

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LISA LINDSEY	FIRST GRADE TEACHER
STEVE SPENCER	FIRST GRADE TEACHER
TAMMY STATON	SECRETARY/PARAPROFESSIONAL
STACY COOK	PARENT

**Documentation of Support for the Professional Development Section of the Strategic
And Continuous School Improvement Plan by the Crawfordsville Education
Association/Indiana State Teachers Association**

As required by 511 IAC 6.2-3-3, we, as the representative of the Crawfordsville Education Association/Indiana State Teachers Association, have reviewed and are in support of the Professional Development Section of the Strategic and Continuous School Improvement Plan for Hose Elementary.

Signature of representative

Signature of representative

Date

Documentation of Annual Review

Certification of Annual Review
Date _____

Certification of Annual Review
Date _____

Certification of Annual Review
Date _____

Principal

Principal

Principal

Date _____

Date _____

Date _____

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SCHOOL IMPROVEMENT PLAN

INTRODUCTION

A. Narrative Description:

Laura G. Hose Elementary School is named after a former Montgomery County educator. The original building was dedicated in 1954 with additions in 1960, 1964, 1967 and 1999. The renovation in 1999 provided Hose School with nearly 25,000 square feet of additional space. This included newly refurbished classrooms, office space, and resource/planning areas, as well as six new classrooms, Media Center, gym, cafeteria, and a community room. It houses approximately 430 students grades kindergarten and first. The Crawfordsville Community School Corporation is one of three school corporations in Montgomery County. Its boundaries are generally those of the city of Crawfordsville although a few suburban areas are included.

In 2007 there was a reorganization of the three elementary schools in Crawfordsville. Hose School was chosen to be the home for Kindergarten and first grade students. Kindergarten is a full-day program in the Crawfordsville Community Schools. There are ten sections of Kindergarten as well as ten sections of first grade. The corporation second and third graders are housed at the second elementary building and the fourth and fifth grade students are located at the third elementary building.

In addition to the eighteen general elementary classrooms and two self-contained High Ability classes, Hose currently houses one Life Skills class, one Special Needs resource room, Reading Intervention Specialist services, licensed counselor, ELL teachers and support staff, and a Guided Reading Room. Support services are available for qualifying students including Speech/Language/Hearing Therapy, Occupational/Physical Therapy, and Mental Health case managers.

During the past five years, our community has continued to experience many changes. Many businesses have closed or reduced their workforce. Our four main factories utilize the service of temporary job placement which does not offer our families benefits. Increased entry level employment opportunities have brought about an increase in the multi-cultural population.

The School Corporation has naturally reflected the changes within the community. There has been an increase in the number of students participating in the breakfast program and the number of families qualifying for free and reduced meals/textbooks. Our 2007 corporation average of 50% has increased 13% since September 2001. Hose School free and reduced lunch reached 62% in the 2007-2008 school year. The breakdown of racial and ethnic background is 80% Caucasian, 1% African-American, 1% Asian, 1% Indian, 10% Hispanic and 7% multi-

racial. School transportation needs have steadily increased due to a variety of facets. To meet the needs of our latchkey children our corporation offers an after school childcare. This childcare, named Discovery Club, is housed at Hose School. The Boy's and Girl's Club as well as our Park and Recreation facility provide after school and summer programs for our community youth.

There are many social support services available to families in Montgomery County including Step Ahead Council and a free "Help Directory". The school corporation works closely with Montgomery County Division of Family and Children, Child Protective Services, St. Clare Neighborhood Clinic, Christian Nursing Services, Family Crisis Shelter, Youth Service Bureau, Court Appointed Special Advocates, Wabash Valley Mental Health Center, and Cummins Mental Health Center to provide cooperation and communication for our families.

The community makes good use of the school's facilities. The Community Room is used frequently for community meetings. The school hosts adult basketball and volleyball games in the evenings.

Instruction has changed corporation-wide to address the ever-growing needs of our English Language Learners (ELL), students from impoverished environments, and inclusion of special needs students. In addition, there has been an emphasis on meeting state standards, improving reading skills and test scores, expanding school technology. To accommodate these ongoing changes, Crawfordsville Community School Corporation continues to write grants to help fund curriculum, early intervention, safety, and nutrition. Our John Beard Learning Center focus is on adult education, alternative education and GED testing. Our Willson Even Start center focuses on family/child relationships and proper childcare.

Students at Hose School are expected to become responsible for their own learning and behavior. The faculty uses a variety of techniques to facilitate this goal. A CHARACTER COUNTS!sm Program promoting the six pillars of character was implemented in the corporation in 2000. Students are recognized each grading period for character and attendance.

This year Hose Staff has come together to create our school improvement plan. For the first time, due to the reorganization of our elementary building we have been given the opportunity to develop collaboration teams that can use collected data for continuous improvement in curriculum, instruction and assessment areas using the System-To-System Process.

Hose Elementary School will continue to meet the individual needs of each child so that all may make progress toward reaching their potential while mastering the state standards. Students, faculty and parents are all committed to achieving this goal.

B. Description and location of curriculum

Classroom teachers have personal copies of written curriculum for social studies, mathematics, reading, and language arts, a comprehensive assessment plan for reading, and copies of the state standards and frameworks for language arts, math, and science. Copies are also available in the office and the library.

C. Titles and descriptions of assessment instruments to be used in addition to Indiana statewide testing for educational progress plus (ISTEP+)

Reading, language and writing assessments, developed by the school corporation, will be completed by all students grades K-5 three times during the school year. Portfolios containing the results of these assessments will be used by the classroom teacher and passed on to the following year's teacher. An elementary corporation Assessment Committee was formed August 2007 to insure that common assessments will be used and forwarded with students as they transition from grade to grade.

The Life Skills class will use the Indiana statewide testing of education progress (ISTAR) as an alternative assessment form for students.

- YCAT (Young Children's Achievement Test)– K Fall & Spring
- Benchmark Reading -3 times a year
- CCSC Writing 3x/year
- SSP Assessment A & B for selected standard and 12 week tests
- Observation Survey beginning of yr
- 1st grade – CTBS test March
- Everyday Math Assessments
- ISTAR every 6 weeks for students that qualify

MISSION STATEMENT OF HOSE ELEMENTARY SCHOOL

Hose Elementary School, in partnership with parents and the community, is committed to building a culture of excellence by fostering the academic, intellectual, emotional, social, moral, and physical growth of the whole child. Hose Students will be able to read and write at grade level and master the state standards.

SUMMARY OF DATA, DERIVED FROM AN ASSESSMENT OF THE CURRENT STATUS OF EDUCATIONAL PROGRAMMING, INCLUDING THE FOLLOWING:

A. Data, including graphs, from the annual performance report:

Crawfordsville Community School Corporation Summary of ISTEP+ Data

Taken from 04-05, 05-06, 07-08 scores

English/Language Arts- scores have continued to increase from 3rd grade to 5th grade, when individual classes are tracked, however the corporation score was 64 compared to the state average of 75. Reading Vocabulary, Writing Process and Language Convention are the area of most need.

Math- the corporation score was 70, which matched the state score of 70. The two areas of weakness are geometry and measurement. (See attached charts)

B. Data related to performance indicators other than those included in the performance report:

Student portfolios are kept in classrooms and passed on to the next grade. Items are added three times a year during K-5th grade. Assessment documents are used to determine instruction.

C. Other information about educational programming and the learning environment:

A school-wide discipline plan is being revised in 2007 after the elementary reorganization. Discipline referrals are being tracked. A response team for disruptive students is being formed.

Students at Hose School are expected to become responsible for their own learning and behavior. The faculty uses a variety of techniques to facilitate this goal. A CHARACTER COUNTS!sm Program promoting the six pillars of character- trustworthiness, respect, responsibility, fairness, citizenship and caring- was implemented in the corporation in 2000. Students are recognized each grading period for being “caught” with good character. Attendance awards are given every six weeks. Each grade level has a traveling trophy awarded to the class with the best attendance. That class also receives \$100 for a field trip. An attendance officer was hired for the corporation to assist our families.

The General Education Intervention team meets weekly to assist general education teachers develop and implement strategies to assist students with academic concerns. The team has been developing the building RTI plan.

Hose Elementary wrote and received Ready Schools Initiative Grant to be implemented in the 2008-09 school year. The goal of the grant is to provide a smooth transition for students and families. Counselor Jamie Douglas will provide four parenting sessions through the school year. Topics include Separation Anxiety, Effective Discipline, Divorce, and Safety.

Through the McKinney Grant in August 2008 thirty to forty most in need Kindergarteners will attend a “Kindergarten Kamp” for ten days before school starts. Procedures will be taught and practiced in small groups. Students will have an opportunity to develop social skills and transition into a full day of kindergarten.

Hose Elementary will be applying for an Early Intervention Grant May 2008 for 2008-2009 school year. This grant will be written to provide more small group intense instruction for kindergarten and first grade students with a Reading Specialist and a Speech Pathologist.

CONCLUSIONS ABOUT CURRENT EDUCATIONAL PROGRAMMING, DERIVED FROM AN ASSESSMENT OF THE CURRENT STATUS OF EDUCATIONAL PROGRAMMING, INCLUDING THE FOLLOWING:

A. Information about how the school’s curriculum supports the achievement of Indiana academic standards.

For the first time this year all kindergarten and first grade teachers have had Purdue Literacy Collaborative training and coaching. The framework was started in 2001 in our corporation but not all kindergarten and first grade teachers had the opportunity for training.

All teachers have 45 minutes professional development every other week with the Literacy Coach. New teachers have professional development every week. Each teacher has coaching in the classroom twice a month. The coach and the teacher analyze the lesson and student data to plan instruction. We will continue to track third, fourth, and fifth grade ISTEP scores for the kindergarten and first grade classes from the reorganization.

Everyday Math was implemented with professional development and coaching from a Purdue Math consultant funded through a 3 year Math grant. The Everyday Math curriculum emphasizes problem-solving based on real life experiences. The hands-on curriculum has helped to raise math scores. The 2004 scores increased from 66% to 79% over 4 years. The 2005 scores increased from 68% to 80% in three years. The 2006 scores increased from 67% to 77% in two years. Mastery of Math facts, geometry and measurement are areas that still need continuous progress.

All Day Kindergarten was provided for all students in 2007. Third grade ISTEP scores will be tracked for this class.

Currently first grade students that qualify for extra reading services work with a Reading Recovery trained teacher. About twenty-four students can benefit from one-on-one services. In the 2008-2009 school year our building will add more small group services at a RTI Tier 2 and Tier 3 level. Our goal is to help more than twenty-four students with extra services.

B. Information about how the school's instructional strategies support the achievement of Indiana academic standards.

Hose Staff works together during curriculum grade level team meetings to review the Indiana Academic Standards. The elementary buildings have adopted the SSP(Student Success Process) system. Three times a year grade levels meet to plan the standards to be taught in mini lessons for each twelve-week calendar. Assessment A data drives enrichment or remediation strategies. Twelve-week data is reviewed to check mastery of the standards.

A copy of the Indiana Academic Standards is given to parents at conferences. Teachers also keep a list of the standards with their planning book or posted in their classroom for a "quick reference".

During the 2002-2003 school year the team started the Purdue Literacy Collaborative Training, which was possible due to receiving the IREAD grant. In 2003-2004 the team participated in 40 hours of training and weekly coaching sessions in the classroom to implement the new literacy strategies. Teachers will continue with 20 hours of training and weekly/biweekly coaching. New staff members will start with the 40 hours training and then continue with other staff members at 20 hours of training each year.

C. Analysis of student achievement based on ISTEP+ and other assessment strategies.

Taken from 04-05, 05-06, 07-08 scores

English/Language Arts- scores have continued to increase from 3rd grade to 5th grade, when individual classes are tracked, however the corporation score was 64 compared to the state average of 75. Reading Vocabulary, Writing Process and Language Convention are the area of most need.

Math- the corporation score was 70, which matched the state score of 70. The two areas of weakness are geometry and measurement. (See attached charts)

All 2007-2008 kindergarteners were serviced in an all day program. The average YCAT gain was 10 months.

D. Parental participation in the school:

Strengths: Parental involvement is important at Hose Elementary School. A Parent Teacher Organization is in effect to create positive communication between the school and home. This

committee welcomes new members every year. To keep the communication open to all families, each classroom teacher sends home a regular newsletter highlighting the curriculum and major events occurring within the classroom. The office sends home a bulletin every two weeks to keep parents informed of school wide activities. Voice Mail is available for all staff members. The corporation and our building have a website. Staff members can be contacted via email from the website. A school calendar of events is available online. Educational links and websites are also suggested on our homepage for parents.

Parents are currently invited to help in the classroom and assisted in school wide activities. Their roles are to work with small groups of children, work with students one-on-one, read to the students, and assist the teacher with preparation tasks. Parents are also invited in to share their talents and careers. Often times, parents will work with the individual teacher or several classrooms when coming to share this information.

Other parent activities include Meet the Teacher Night, Back to School Night, Parent Teacher Conferences, Fine Arts Nights, Grandparent/Special Person Day, and Title I Family Reading Nights (each child who attends receives a book to take home). Reading Kits are sent home with children and are completed with the assistance of an adult. Each of these activities also reinforces the importance of all of our students meeting the Indiana State Academic Standards.

Hose Elementary wrote and received the Ready Schools Initiative Grant to be implemented in the 2008-2009 school year. The goal of the grant is to provide a smooth transition for students and families from preschool into Kindergarten. Folders with nutrition ideas, child development information, activity calendars for the summer, bussing information, registration dates, and immunization forms will be given to parents at the April Roundup. Counselor Jamie Douglas will provide four parenting sessions through the school year. Topics include Separation Anxiety, Effective Discipline, Divorce, and Safety.

Through the McKinney Grant in August 2008 thirty to forty most in need Kindergarteners will attend a "Kindergarten Kamp" for ten days before school starts. A parent celebration will be held at the end of the ten days giving parents another opportunity to visit the building and meet the staff in a non-treating setting before the first day of school.

Challenges: Due to the concern of our attendance rate, the staff will work together to develop an attendance incentive program. Parents will be informed of this program. They will also be encouraged to send their child to school unless the child is ill.

E. Technology as a learning tool:

The staff of Hose Elementary continues to use traditional technology to enhance the learning environment within the classroom and throughout the building. Listening centers occur in each classroom's reading centers. Each classroom has a CD player so that music can easily be incorporated as a teaching strategy. CD's that enhance the fine arts as well as the academics are played throughout the building; in addition each classroom has a TV/VCR/DVD combo. A digital camera is available to document student activities and progress. The IREAD Grant helped our building purchase a video camera. In addition to classroom use, the video camera helps our teachers with literacy coaching sessions and professional development activities.

Two PC computers with a printer are available for student use in each classroom. These computers are used daily as a part of learning centers. A 30-station computer lab is attached to

the media center. Teachers have been and will continue to work together to create lesson plans that are aligned with the Indiana Academic Standards and are supported with available software. The technology will assist in multi-sensory activities with the use of listening, writing, and speaking. Students will listen to programs, record stories, type words, and create pictures by stamping and drawing. Students will work individually and cooperatively to create projects. Technology will allow for a greater variety of learner-based activities and more time available for these tasks. Peer partners, volunteers, and/or aides will be utilized during learning center time to facilitate developmentally delayed children, ELL students, and students with special needs. They will use hardware and software to create books, implement the writing process, and celebrate student achievements.

Internet continues to provide a source for teacher directed activities and educational games within the classroom setting. Teachers will use the Internet and technology for student management, parent communication, professional development, and professional networking. The corporation/school website offers communication with parents by providing a school calendar, educational links, staff email links, and school information.

Using the NCLB guidelines and the National Educational Technology Standards (NETS) by ISTE the Crawfordsville Community School Corporation developed a Kindergarten through eighth-grade Technology Scope and Sequence. To assist teachers in implementing the technology, each grade level developed activities matching the Indiana State Standards with the Scope and Sequence. The staff of Hose Elementary will continue to use technology as one of the tools that can enhance learning in all curricular areas.

Strengths: Teachers have spent many hours being trained to use computers to effectively enhance student learning. Current technology includes:

- A teacher desktop computer in each classroom
- Classroom TV/monitors with VCR, DVD, and laptop connects
- Smartboard (3)
- Computer lab (30 stations)
- Computer class lab 1x per month
- Portable computer conferencing equipment
- Digital cameras (4)
- Video Camera
- Digital editing equipment
- Media Center computers to support the online catalog (2)
- Scanner (1)
- Scanner, copier, printer combination unit
- Mobile laptop projector (2)
- Networked copy machine (1)
- Risograph machine (1)
- K-12 educational technology scope and sequence curriculum
- Fully automated library
- LeapPad®s for checkout
- LeapPad® mats (3)

Challenges: Continued funding

F. Safe and disciplined learning environment:

Strengths: Students at Hose School are learning how to become respectful boys and girls responsible for their own learning and behavior. The faculty and staff use a variety of techniques to facilitate this goal. The CHARACTER COUNTS!SM framework, promoting the Six Pillars of character – trustworthiness, respect, responsibility, fairness, citizenship and caring, is utilized throughout the school grounds. Through on-going professional development for teachers and daily learning activities students are encouraged to develop these character traits with the end result being more responsible behavior.

Character awards are given in a school-wide convocation at the end of each grading period. A different Pillar is focused on every 6 weeks. Two students from each classroom are honored and receive a certificate and pencil. On-going “Caught With Character” awards are also given randomly to students who are spotted displaying good character. They also receive a recognition certificate and may choose something from the character prize box.

The previous school safety plan has been updated to include detailed maps and directions for all emergencies as well as keys and paper strips for lock downs. Teachers and staff are conscientious about providing a safe learning environment for the entire school community. A teacher/parent call system, corporation wide, has been implemented this year.

Bus riders have their bus number and address on a color-coded bus button attached to their book bag. Bus monitors walk lines of students to each bus to insure accuracy and safety. Bus drivers have a radio system connected to the transportation office, central office and each school building office.

Car riders have red numbered buttons that match red numbered identification sticks presented at pick up. Five adults individually load each student. Walkie Talkies are used for communication between adults and the office.

Challenges: Hose Elementary faculty and staff need to work together on a school-wide behavior support plan. Such a plan would ensure a seamless academic program in which all students can be successful. The plan would include best practices for dealing with disruptive behavior without sacrificing the overall learning going on in a classroom. An area needs to be identified and utilized as a “cool down” room for students who are out of control and/or are in danger of injuring themselves, others, or causing major property damage. Faculty and staff need initial training and on-going education about the plan and specific procedures. An orientation for new staff and substitutes should be developed so as to avoid any interruption or breakdown in the plan’s implementation throughout the building.

Additional efforts to improve school safety for our students and staff includes better monitoring of the front doors during an all-school lock down. A buzzer and/or camera system to help monitor the front door during an emergency would be helpful.

G. Professional Development:

We will continue the Purdue Literacy Framework. New teachers will participate in 40 hours of training and coaching throughout the year. All other teachers will continue 20 hours of training and coaching. After reviewing our current data, the staff determined writing, word work, and Oral Language are areas of focus for our improvement plan. Classroom visitations will be planned in these areas.

Based on the data from the third grade ISTEP scores the improvement plan needs to focus on increasing knowledge in the areas of measurement and geometry. The kindergarten teachers will continue the partnership and visitations Everyday Math teachers.

As the research and learning continues in our building, so will the implementation of new strategies. There will be continuous assessment to evaluate the progress of all students through writing samples, standards-based report cards (based on the Indiana Academic Standards), authentic documentation, and pre and post kindergarten screenings.

To evaluate the professional development plan, the staff will discuss and document new strategies that he/she has been able to utilize in the classroom and rate the effectiveness of the strategies. There will also be a "suggestion" time to gather data on future needs of the building. This activity will occur during the November and April faculty meetings.

Professional Development to be continued:

- RTI classroom teacher training
- Discipline Workshop – Teachers in attendance will then train others
- Oral Language Development
- Continue SSP Training
- Literacy Center/ Managed Independent Learning Centers
- Word Work
- Writing Process
- Initial Literacy course for new teachers with a sub for ½ day release

Professional Development Needs:

- Special Education Literacy Training at Purdue
- Professional Development for working with Autistic Children
- Behavior Compliance training
- Smart Board Training
- Lucy Calkins Writing Curriculum, Units of Primary Study materials
- Everyday Math geometry and measurement

STUDENT ACHIEVEMENT OBJECTIVES, DERIVED FROM AN ASSESSMENT OF THE CURRENT STATUS OF EDUCATIONAL PROGRAMMING, INCLUDING THE FOLLOWING:

A. **Attendance Rate:** The attendance rate is currently 94%. We expect to maintain good attendance (96% and above) from 2008-2011.

B. **Percentage of students meeting academic standards under the ISTEP+ program:**

2007 Third grade 64 % passed Language Arts

2007 Third grade 70% passed Math

X. **Specific Areas where improvement is needed immediately:**

Speech, language development, vocabulary development

Writing Process

Language Convention

Extra reading in small groups

Tutoring before school

Reading Incentive program

Reading Buddies/Rotary, Kiwanis

Team up with High School students for Math and Spanish/English Buddies

Group lowest scoring students together for intense small group instruction

Chart reading levels, writing levels and math fact mastery by 6 weeks in gym or building entry

Involve community-Retired teachers, Wabash Mentors, Wabash Football/Basketball Team

Increase contact with preschools and Headstart

Targeted Populations-Free/Reduced Lunch, Special Education, English Language Learners

Special Education Literacy Training at Purdue

Autism training

Behavior Compliance training

Smart Board Technology Training

Lucy Calkins Literacy Units of Study

Math geometry, measurement

Social skill groups before school

More adults/volunteers in the building

Chart attendance monthly by class and post in the gym

BENCHMARKS FOR PROGRESS THAT SPECIFY HOW AND TO WHAT EXTENT THE SCHOOL EXPECTS TO MAKE CONTINUOUS IMPROVEMENT IN ALL AREAS OF EDUCATION

Goal #1

By spring of 2011, 85% of Hose Elementary students will be able to read on or above grade level.

Benchmarks

By spring of 2009, $\geq 71\%$ of students will read at level as measured by the Rigby Benchmark Kit.

By spring of 2010, $\geq 78\%$ of students will read at level as measured by the Rigby Benchmark Kit.

By spring of 2011, $\geq 85\%$ of students will read at level as measured by the Rigby Benchmark Kit.

Proposed Interventions

- Offer parent workshops on school readiness and what parents/guardians can do to ensure academic success.
- Offer workshops for local preschool teachers.
- Offer and better encourage attendance at family literacy nights.
- Complete and submit a Reading Is Fundamental grant for 2008-2009 academic year.
- Maintain a Literacy Coach for school-wide support.
- Team meetings: Set aside time each month for grade level meetings. Ensure that all students with IEPs are within the same Team so the special education teachers can go to curriculum meetings and have time to talk to the general education teachers.
- Develop student data folders.

Professional Development Coordinated with Proposed Interventions

- Increase training on *teaming* and *collaboration* so as to better utilize the time together within our team meetings.
- Continue SSP training with Steve Benjamin
- Special education teacher(s) trained in Literacy Collaborative Framework at Purdue University.

Goal #2

By the spring of 2011, $\geq 88\%$ of the students will meet state standards in math.

Benchmarks

By spring of 2009, $\geq 76\%$ of students will score $\geq 80\%$ on state standards measured by the Student Success Program testing.

By spring 2010, $\geq 82\%$ of students will score $\geq 80\%$ on state standards measured by the Student Success Program testing.

By spring of 2011, $\geq 88\%$ of students will score $\geq 80\%$ on state standards measured by the Student Success Program testing.

Proposed Interventions

- Offer parent workshops on school readiness and what parents/guardians can do to ensure academic success.
- Offer workshops for local preschool teachers.
- Offer and better encourage attendance at family math nights.
- Team meetings: Set aside time each month for grade level meetings.
- Ensure that all students with IEPs are within the same Team so the special education teachers can go to curriculum meetings and have time to talk to the general education teachers.

Professional Development Coordinated with Proposed Interventions

- Increase training on *teaming* and *collaboration* so as to better utilize the time together within our team meetings.
- Ensure at least one member from each team attends training on math computation issues.

Goal #3

By spring of 2011, $\geq 86\%$ of all grades, K-1, Hose Elementary students will write at grade level using the writing assessments scale.

Benchmarks

By spring of 2009, $\geq 72\%$ of students will write at level.

By spring of 2010, $\geq 79\%$ of students will write at level.

By spring of 2011, $\geq 86\%$ of students will write at level.

Proposed Interventions

- Offer parent workshops on school readiness and what parents/guardians can do to ensure academic success.
- Offer workshops for local preschool teachers.
- Offer and better encourage attendance at family literacy nights.

- Maintain a Literacy Coach for school-wide support.
- Team meetings: Set aside time each month for grade level meetings.
- Ensure that all students with IEPs are within the same Team so the special education teachers can go to curriculum meetings and have time to talk to the general education teachers.

Professional Development Coordinated with Proposed Interventions

- Increase training on *teaming* and *collaboration* so as to better utilize the time together within our team meeting.
- Special education teacher(s) trained in Literacy Collaborative Framework at Purdue University.
- Continue to monitor and sustain the positive social, cultural, and academic environment we have created in our building. Add additional March diversity building awareness activities.

Statutes and Rules to be Waived

**There are no statutes or rules to be waived for
Hose Elementary**

THREE-YEAR TIME LINE FOR IMPLEMENTATION, REVIEW, AND REVISION

Hose Elementary School Dashboard			
Performance Focus	Leading Measures	Frequency	Who's Data Folders?
1. Smooth Transitions	Round-up Attendance	Yearly – April	Community; Office
2. Percent of grades K-1 students reading at or above grade level	Check letter sounds, high-frequency words	Every 6 weeks	K staff/students
	Fountas & Pinnell Balanced Literacy	Daily	K-1 Teachers
	YCAT	August/April	K staff/students
	Reading Recovery	12-20 weeks	R/R staff/students
	Running Records	As needed	K- 2 nd semester; 1 st
	Interim Standards – aligned assessment	Every 6 weeks	K-1 teachers
	SSP reteaching – A/B tests	Every 2 weeks	Classroom teachers/students
	Title I assistant	As needed	Adult/student
3. Percent of grades K-1 students demonstrating proficient levels of writing	Writing level rubric	Every 6 weeks	Classroom teacher/students
	CCSC Writing Assessment	3 X per year	Classroom teacher/students
	SSP A/B tests	Every 2 weeks	Teacher/students
4. Percent of grades K-1 students mastering Indiana academic standards in math	SSP A/B tests	Every 2 weeks	Teacher/students
	Check number recognition – report card	Every 6 weeks	Teacher/students
	Check math facts to sums of 20	Every 6 weeks	Teacher/students
Hose Elementary School Dashboard (continued)			
Performance Focus	Leading Measures	Frequency	Who's Data Folders?
5. Percent of students with appropriate/inappropriate	Track and graph number and reasons for discipline referral	Monthly	Counselor; office

behavior and character	Track and graph number and reasons for bus discipline referral	Monthly	Counselor; office
	Track number of out-of-school suspensions	Monthly	Counselor; office
6. Parent accountability and involvement	Percent of parents signing Parent Compact	Registration or at enrollment	Office; teachers, parents
	Percent of parents attending conferences	Twice a year	Office, teachers, parents
	Percent of parents attending Title I parent events	Twice a year	Office, teachers, parents
	Percent of parents attending Open House/Back-to-School Night/Meet the Teacher events	Three times a year	Office, teachers, parents
7. Percent student attendance	Tardies	Daily, 6 weeks, semester, and yearly	Office, teachers, parents, and students
	Daily attendance report	Daily, 6 weeks, semester, and yearly	Office, teachers, parents, and students

Hose Elementary

Student Data Collection

April 2008

Writing on level

Time Line for Implementation of Strategies

Performance Area: Strategy	2007-2008 Baseline	2008-2009 Bench Mark	Professional Dev.	2009-2010 Bench Mark	Professional Dev.	2010-2011 Bench Mark	Professional Dev
1 Shared Writing	65%	72%	Continue training with Literacy coach/educate new staff	79%	Continue training with Literacy coach/educate new staff	86%	Continue training with Literacy coach/educate new staff
2 Interactive Writing	65%	72%	Continue training with Literacy coach/educate new staff	79%	Continue training with Literacy coach/educate new staff	86%	Continue training with Literacy coach/educate new staff
3 Writer's Workshop	65%	72%	Continue training with Literacy coach/educate new staff	79%	Continue training with Literacy coach/educate new staff	86%	Continue training with Literacy coach/educate new staff
4 Guided Writing	65%	72%	Continue training with Literacy coach/educate new staff	79%	Continue training with Literacy coach/educate new staff	86%	Continue training with Literacy coach/educate new staff
5 Independent Writing/Writing Conferences	65%	72%	Continue training with Literacy coach/educate new staff	79%	Continue training with Literacy coach/educate new staff	86%	Continue training with Literacy coach/educate new staff
6 Word Work	65%	72%	Fountas & Pinnell Phonics Lessons	79%	Fountas & Pinnell Phonics Lessons	86%	Fountas & Pinnell Phonics Lessons
7 Spelling patterns	65%	72%	Fountas & Pinnell Phonics Lessons	79%	Fountas & Pinnell Phonics Lessons	86%	Fountas & Pinnell Phonics Lessons

Read on or above grade level

Time Line for Implementation of Strategies

Performance Area:	2007-2008	2008-2009		2009-2010		2010-2011	
Strategy	Baseline	Bench Mark	Professional Dev.	Bench Mark	Professional Dev.	Bench Mark	Professional Dev.
1 Shared Reading/Making Meaning	64%	71%	Continue training from Literacy coach/educate new staff	78%	Continue training from Literacy coach/educate new staff	85%	Continue training from Literacy coach/educate new staff
2 Interactive Read Alouds	64%	71%	Continue training from Literacy coach/educate new staff	78%	Continue training from Literacy coach/educate new staff	85%	Continue training from Literacy coach/educate new staff
3 Letter Work	64%	71%	Continue training from Literacy coach/educate new staff	78%	Continue training from Literacy coach/educate new staff	85%	Continue training from Literacy coach/educate new staff
4 Word Work	64%	71%	Continue training from Literacy coach/educate new staff	78%	Lucy Caukins study	85%	Continue training from Literacy coach/educate new staff
5 Guided Reading Groups	64%	71%	Continue training from Literacy coach/educate new staff	78%	Lucy Caukins study	85%	Continue training from Literacy coach/educate new staff
6 Daily Independent Reading/Teacher conferences	64%	71%	Continue training from Literacy coach/educate new staff	78%	Continue training from Literacy coach/educate new staff	85%	Continue training from Literacy coach/educate new staff
7 SSP mini-lessons	64%	71%	Steve Benjamin workshops	78%	Steve Benjamin workshops	85%	Continue training from Literacy coach/educate new staff
8 Stop, Drop and Read/weekly	64%	71%	Continue training from Literacy coach/educate new staff	78%	Continue training from Literacy coach/educate new staff	85%	Continue training from Literacy coach/educate new staff
9 Schoolwide reading program	64%	71%	Brainstorm possible rewards/recognition, implement Reading Roundup	78%	Implement schoolwide reading program chart it in the hallways	85%	Continue schoolwide reading program chose new theme at faculty meeting

ATTENDANCE

Performance Area:

Time Line for Implementation of Strategies

Strategy	2007-2008 Baseline	2008-2009 Bench Mark	Professional Dev.	2009-2010 Bench Mark	Professional Dev.	2010-2011 Bench Mark	Professional Dev.
1Talk with parents	94%	95%	Parenting workshop on importance of attendance	96%	Parenting workshop on importance of attendance	97%	Parenting workshop on importance of attendance
2 Attendance awards	94%	95%	Parenting workshop on importance of attendance	96%	Parenting workshop on importance of attendance/contact from attendance officer	97%	Parenting workshop on importance of attendance/contact from attendance officer
3 Traveling Trophy	94%	95%	Parenting workshop on importance of attendance	96%	Parenting workshop on importance of attendance/contact from attendance officer	97%	Parenting workshop on importance of attendance/contact from attendance officer
4Field trip/luncheon	94%	95%	Parenting workshop on importance of attendance	96%	Parenting workshop on importance of attendance/contact from attendance officer	97%	Parenting workshop on importance of attendance/contact from attendance officer

**Appropriate/Inappropriate Behavior
Performance Area:**

Time Line for Implementation of Strategies

Strategy	2007-2008	2008-2009	Professional Dev.	2009-2010	Professional Dev.	2010-2011	Professional Dev.
	Baseline	Bench Mark		Bench Mark		Bench Mark	
1 Reduce referrals/Quick notes	16% Office Referrals serve recess or lunch detention	15% Aug Faculty meeting plan a discipline team & timeout room	Research PAT plan/behavior compliance training/study Fred Jones	14%	Team training at Faculty meeting from BER workshop	12%	Contact/visit other schools to brainstorm additional programs
2 Playground discipline	Update current plan for new equipment	Update current plan for new equipment/train students	Team training at Faculty meeting from BER workshop/train supervisors	14%	View BER playground video system, continue to train new supervisors	12%	Contact/visit other schools to brainstorm additional programs
3 Individual classroom management plans	% who have similar plans	Devise classroom discipline plans for building	Research different classroom plans Review Harry Wong	14%	Contact/visit other schools to brainstorm additional programs	12%	Contact/visit other schools to brainstorm additional programs
4 Character program	Caught with good character awards/pencil/picture	2 students per class every 6 weeks/award for pillar of the mo.	At Aug Faculty Meeting plan BUG rewards/Being Unusually Good	Implement BUG reward system	Tally # of BUGS given each 6 weeks increase by 5%	Increase character & BUG awards by 10%	Research other character awards/rewards
5 Bullying/violence programs	classroom stories/police officer instruction	Continue current interventions, Social skills group	Review and implement "It Takes 2" bullying system	Counselor groups/social skills	Research new programs	Implement program	Contact/visit other schools to brainstorm additional programs

Smooth Transitions

Performance Area:

Time Line for Implementation of Strategies

Strategy	2007-2008 Baseline	2008-2009 Bench Mark	Professional Dev.	2009-2010 Bench Mark	Professional Dev.	2010-2011 Bench Mark	Professional Dev.
1 Visit local preschools before May	Work with Headstart	Contact and visit an additional preschool	Brainstorm at Team meetings	Contact and visit an additional preschool	Organize a visiting group	Contact and visit an additional preschool	Organize a visiting group
2 Invite local preschools to tour the building	Work with Headstart	Contact and invite an additional preschool	Contact/visit other schools for ideas	Contact and invite an additional preschool	Search web for more ideas	Contact and invite an additional preschool	Attend workshops
3 Hand out parenting folders and activity calendar at Roundup	Have calendar printed	Collect parent brochures to include in folder	Contact/visit other schools for ideas	Collect parent brochures to include in folder	Search web for more ideas	Collect parent brochures to include in folder	Search web for more ideas
4 Offer a Kindergarten Camp in July before school starts	Secure funding	Offer for ELL and lowest scoring K students	Continue early literacy training	Add more students	Continue early literacy training	Add more students	Continue early literacy training
5 First grade class tour second grade building	Tour building Class Lists available	Meet teachers for second grade	Contact/visit other schools for ideas	Read with second grade classes	Contact/visit other schools for ideas	Read or do a project with second grade classes	Contact/visit other schools for ideas
6 Meet the Teacher Night before first day of school	Building tour Find class and teacher	Class Lists available, tour with Scavenger Hunt	Contact/visit other schools for ideas	Class lists, Scavenger Hunt tour, hand out parent info	Search web for more ideas	Class lists, Scavenger Hunt tour, hand out parent info	Search web for more ideas

Fall 2007 Third Grade ISTEP Proficiency

65 third graders did not pass ISTEP
19 did not attend Willson K Center
10 spec ed IEP's
21 had Reading Recovery in first grade
 11 passed
 10 did not pass
21 had Intense Literacy groups
 9 passed
 12 did not pass
18 students were retained
 4 passed
 14 did not pass
10 third graders had K+ and were retained
 3 passed
 7 did not pass
52 had K+ in 04/05
 3 K+ classes of 13 at K Center in 04/05
 04/05 was first year for ESL K+ at Nicholson
 19 third graders that had K+ did not pass
 14 third grade K+ students passed
10 ESL third grades did not pass
7 ESL third graders passed
 6 moved in
 2 had ESL K+
 2 at K Center
5 ESL third graders that had ESL K+ passed