

PL 221 School Improvement Plan
2008-2009

Selma Elementary School

200 South East Street
Selma, IN 47383



Liberty-Perry Community School Corporation
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School #1381
Corp # 1895

Mission and Vision Statements

Liberty-Perry Community School Corporation

The mission of the administration, faculty, staff, parents, and community of Liberty-Perry Community School Corporation is to provide a safe and caring environment in which each child is respected and is given the opportunity to develop values, character, and positive attitudes. Each child also acquires skills necessary for a contemporary society with assistance from instructional leaders who remain progressive in techniques and open to change. The schools serve educational, emotional, social, and physical needs so that each child becomes a productive member of society.

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Introduction of Selma Elementary School

School Community

Selma Elementary School is located in the town of Selma, Indiana, four miles east of Muncie in Delaware County. At present, 340 students are enrolled in grades 2, 3, 4 and 5.

Teachers offer a rich and varied curriculum that is both child-centered and responsive to individual needs. By attending professional seminars and enrolling in courses, Selma's teachers exhibit a desire to stay current and to grow in their profession.

In addition to weekly instruction in music, art, physical education, and technology, students have access to programs for group and one-on-one counseling, learning differences, special reading and gifted and talented. A drug awareness program, DARE, is utilized at the fifth grade level. Selma community members are often invited to the classroom to share a talent or skill, such as writing, historical research or foreign language.

Cultural and academic opportunities are available through Ball State University, Minnetrista Cultural Center, the Horizon Center, and the Children's Museum. Locally, Selma has Prairie Creek Reservoir, the National Academy for Model Aeronautics, Cardinal Greenway, and ME's Zoo to provide educational opportunities and recreation. Selma's students utilize these resources through field trips, speakers, student teachers and educational consultants.

The community of Selma can be characterized by the pride it takes in its children. At the annual Selma Bluebird Days, students are showcased in a talent show, which is one of the highlights of the festival. Fundraisers for education, such as the annual Ice Cream Social are consistently successful. The Community Christmas Sing is another well-attended event, giving the community of Selma an additional way to show support for its students. The Selma Enhancement Committee has been established by citizens in the town of Selma to showcase the special characteristics of the community.

Being a small town community, most residents of the school district work in Muncie, Anderson, Fort Wayne, or Indianapolis. Although few school parents are actively engaged in farming, Selma has been able to preserve its identity as a rural community.

Building History

Selma Elementary School was originally built in 1954 on a 12 acre site on the southeast side of Selma, with 12 classrooms, a library, offices, a gymnasium /cafeteria, kitchen, and boiler room. A ten-room addition was constructed in 1962 along with a special reading room, health suite, and faculty room. In 1994, a major renovation was undertaken, and many improvements were made. A new gymnasium was added. Also added were a new entrance lobby, music room, and an art room complete with a kiln. The old gym/cafeteria was converted into a carpeted cafetorium, complete with a half- round stage that is wired for sound and lighting. The entire building was refurbished, and is a beautiful facility throughout.

An analysis of the facility in 2005 by Ogle, McGuire and Shuck for a corporation-wide building project points to the following:

Urgent needs: cafeteria carpet, drainage, security updates and telephone system (addressed below),

Needs attention soon: Handicapped accessible playground

During the Fall 2006 Semester, Koorsen Fire & Security installed a security system and access control system in Selma Elementary School. This security system is a mix of perimeter and interior detection devices. Every exterior door is equipped with a touch pad sensor. Hallways and high traffic areas are protected by interior motion detectors that detect humans, but ignore animals up to forty pounds. The system, capable of 150 users, is managed from three English display keypads on site.

The access control portion of the system controls three doors in the building. When an authorized user presents their proximity card to a reader, the security system will disarm, and record the time the user entered the building. Cards are restricted to only allow entry by time of day or by the armed state of the security system. Arming of this system is controlled using the LCD keypad.

Telephones were installed in the fall of 2006 in every classroom. Each room has direct link to the office, all other rooms, and the public telephone system.

The following safety procedures are examples of the commitment to providing for the safety and security of students and staff at Selma Elementary School.

1. All doors are kept locked throughout the day, with the exception of the front door, located by the main office.
2. A weekly inspection is done on all playground equipment.
3. Visitors are required to sign in at the front office.
4. Procedures are in place to ensure the safe handling of administration of student medicines.
5. Parents complete a form, which is kept in the front office, which gives emergency contact information.
6. Evacuation drills are practiced monthly.
7. Regular tornado drills are practiced.

Identified Safety Need:

Security camera system

School rules are displayed in the student agenda, and enforced throughout the year. Teachers also maintain a set of individual classroom rules and procedures. All school and classroom rules are enforced in a fair and firm manner. It is our belief, at Selma Elementary School, that "teachers have the right to teach, and students have the right to learn."

Student Population

Currently, the student population at Selma Elementary is comprised of 163 boys and 177 girls, for a total of 340 students. The student population is 99% Caucasian, and 1% multi-racial.

Description of Curriculum

The Indiana Academic Standards (IAS) are the backbone of the curriculum at Selma Elementary. The school curriculum is a comprehensive plan to provide a K-12 continuum of options and services that meet the needs, abilities, and interests of the Selma students. A committee of teachers, parents, and administrators is selected and given the task of curriculum review on an annual basis. This is done in conjunction with the textbook adoption following the cycle outline below. The textbook committee then selects the textbooks that most effectively cover the corporation-adopted curriculum.

The challenge of implementing the curriculum is the responsibility of each individual teacher. Teachers are responsible for making certain that the curriculum will lead to the achievement of the Indiana Academic Standards.

Copies of the curriculum and the Indiana Standards are available in the Selma Elementary School Office and the Liberty-Perry Community School Corporation Superintendent's Office located at 105 South County Road 650 East, Selma Indiana. Each teacher is also given a copy of the curriculum and the Indiana Academic Standards for his/her use.

Initiatives implemented during the 2009-10 school year will include curriculum mapping and establishment of the elementary RtI plan as well as the utilization of a Literacy Coach for teachers and staff.

Adoption Cycle

2009-10 Mathematics
2010-11 Science/Health
2011-12 Misc.

2012-13 Rdg./Handwriting
2013-14 LA
2014-15 Social Studies

Selma is also continuing to implement many aspects of the C.L.A.S.S. works Model in classrooms. C.L.A.S.S., Connecting Learning Assures Successful Students, is a comprehensive curriculum model and philosophy founded by Barbara Pedersen. The C.L.A.S.S. Model provides a philosophy of teaching and learning, standards-based curriculum development, and research-based teaching strategies based upon the constructs of brain-based learning.

The C.L.A.S.S. Model is divided into three strands:

- 1) Climate
- 2) Community
- 3) Curriculum

Although the Model is divided into three strands for ease of learning and understanding, all three strands are interdependent. This will become evident the more you use the Model. Each strand emphasizes the application of research-based strategies in:

- standards-based curriculum development
- processing and assessment
- literacy development
- evaluation
- direct instruction
- classroom management
- character development

Assessments – Titles and Descriptions

Informal assessments are ongoing in each classroom at all grade levels. Assessments are administered on an individual basis, or in small groups. Individual reading inventories, skills checklists, and individual subject tests are administered at all grade levels. Homework, written and oral tests, worksheets, student participation, and teacher observations are all forms of informal assessments used by the staff.

The resource/learning disabilities teachers use a number of standardized tests. These tests

are used to measure the student's ability and performance level, which helps determine placement in a program. The speech/language pathologist and school nurse also use a variety of standardized vision and hearing tests for placement purposes. The special education teachers hold individual annual case reviews each spring to share achievement information and set goals for the following year. At this time, The Brigrance Basic Skills Tests is being evaluated for continued use.

Annual Performance Data

Students were given the ISTEP + test at grades 3, 4, and 5. 3rd and 4th grades were assessed in math and language arts, while 5th grade was assessed in math, language arts, and science. ISTEP+ was administer twice during the 2008-09 school year (Fall & Spring).

3rd grade ISTEP + results

Math

Year	State Ave	Selma Elem.
08-09	71	70
07-08	71	74
06-07	73	75
05-06	74	78

English/Language Arts

Year	State Ave	Selma Elem.
08-09	75	71
07-08	76	78
06-07	75	78
05-06	76	82

4th grade ISTEP + results

Math

Year	State Ave	Selma Elem.
08-09	74	80
07-08	76	71
06-07	75	77
05-06	76	74

English/Language Arts

Year	State Ave	Selma Elem.
08-09	74	73
07-08	75	81
06-07	76	74
05-06	75	78

5th grade ISTEP + results

Math

Year	State Ave	Selma Elem.
08-09	78	81
07-08	78	80
06-07	77	75
05-06	77	72

English/Language Arts

Year	State Ave	Selma Elem.
08-09	75	87
07-08	76	81
06-07	76	76
05-06	75	79

6th grade ISTEP + results

Math

Year	State Ave	Selma
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	Ave	Elem.
08-09	80	88
07-08	81	92
06-07	81	90
05-06	79	83

English/Language Arts

Year	State Ave	Selma Elem.
08-09	73	77
07-08	73	75
06-07	72	69
05-06	72	74

Summary Regarding Test Data

An examination of the data on the ISTEP+ tests indicates that Selma Elementary School students consistently score above or at the state average on the Language and Mathematics portion of the test, and fifth grade students have also scored at or above average on the Science portion of the ISTEP+ Test.

As a staff, we look at individual student ISTEP+ results, and make comparisons of scores on the English/Language Arts and Mathematics portions of the tests as students progress from grades three to five. The results of each class will also be reviewed to make comparisons as to how the entire group scored on the English/Language Arts and Mathematics portions of the ISTEP+ as third, fourth, and fifth grade students. An examination of the results on specific standards and skill areas will help the School Improvement Committee and the Selma Elementary Staff target some areas where improvement is needed.

These targeted areas will have an increased concentration. Activities and initiatives will be put in place to improve student performance. Furthermore, the development of instructional strategies, activities, and best practice directly aligned with the Indiana Academic Standard will be implemented. Increased focus in these areas, as well as others, will be initiated at all grade levels.

Targeted Areas for Grades 3, 4 and 5:

1. Reading Vocabulary
2. Reading Comprehension

Attendance Rate

Year	State Ave.	Selma
2007-2008	95.9	96.7
2006-2007	95.8	96.7
2005-2006	96.0	96.1
2004-2005	95.9	96.5
2003-2004	95.9	96.7
2002-2003	95.8	96.9

Many factors play a role in determining Selma Elementary's yearly attendance rate. Flu, head lice, chicken pox, along with other transmitted medical conditions, will negatively affect the average attendance. When students are absent or come in tardy, they usually have a legitimate reason. The above chart shows that the attendance rates at Selma Elementary School have consistently been above the state average. Rates have remained between 96 and 97 percent for the past 14 years.

While the attendance rates at Selma Elementary School are acceptable, our PL221 Committee is currently seeking out new incentive programs to encourage students to attend school. At Selma Elementary, good attendance will continue to be focused on by:

1. Stressing the importance of good attendance to parents in a variety of forums.
2. Continuing to seek out a system of rewards for good and excellent attendance.
3. Notifying, and congratulating parents of students with excellent attendance records.
4. Reviewing and enforcing the Selma Elementary Attendance Policy as stated in the student handbook.

Cultural Competency in Educational Environments

The mission of the administration, faculty, staff, parents, and community of Selma Elementary is to meet the needs of all students, respecting each student's cultural, socioeconomic and racial uniqueness. An awareness of and an appreciation for the diversities within the school population are the driving forces behind strategies that are in place and are continually expanding:

Strategies used to accomplish the mission:

Disabilities Awareness Week

Persons with physical disabilities from both within and outside the corporation shared with the student population.

Special Olympics athlete came and talked to students.

Classroom Visitation

The teacher of the severely disabled children has students from all grades visit her classroom, watch and learn as she works with her children with severe physical, mental, and emotional disabilities.

Fund Raisers

Fund raising for Riley Hospital.

Holiday giving of food and toys by students and their families to other school families who express a need.

Curriculum

Social studies, reading and language lessons incorporate ethnic, racial and cultural differences to enlighten students to the diversities that presently surround them and will be in their futures.

Other Information About Educational Planning

Title I Program

The academic assistance program in reading is federally funded through Title I. Curricular goals are designed to parallel classroom instruction. The setting is a pullout approach for supplemental instruction. The Title I teacher works in tangent with the classroom teacher.

The Title I (S.P.A.R.K.) program will be using the S.P.I.R.E. reading program (Specialized Program Individualizing Reading Excellence) as their curriculum. S.P.I.R.E. is a supplemental/intervention program designed to provide systematic instruction in the five components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. S.P.I.R.E. will be initiated the fall of 2008.

Special Education

The special education program addresses the needs of students with learning disabilities, communication disorders and mild to severe mental handicaps. These students are facilitated through their IEP goals which are implemented in general education rooms, inclusion situations, resource room, self-contained rooms and the community. All special education students are included with general education students as much as possible to promote social skills. The special education program combines the expertise and instruction of the special education staff, along with the knowledge and assistance of the general education teacher, speech pathologist, principal, counselor and parents. The special education population comprises 25% of the total enrollment of the school.

Media Center

The Selma Elementary media center is fully automated, including two computers for student use. The students come to the media center once each week as a class, but may come any time to do research or to check out books. The center has approximately 8,000 books, a selection of magazines, an extensive reference collection including a new set of World Book Encyclopedias and a new set of primary encyclopedias. The students may check out magazines overnight. The center has a large selection of videos to enhance the curriculum. Selma's media center shares one Library Manager member with the corporation's K-1 building, Perry Elementary.

Staffing

The faculty consists of 18 full-time teachers, 8 shared teachers, and two full-time administrators. A full-time administrative assistant staffs the main school office. A full-time licensed practical nurse is on-site during the school day. Nine aides are utilized in various classroom settings. Four lunchroom aides supervise lunch and lunchtime recess. The cafeteria staff includes four cooks and one cashier. Two custodians are employed, each covering an eight-hour shift.

In-School Special Programs

Music

Art

Physical Education

Computer Instruction

Counseling

Health Clinic *

Dental Clinic *

Fluoride Treatment *

Vision Screening *

Hearing Screening *

Book Fair *

Young Authors' Conference *

Essay Contests

Martin Luther King Day Study

Presidents' Day Study

Veteran's Day Program *

Christmas Food Drive

Making of Town Christmas Tree Decorations

Variety Show

Larry Battson's Animal Convocation

Muncie Symphony Convocations

Tar Wars Convocation

Fire Safety Convocation *

Student Council

Invention Convention

Egg Drop Contest

D.A.R.E.

Recycling Program

Delaware Co. Historical Society

Ball Memorial Hospital Walk For Health *

Parent Breakfast *

Grandparents' Day *

Field Trips

Minnetrista Cultural Center *

Prairie Creek Reservoir *

ME's Zoo *

Muncie Children's Museum *
Civil War Days *
Conner Prairie *
Ag-Days *
Regular Nursing Home Visitation *
Music Arts Performances *

After-School Programs
Gifted/Talented Program
Junior Pro Basketball *
Community Christmas Sing
Music Programs
Art Lessons
Selma Blue Bird Days *
Ice Cream Social *
Scouting *
Skating Parties *
Community Art Show *
School Fund Raisers *
Open House *

** Denotes parent volunteers and/or involvement*

Conclusions About the Current Educational Planning

Selma Elementary School is on a nine-week grading period. Grade cards go home at the end of the nine weeks. Progress reports on each student go home after five weeks. In addition, parent/teacher conferences are held once each semester and more often if requested by the teacher or parent. Teachers at Selma Elementary utilize classroom newsletters, e-mails, and personal phone calls to the home to communicate student progress to parents. The parent portal of Powerschool allows parents real-time access to their children's grades and attendance.

Parent and Community Involvement

An active parent/teacher organization is the center of organized parent involvement at Selma Elementary. Parents volunteer and coordinate a fund-raising program called Market Day that provides the school with needed supplies and equipment. As indicated in *Section 1-A.4*, parents and community members are a vital part of school programming. A monthly lunch menu and newsletter is sent home announcing upcoming events and reporting on grade level activities. Throughout the month, newsletters go home as needed with update information.

Technology as a Learning Tool

Technology at Selma Elementary addresses the administrative needs of staff and learning processes of students. Staff members have technology training and professional development opportunities available to them when new administrative and academic software is added. All teachers have access to information on the Internet. Powerschool assists with the administrative functions of the school corporation, making information more quickly and efficiently accessible to better serve students and parents.

Two portable labs are in place which are used extensively by all 18 classroom teachers. The Accelerated Reading program is used to assess reading comprehension at all grade levels. Accelerated Math is used by all classroom teachers to allow for individualization of students' math programs.

All students have a 45-minute class period in a 25 station lab each week with a certified technology instructor. Word processing is introduced and expanded as students' progress through grades 2, 3, 4, and 5. Fifth grade students receive a 6 week introductory course in keyboarding. Students also learn the basic operations of drawing, graphics and Internet use. As time permits, students utilize math software aligned with grade-level curriculum. Presentation software is introduced at the 5th grade level.

Students use the labs at other times for research, writing and reviewing subjects, and using sites developed by adopted book publishers.

A technology budget is being studied for the 08-09 school year, preparing for cyclical replacement of equipment that is now three years in age.

Building Technology Plan

Integration of Technology into the Curriculum

Selma Elementary administration and teaching staff have made a strong commitment to integrate technology and the Internet into the curriculum as outlined in the PL 221 Plan and the original Technology Plan of the Liberty-Perry Community School Corporation. Technology at Selma Elementary currently addresses the administrative needs of staff and the learning processes of students.

Specifically, all teachers at all grade levels are utilizing or expanding, in a lab situation, their use of Accelerated Reader, selected math and problem solving software as outlined in the supportive instructional initiatives of the PL 221 Plan for the school. The Internet home page for teachers is directed to education sites, with specific emphasis on professional development sites. Each classroom has one or more student computers available for make-up lab work, individual student education enhancement, and remediation work.

Selma Elementary students will use the Internet to research various topics in all grades. They will use this research to develop a deeper understanding of their topic of interest. They will use Microsoft

Word to learn to write short stories and papers from the research they have done. Math and Science students will use live stream video to enhance learning and deepen their understanding of the topic.

Professional Development

The Liberty-Perry Community School Corporation will support the continued professional development of all staff by providing them with the resources they need to stay current in their field and implement best practices in teaching and learning.

A three tier interlinked strategy will be employed to make sure that the staff will have the training and support they need. All levels of training will possess some commonalities but will eventually be customized and personalized to meet individual needs. Teachers will receive training within the corporation as well as opportunities to attend technology seminars and workshops offered elsewhere. Training will be offered at predetermined times as well as additional training tailored to individual needs as circumstances arise. As an incentive, teachers will be compensated for their time and commitment and release time will be made available to attend seminars and meet for the purpose of sharing questions and discoveries with their colleagues.

The three levels of training will be categorically divided into using the equipment, working with the software and Internet resources, and integrating technology into the curriculum. Teachers will be asked to inventory their current technology skills and attitudes to serve as a benchmark to help identify individual needs and customize training.

Integrating technology is a significant part of the professional development strategies at Selma Elementary. After-school workshops are offered to guide and assist teachers in their use of technology for curriculum enhancement. A certified on-site technology support staff member has been assigned to help teachers with software and hardware concerns. This support staff works one-on-one with teachers on software instruction before, during and after the regular school day. Utilizing software that aligns with state standards at specific grade levels is the primary focus of all technology teacher training and professional development.

Mr. Mike Elder, technology director for the corporation, will lead technology training. Corporation in-services days (4 per school year) will incorporate at least 25% technology training for teachers. All teachers will participate and be encouraged to use the new technology by publicly recognizing them at staff meetings and in our school newsletter. To train the staff we will use the train the trainer model. Staff has responded well to being trained by their colleagues in the past. Practitioners from local schools will be brought in to train teachers using data driven strategies they have incorporated into their curriculum.

Needs Assessment Strategies

Evaluation of software and hardware needs is a process that has and will continue to be on-going as outlined in the Liberty-Perry Technology Plan. Teachers log their class use of lab software and hardware, making comments and suggestions, which are shared with other staff members. Assessment begins with the documentation of completion as outlined in the recommendation section of PL 221 Plan and continues to the benchmarks and indicators of performance, which include ISTEP testing, classroom testing data, test preparation materials, and Terra Nova testing.

Overall program assessment

Continuous school improvement is reliant on feedback from all stakeholders (teachers, parents, students and patrons) through surveys, interviews. Administrators and grade level chairs will also make observations. Student performance on standardized tests will be evaluated and measured in comparison to state averages for student and school improvement. Mike Elder, technology director, will update the technology plan each spring while data is collected and evaluated by Joel Mahaffey, elementary school principal.

Future technology needs

To maintain programs and equipment, and to move toward the technology goals for Selma Elementary, the following needs have been assessed:

Move to DHCP IP addresses to facilitate wireless accessibility

Printer replacements as need arises

Acc. Math scanner replacements as need arises

Ibook replacements as need arises

Safe and Disciplined Learning Environment

One goal at Selma Elementary School is to provide a safe and secure environment for students and staff. The process of providing security requires a great deal of planning and cooperation between staff members, parents, students, and administration.

While it is not always possible to predict behavior that will lead to violence, educators, parents, and sometimes students can recognize certain early warning signs. We encourage our staff, students, and parents to report any potential safety threats to our students or our school.

The Liberty-Perry Community Corporation and Selma Elementary Crisis Plans are reviewed and updated on a yearly basis. Selma Elementary is in compliance with Indiana State Law in conducting required fire and disaster drills.

New student car-pick procedures were initiated in January of 2007 to insure a safer environment as students leave the building at the end of the school day. Parents/guardians must sign up in the school office if their child is picked up by vehicles other than a school owned bus. A numbered sticker provided by the school must be displayed in the front car window. Certified staff and parents are on-site each evening to make sure students are supervised to insure the safer and more orderly loading of students and departure of cars.

Professional Development

In-service training is provided on a regular basis, including both corporation-wide and building-specific topics. While use is made of outside sources of information, teachers have also been given the time to share their own knowledge and insights on improving the curriculum and enhancing instructional strategies. Teachers have outlined their personal professional development goals for the school year and review them with the building principal.

Professional development monies become available to teachers by submitting a request to the corporation curriculum director who evaluates each request. Teachers are given every opportunity to utilize professional development opportunities due to a substantial number of grants that have been written and awarded to the corporation.

Professional development by certified staff in 08-09 include:

Continued training in C.L.A.S.S. Workshops; grades 2-5

Writer's Workshop; grades 2-5

Indiana Writing Project; grades 2-5

Mentor Teacher Training

Motivating the Reluctant Learner

Selma Elementary School
 School Improvement Plan
 Student Achievement Objectives/Goals
 2009-12

GOALS: % of Students Meeting ISTEP + Academic Standards in Language Arts: At least 90%, with improvement over previous year
 % of Students Meeting ISTEP + Academic Standards in Mathematics: At least 90%, with improvement over previous year
 % of Students Meeting ISTEP + Academic Standards in Science: At least 90%. With improvement over previous year
 Attendance Rate: At least 97%, with improvement over previous year

Benchmarks for Progress

Goals and Objectives	Benchmarks and Indicators of Performance	Supportive Instructional Initiatives	Supportive Professional Development Activities	Documentation of Successful Completion of Achievement Objectives
<p>At least 90% of the students in third, fourth, and fifth grades will score at or above the state standard in Language Arts and Mathematics.</p> <p>At least 90% of the students in fifth grade will score at or above the state standard in Science.</p>	<p>90% or more of the students will meet ISTEP+ Academic Standards in L.A. in 2009-10, 2010-11, 2011-12</p> <p>90% or more of the students will meet ISTEP+ Academic Standards in Mathematics in 2009-10, 2010-11, 2011-12</p> <p>90% of the fifth grade students will meet ISTEP+ Academic Standards in Science in 2009-10, 2010-</p>	<p>Teacher collaboration and meetings focusing on strategies and activities, to correlate instruction to the Indiana Academic Standards. Special focus will be directed to individual skill areas of need.</p> <p>School initiatives such as Curriculum Mapping, creating Quarterly Assessments, and School-Wide Instructional Approaches</p>	<p>Teacher Collaboration Times</p> <p>Primary/Intermediate Collaboration Times</p> <p>Professional Development activities focusing on Best Practices</p> <p>Monthly teacher meetings to discuss current practices and areas to improve</p> <p>Continuation of Curriculum Alignment</p>	<p>ISTEP + and/or any other district tests that may become part of our periodic assessment</p> <p>Adopted curriculum student tests, including teacher development assessments</p> <p>Documentation of instruction covering the Indiana Academic Standards</p> <p>Quarterly assessments, once initiated</p>

	11, 2011-12			
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Three-Year Timeline

2007-2008

The focus during the 2007-2008 school year will be to continue with the curriculum mapping process in the subject(s) of Reading/Writing. This process will assure that all Indiana Academic Standards are included in the curriculum. We will also continue to investigate best practices in education, differentiated instruction, continuation and extension activities, and other resources to improve the overall curriculum, instruction, and assessment. Quarterly Assessment tools will be researched and studied. Teachers will continue to be trained in the 6+1 Writing and Reading Method. School-wide and grade level writing prompts will continue to be planned by grade level chairs. A school-wide behavior management system will be researched and implemented. The C.L.A.S.S. works Model will continue to be investigated and implemented into individual classrooms.

2008-2009

During the 2008-09 school year, we will continue the process of curriculum mapping in the subject area of Language Arts. We will periodically review the completed Reading/Writing curriculum maps completed during the previous year. Teachers will begin to identify quarterly assessment tools in the areas of Science, Reading, Writing, Language Arts, and Mathematics.

2009-2010

During the 2009-10 school year, we will continue process of curriculum mapping in the subject area of Social Studies. We will periodically review the completed Reading/Writing and Language Arts curriculum maps. Teachers will administer quarterly assessments in the subject areas of Science, Reading, Writing, Language Arts, and Mathematics.

*Star Math and Accelerated Reader will continue to serve as school-wide assessment tools throughout this three year timeline.