2020-21 School Improvement Plan
for
Ireland Elementary

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Mission, Vision, and Beliefs

We believe that all children have the capability to learn. Through the cooperative efforts of the child, the home, the school, and the community, we accept the challenge to provide a learning environment that instills a desire for knowledge. We will work diligently to provide students with the skills necessary to become successful, participating members of the American democratic society and inspire a vision of the future from a global perspective.

School, parents, and community supporters will ensure every child in Jasper is whole socially and emotionally in order to pursue a life and career pathway they are proud of and for which they are prepared.

JasperGREAT - Growing Resilience, Engagement, and Academics Together

Ireland Elementary staff and students have high expectations. Our school motto is "When you work hard, good things happen!"

Narrative

Every school has its own story to tell. The context in which teaching and learning take place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision.

Ireland Elementary school is one of three elementary schools in the Greater Jasper Consolidated School Corporation. The school houses kindergarten through fifth grades and a multi-categorical resource room. In addition, itinerant teachers provide art and music classes for all students. Social workers provide student assistance. ENL instruction is provided as needed, primarily through curricular accommodations. Speech, OT, PT, and sensory-related disability services are provided through a special education cooperative. Eligibility assessments are provided by the DSPP Exceptional Children's Co-op.

Historically, the Ireland community has provided for students in need through family, church, school, and community resources. While our community's strong German heritage and traditions continue, economics and an ever-changing population present us with an increasing number of students who need more assistance in a variety of areas. Our population is becoming more culturally diverse, as well. Socio-economic and cultural differences can affect educational progress. Differentiated instruction, progress monitoring, parental involvement, individual conferencing, goal setting, and emphasis on responsibility and respect provide increased opportunities for all students to succeed.

Partnerships with the Kennedy Arts Center, the City of Jasper, and the Jasper Community Arts Commission provide opportunities to enhance vocabulary development through fine arts programs.

Ireland Elementary School has been honored with Four-Star status and a school rating of "A" in previous years. Students and staff are recognized for academic excellence and encouraged to maintain the high expectations of the school community.

ATTENDANCE TRENDS			
YEAR	ATTENDANCE RATE	STUDENT ENROLLMENT	FREE/REDUCED PERCENTAGE
2010-2011	97.5	480	9%
2011-2012	98.1	508	10%
2012-2013	97.9	549	9%
2013-2014	98.2	560	10.9%
2014-2015	97.7	535	10.1%
2015-2016	98.4	559	10.9%
2016-2017	97.9	553	10.3%
2017-2018	97.8	543	12.9%
2018-2019	97.7	536	12.7%
2019-2020			

Curriculum Description

Ireland's grade level curriculum in all subject areas meets and exceeds Indiana academic standards. Academic standards have been aligned through curriculum mapping. Within our school district, common assessments and a 90-minute reading block (Tier 1) are in place. Grade level teams utilize on-going progress-monitoring and benchmark standards check assessments to monitor student growth and adapt the curriculum accordingly. This process involves attending professional development workshops/conferences to learn about best practices, participating in grade-level team meetings to review data, and incorporating lessons that provide for differentiated instruction. Programming is in place for students needing remediation and enrichment in all grade levels.

Ireland Elementary implements numerous programs throughout the school year to ensure the success of all students.

- STEM Lab
  Our school implemented a school-wide STEM Lab beginning with the 2018-19 school year. It is outfitted with Virtual Reality Goggles, 3D Printer, and eight iMac computers. Each teacher dedicates a 30-minute block of time to STEM instruction weekly. We have just started a new initiative - Girls Who Code - as a seasonal afterschool program.

- Learning Lab (Tier 2)
  Students are identified as needing additional support utilizing iReady and reading data. Instruction is consistent and supportive of our core ELA and Math curricula. Periodic assessments ensure students with the greatest need are receiving support. Daily 30 minute sessions in ELA and Math are conducted daily.

- High Ability School Newspaper
  Based on CogAT test scores, students identified as high ability in the areas of Language Arts and General Intelligence work collaboratively to create a school newspaper, The Ireland Times, once a quarter. Students meet once a week to discuss, research, design and compose their material.

- Flexible Grouping
  Grades 3-5 utilize flexible grouping for Math instruction, enabling teachers to enrich and remediate students on a daily basis, ensuring all students are challenged.
  Grades 1-5 utilize flexible grouping for Reading instruction, enabling students to receive instruction at their independent reading levels regularly.

- After School Remediation Program (Tier 3)
  Students in grades 3-4 who are identified as needing additional support may attend a 90-minute after-school program to receive help with homework, studying for tests, and reviewing skills and standards.

Assessment(s) Description

- Accountability Assessments: This school complies fully with the expectations regarding the administration of ILEARN, IAM, WIDA, and IREAD.
- Kindergarten Readiness Test-Anderhalter & Perney: A nationally normed readiness assessment used at kindergarten registration as a screener.
- Dibels Literacy and DAZE: A nationally normed pre-reading and reading assessment used in grades K-5 as a benchmark screener and progress monitoring tool.
- iReady: An ELA and Math assessment used in grades K-5, as a formative benchmark and progress monitoring tool predictive of ILEARN.
- CogAt: A screener used for high ability identification in K, 2, and 5.

Continuous School Improvement Goals

Goal: Students will demonstrate improvement in their vocabulary skills.

Objectives:
1. 90% of students in 3rd - 5th grade will demonstrate proficiency by scoring an above or at proficiency level on ILEARN in Key Ideas and Textual Support/Vocabulary by 05/26/2020 as measured by disaggregating ILEARN reading vocabulary data.
2. 90% of students in K- 2nd will demonstrate growth in iReady Vocabulary by 05/26/202 as measured by disaggregating iReady reading vocabulary data.

Proposed Interventions Based on School Improvement Goals

Strategies and Interventions:

- Strategic Instruction in Vocabulary
  - Specific vocabulary instruction
  - Academic Vocabulary
  - Modeling through cloze reading
  - Use of graphic organizers (Frayer Model, teacher-created graphic organizers, etc.)
  - Vocabulary exposure and practice through games
  - Word walls
  - RAZ Kids - all Kindergarten and 1st grade; intervention kids for 2nd & 3rd
  - Greek and Latin Roots - specific lists for every grade level
  - Grade level appropriate classroom novel sets
- Strategic Professional Development for Vocabulary
  - Training in/on:
    - Use of Wonders basal resources (hard copy and digital)
    - Literacy work stations
    - Integrating technology into the classroom
    - Building vocabulary
  - Peer collaboration
  - Website research
  - Additional workshops and conferences

Targeted Areas for Immediate Improvement

Areas for Improvement:

- Providing time for co-worker observations and collaboration within our building and between schools would allow teachers the opportunity to share in the professional knowledge and expertise of colleagues. Teachers that attend professional development need to have time to collaborate, debrief, and plan for implementation.
- Data is collected and programs are available, but there is not a systematic way to collect and consistently use student data for professional growth.
- Our school values professional collaborations; however, time restraints and scheduling prevent all staff from meeting on a regular basis. Teachers do attempt to converse with each other regarding student concerns as often as possible. Our staff realizes that collaboration is necessary for increasing learning opportunities for our students. There is a need for vertical and horizontal articulation for curriculum and instructional practices within the school.
- To improve the areas of need, we would benefit from paraprofessional training for our instructional assistants to increase effectiveness when implementing interventions.
- Without a school counselor or a full-time social worker, students are impacted by the lack of availability of assistance for counseling and emotional, behavioral, and academic support. The 3 tiers of Social/Emotional learning should be equal to core academics when striving to better the whole child.
- Career and college readiness is another area for improvement. This is a state-mandated initiative that is needed in many schools, and we look forward to implementing components of this in all grade levels.
- The lack of consistent resources available to fully implement differentiated instruction continues to be a concern. Access to an in-house reading specialist would benefit the school by providing resources, strategies, interventions, and support. Modeling of proven strategies and interventions would immediately benefit not only the staff but students as well. Such a specialist would collect and coordinate data, materials, and activities needed to implement lessons.

State and Other Assessment Data

Ireland Elementary School consistently scores well above state averages in all grade levels and all subjects on the ILEARN state assessment.

ELA Data Analysis: All grade levels surpass state averages in all subcategories in ELA. Females overall are consistently performing better than males in all subcategories. The three subcategories of ELA have high overall percentages for students above and at proficiency. With our school goal of vocabulary, our ILEARN data is showing that our students have higher levels of above/at proficiency when compared to the state scores. Special Ed and 504 students are struggling in the subcategory of writing and vocabulary in all grade levels, which is an area of improvement for our school.

Math Data Analysis: All grade levels surpass state averages in all subcategories in Math. There is no significant difference between females and males in any of the subcategories. Our Special Ed and 504 students are struggling in the subcategory of computation and number sense in all grade levels, which is an area of improvement for our school.

Overall ELA Percent of Proficiency - Ireland Elementary School

	Third Grade	Fourth Grade	Fifth Grade
Ireland Overall	75	85	73
State Scores	46	45	47
504	25	25	17
Gender Male	63	81	71
Gender Female	83	89	74
Special Ed	36	50	33

Overall Math Percent of Proficiency - Ireland Elementary School

	Third Grade	Fourth Grade	Fifth Grade
Ireland Overall	81	84	79
State Scores	58	53	47
504	25	50	33
Gender Male	78	78	83
Gender Female	82	89	74
Special Ed	57	63	65

ILEARN ELA Data - Ireland Elementary School

		Key Ideas and Textual Support/Vocab			Structural Elements and Organization/Connection of Ideas/Media Literacy			Writing		
		Above Proficiency	At Proficiency	Below Proficiency	Above Proficiency	At Proficiency	Below Proficiency	Above Proficiency	At Proficiency	Below Proficiency
3rd Grade	Ireland Overall	46	46	7	31	65	4	39	53	8
	State Scores	24	51	25	19	61	20	17	58	25
	504	25	50	25	-	100	-	-	75	25
	Gender Male	46	41	12	27	66	7	37	54	10
	Gender Female	47	50	3	34	64	2	41	52	7
	Special Ed	21	43	36	14	64	21	29	43	29

		Key Ideas and Textual Support/Vocab			Structural Elements and Organization/Connection of Ideas/Media Literacy			Writing		
		Above Proficiency	At Proficiency	Below Proficiency	Above Proficiency	At Proficiency	Below Proficiency	Above Proficiency	At Proficiency	Below Proficiency
4th Grade	Ireland Overall	52	42	5	26	66	8	27	67	5
	State Scores	23	52	25	7	59	24	16	55	30
	504	-	50	50	-	75	25	-	75	25
	Gender Male	57	41	3	24	65	11	24	65	11
	Gender Female	47	44	8	28	67	6	31	69	-
	Special Ed	50	38	13	13	38	50	38	25	38

		Key Ideas and Textual Support/Vocab			Structural Elements and Organization/Connection of Ideas/Media Literacy			Writing		
		Above Proficiency	At Proficiency	Below Proficiency	Above Proficiency	At Proficiency	Below Proficiency	Above Proficiency	At Proficiency	Below Proficiency
5th Grade	Ireland Overall	33	60	7	26	67	7	36	54	10
	State Scores	19	58	23	14	65	21	22	51	27
	504	-	100	-	-	67	33	17	33	50
	Gender Male	21	71	8	25	67	8	25	65	10
	Gender Female	46	48	7	26	67	7	48	43	9
	Special Ed	-	60	40	-	80	20	20	60	20

ILEARN Math Data - Ireland Elementary School

3rd Grade

	Algebraic Thinking and Data Analysis			Computation			Geometry and Measurement			Number Sense		
	Above Proficiency	At Proficiency	Below Proficiency	Above Proficiency	At Proficiency	Below Proficiency	Above Proficiency	At Proficiency	Below Proficiency	Above Proficiency	At Proficiency	Below Proficiency
Ireland Overall	57	37	6	55	39	6	54	38	8	48	44	7
State Scores	33	45	22	32	43	25	30	54	15	31	50	20
504	-	75	25	-	50	50	-	75	25	-	50	50
Gender Male	56	39	5	56	37	7	59	29	12	59	32	10
Gender Female	57	36	7	53	41	5	50	45	5	41	53	5
Special Ed	43	36	21	50	21	29	36	43	21	36	36	29

4th Grade

	Algebraic Thinking and Data Analysis			Computation			Geometry and Measurement			Number Sense		
	Above Proficiency	At Proficiency	Below Proficiency	Above Proficiency	At Proficiency	Below Proficiency	Above Proficiency	At Proficiency	Below Proficiency	Above Proficiency	At Proficiency	Below Proficiency
Ireland Overall	42	55	3	63	33	4	49	48	3	51	42	7
State Scores	26	50	24	31	46	22	28	52	20	27	47	26
504	25	75	-	50	50	-	25	75	-	-	75	25
Gender Male	46	49	5	59	32	8	57	43	-	54	35	11
Gender Female	39	61	-	67	33	-	42	53	6	47	50	3
Special Ed	25	63	16	38	50	13	38	63	-	25	38	38

5th Grade

	Algebraic Thinking and Data Analysis			Computation			Geometry and Measurement			Number Sense		
	Above Proficiency	At Proficiency	Below Proficiency	Above Proficiency	At Proficiency	Below Proficiency	Above Proficiency	At Proficiency	Below Proficiency	Above Proficiency	At Proficiency	Below Proficiency
Ireland Overall	40	55	5	40	54	6	39	58	3	51	45	4
State Scores	23	50	28	22	49	29	24	58	18	26	45	29
504	-	100	-	17	50	33	-	83	17	-	100	-
Gender Male	42	50	8	44	50	6	38	60	2	46	50	4
Gender Female	38	60	2	36	57	6	40	55	4	56	40	4
Special Ed	-	83	17	33	50	17	17	67	17	-	67	33

Greater Jasper Consolidated Schs

2018 Annual Performance Report

Ireland Elementary School, Jasper 1569

Indicator	School Results				State
	'14-'15	**'15-'16**	**'16-'17**	**'17-'18**	**Total**
A-F Accountability Grade	A	A	A	B	
Student Enrollment	537	559	553	543	1,139,822
Number of Certified Teachers	26	28	27	26	60,085
Percentage of Students Passing IREAD	100.0	99.0	100.0	98.7	86.6
* Grade 3 Percent Passing ISTEP+ Math Standard	77.3	86.5	90.3	86.7	59.3
* Grade 3 Percent Passing ISTEP+ Language Arts Standard	90.7	94.2	94.5	92.0	67.4
* Grade 4 Percent Passing ISTEP+ Math Standard	84.7	76.6	78.5	81.9	60.9
* Grade 4 Percent Passing ISTEP+ Language Arts Standard	92.9	85.4	85.0	87.2	63.8
* Grade 4 Percent Passing ISTEP+ Science Standard	96.5	86.4	81.3	86.2	57.6
* Grade 5 Percent Passing ISTEP+ Math Standard	81.3	87.2	80.0	76.1	65.6
* Grade 5 Percent Passing ISTEP+ Language Arts Standard	85.0	88.2	75.2	79.8	60.4
* Grade 5 Percent Passing ISTEP+ Social Science Standard		93.0	84.7	75.2	56.0
Pupil Enrollment to Certified Employee Ratio	18.4	19.7	19	18.7	13.5
Attendance Rate	97.7	98.4	97.9	97.8	95.3
Number of Students absent greater than 10% of School Year	1	2	3	6	80423
Number of Students Suspended	2	2	2	1	96,436
Number of Out of School Suspensions	1	6	2	1	65,437
Number of In School Suspensions	5		1		49,853

* In 2014-15 Indiana transitioned to new, more rigorous college-and-career ready standards and a new statewide assessment to measure these standards. Therefore, results are not comparable to previous data.

Parent Involvement Plan

Parent support and participation play a huge role in our success within our school. Before school begins, parents are given the opportunity to meet their child's teacher at a Back to School Night/Open House night. During this event, teachers share classroom expectations, remediation opportunities, and other important class information. This year we implemented family fun nights for families to attend and enjoy family time with their school community.

Ireland Elementary School has an active Parent Teacher Organization and provides all school supplies for every student. Parents are encouraged to volunteer at our school. Our volunteers chaperone field trips, work the book fair & other school events, help remediate students and assist teachers with small groups in classrooms and clerical tasks.

Parents are encouraged to take an active role in their child's education. Weekly newsletters are sent to inform parents and families of current and upcoming happenings within the school and how they can help facilitate learning at home. Our commitment to continuing to build upon parent involvement to enhance a sense of community here at Ireland will continue to be a priority.

Safe and Disciplined Learning Environment Plan

Ireland Elementary maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff. Continuous maintenance schedules will dictate improvements needed to provide a clean and safe environment.

In addition, student health and emotional well-being are high priorities. Staff training for crisis-prevention intervention, ALICE, blood-borne pathogens, EPI pen usage, CPR, as well as regular emergency drills and evacuation procedures will be continued to ensure a healthy and safe environment for our students.

Exterior doors are locked and must be unlocked only with a school badge or by office personnel. All visitors are required to sign in at the office to receive proper visitor identification.

We also have a school corporation safety officer and local deputies and police officers who make frequent visits.

Technology Plan

Technology has been another area of improvement. In the 2018-19 school year, all students in grades 1-5 received Chromebooks to use in class. Kindergarten also received one-to-one iPads the same year. The addition of an eLearning coach has given teachers the support to better facilitate best practices in the classroom for the school year.

Greater Jasper Consolidated Schools submitted the required Online Technology Plan last year in full compliance with IC 20-20-13. That plan can be found in its entirety via the secure DOE online system. The document details our comprehensive plan for the coordination of technology initiatives. That coordination is best summarized in Section II of the plan: "Vision for Technology Integration: Learning for Life! We strive to provide an environment for students that allows for creativity, being connected and productive individuals in society. It is an instructional goal to provide a blended learning environment for students in grades K-12. This entails providing both traditional and digital learning resources for students. We have developed a scope and sequence for digital citizenship lessons and have begun tracking the teaching of those lessons at each grade level."

Professional Development Plan

Professional Development Narrative:

- Strategies, Programs, Services, and Activities
    - Ireland Elementary School provides a strong core program built upon the Indiana Academic Standards and a locally developed curriculum framework.
    - Our elementary mathematics program, iReady, covers grade-level appropriate content, with remediation and enrichment materials built-in. iReady is supported through locally delivered professional development.
    - All ELA teachers have been trained in the Kristina Smeken's 6+1 Trait Writing framework, which is the foundation for our process writing instruction.
    - Our adoption of the "Wonders" textbook as the core elementary reading/language arts curriculum is supported through locally delivered professional development.
    - Ireland Elementary School uses targeted placement of at-risk students into learning labs for literacy and numeracy intervention. Reading and math instruction are prioritized, and students requiring intensive support forgo science or social studies to receive reading and math interventions in dedicated 30-minute long remediation/reteaching labs.
    - Students receive additional instruction in our after-school program. Participation in this program provides an additional 90 minutes a day, four days a week of practice on foundational skills in both literacy and math.

Cultural Competency Plan

Many staff members have worked to develop a character education program for use with all of our students. This plan incorporates the use of school-wide character traits and components of cultural competency to provide a well-rounded program.

A wide range of character traits is the focus of quarterly lessons in our K-5 classrooms. We also have a quarterly character education awards ceremony and breakfast during which we recognize students who exemplify these focus traits.

Our students also have opportunities to learn about a variety of cultures through art and music, as well as through our social studies programs. Within the area of literacy, books, read-alouds, and class novels are selected which provide cultural exposure. Parents of diverse ethnicity are invited to serve on school and/or corporation committees and to be actively present within our building.

Indiana Code for School Improvement Plans

IC 20-31-5, 6 and 511 IAC 6.2-3-3

(a) A plan:

(1) shall lay out objectives for a three (3) year period; and

(2) must be annually reviewed and revised to accomplish the achievement objectives of the school.

(b) A plan must establish objectives for the school to achieve. These achievement objectives must be consistent with academic standards and include improvement in at least the following areas:

(1) Attendance rate. **NARRATIVE**

(2) The percentage of students meeting academic standards under the Indiana statewide testing for educational progress (ISTEP) program (IC 20-32-5). ILEARN -**STATE AND OTHER ASSESSMENT DATA**

(3) For a secondary school, graduation rate. **DOESN'T APPLY TO IRELAND**

(c) A plan must specify how and to what extent the school expects to make continuous improvement in all areas of the education system where results are measured by setting benchmarks for progress on an individual school basis. **CONTINUOUS SCHOOL IMPROVEMENT GOALS**

(d) A plan must note specific areas where improvement is needed immediately **TARGETED AREAS FOR IMMEDIATE IMPROVEMENT**

In order to have a more complete strategic planning process and a written plan that is free from gaps, a school may include, but is not required to include, additional information, including, without limitation, the following:

(1) A narrative description of the school, the community, and educational programs. **NARRATIVE**

(2) A statement of mission, vision, and beliefs. **MISSION VISION BELIEFS**

(3) Data, including graphs, from the annual performance report. **STATE AND OTHER ASSESSMENT DATA**

(4) Data related to performance indicators other than those included in the annual performance report. **DOESN'T APPLY TO IRELAND**

(5) Other information about educational programming and the learning environment. **CURRICULUM & SAFE & DISCIPLINED LEARNING**

(6) Information about how the school's curriculum and instructional strategies support the achievement of Indiana academic standards. **CURRICULUM**

(7) Analysis of student achievement based on Indiana statewide testing for educational progress plus (ISTEP+) and other assessment strategies. **STATE AND OTHER ASSESSMENT DATA**

(8) Proposed interventions based on school improvement goals. **PROPOSED INTERVENTIONS BASED ON SCHOOL IMPROVEMENT GOALS**