

# **Maple Elementary School School Improvement Plan**

September 2012– September 2015

Nikki Harrison—Principal

School Improvement Committee:

Cara Marion, Andrea Brown, Jeff Leeke, Mindy Spacco,  
Cathy Feldhake, Dawn Battin



***Many Awesome Professionals Leading Education***

7237 East US Highway 36

Avon, Indiana 46123

Phone: (317) 544-6400

[www.avon-schools.org](http://www.avon-schools.org)

## TABLE OF CONTENTS

Community/School Profile.....	3
Mission Statements.....	13
Maple’s Vision Statement.....	13
Vision, Mission, and Beliefs Visual.....	14
Current Student Data.....	15
Math/Language Arts ISTEP+ Data.....	15
English Language Arts Locally Developed Assessments.....	23
Mathematics ISTEP+ Data.....	24
Mathematics Locally Developed Assessments.....	28
Instructional Data.....	29
Summary.....	30
Goals and Supporting Data.....	31
Attendance Plan.....	32
Benchmarks for Progress.....	33
School Improvement Plan Templates.....	36
Parent Participation.....	45
Safe and Disciplined Learning Environment.....	46
Technology.....	47
Cultural Competency.....	48
Health And Wellness.....	50
Appendices.....	51
Committees.....	52
NCA Baseline Data Dates.....	53
Cultural Competency Plan.....	54
Professional Development.....	57

## **1. a. Existing School Data: Avon Community and School Profile**

### **The History of Avon**

The Avon Community School Corporation, located in Washington Township in eastern Hendricks County, is thirteen miles west of downtown Indianapolis. The community, which developed around the intersection of a major U.S. highway (U.S. 36) and a major Indiana roadway (S.R. 267), has been in existence since the 1800s. Avon officially became a town and received the zip code of 46123 in 1997. Avon has developed from a predominantly agricultural-based community into a blend of single-residential homes, apartments, businesses, and service industries.

The first Washington Township School of record was located near the site of White Lick Presbyterian Church in 1827. By 1878, ten schools had been established in Washington Township. Schools located within Six Points, Shiloh, and Avon joined to form a consolidation within Washington Township. Even now, the schools located in Avon continue to grow and expand. In 1958, there were 910 student enrolled in Avon schools compared to today's enrollment of approximately 8,498. The Avon schools became a corporation on July 1, 1962, under the Acts of 1959, Chapter 202. The present school corporation is composed of students residing in Washington Township, Hendricks County.

### **Hendricks County and Washington Township**

Hendricks County has experienced a tremendous amount of growth over the past 25 years. The population in 2000 was 104,093. The population percent change for 2000-2006 was 26 percent. By 2007, the population had grown to an estimated 134,558. By the year 2025, the projected population will be 813,677. The 2000 census indicated in the nine county region of central Indiana, Hendricks County was the second fastest growing county with a 37.5% increase in population ("Metro Area Has Grown More Suburban, Diverse," Indianapolis Star, March 10, 2001).

In 2006, nearly 25.3% of the county's population was under 18 years of age, while approximately 9.8% were 65 years or older. The average age of Hendricks County residents was 35.1 years, compared to a statewide average of 36.3 years. In 2005, the median household income was \$59,270, which is about \$15,669 over the state average. Hendricks County also has 69,561 employed workers with an August 2008 unemployment rate of 4.6% compared to a statewide average 6.3%.

Located in the center of Washington Township, incorporation of the town of Avon in 1997 has enhanced the township and attracted business and industry, resulting in an evolving sense of community. In order to accommodate the increasing traffic patterns of the community, two new roundabouts were added to the intersections of County Road 100 South and Dan Jones Road and 100 North and Dan Jones Road. The addition of sewage systems and other utilities have resulted in significant housing development in the town itself. A wide range of housing is available in the Avon area. Most homes in Avon range from \$100,000-\$300,000. Projections based upon pending

building permits and approved subdivisions indicate that the Avon community will continue to grow and experience substantial activity in commercial development related to small business and service industries.

Avon's proximity to Indianapolis provides easy access to the well-developed interstate system, and Avon is just minutes from many places of interest. Examples include:

Colleges, Universities, and Trade Schools:

Butler University  
DePauw University  
Franklin College  
Indiana Wesleyan  
IUPUI  
Indiana Vocational Technical College  
Marion College  
Martin University  
University of Indianapolis  
Ivy Tech  
Trine University

Cultural and Recreational Venues:

Indianapolis Children's Museum  
Circle Center Mall  
Indiana State Fairgrounds  
Clowes Hall (Butler University)  
Conner Prairie  
Eagle Creek Reservoir and Park  
Eiteljorg Museum  
Indiana Historical Society  
Indiana State Museum  
Indianapolis Museum of Art  
Indianapolis Zoo  
Indianapolis Botanical Gardens  
Metropolis Shopping Mall  
Indianapolis Motor Speedway Museum  
Hendricks County Fairgrounds  
White River State Park & IMAX Theater  
McCloud Nature Park

Sports Venues:

Indianapolis Motor Speedway  
Lucas Oil Stadium—home of the Indianapolis Colts (Opened fall of 2008)  
Bankers Life Fieldhouse—home to the Indiana Pacers, Indianapolis Fever (WNBA), and NCAA Big Ten Tournament until 2012  
Victory Field—home of the Indianapolis Indians  
O'Reilly Raceway Park  
NCAA Hall of Champions and National Headquarters  
Hinkle Fieldhouse—home of the Butler Bulldogs

**Avon Community School Corporation**

The Mission of Avon Community Schools is to provide an educational program and learning environment for the intellectual, physical, social, and emotional development of its students.

The Avon Community School Corporation serves approximately 8,498 students and is comprised of Cedar Elementary, Hickory Elementary, Maple Elementary, Pine Tree Elementary, River Birch Elementary, Sycamore Elementary, White Oak Elementary, Avon Intermediate East, Avon Intermediate West, Avon Middle School, and Avon High School. Due to our corporation's growth a second middle school, Avon Middle School North, opened in the fall of 2009 and a seventh elementary school, River Birch Elementary, opened in the fall of 2010. An new senior center Avon High

School was completed during the summer of 2010 as well.

White Oak Elementary School houses students in preschool through fourth grade. The other six elementary schools serve students in Kindergarten through fourth grade. The intermediate schools are made up of fifth and sixth grades, while the middle school contains the seventh and eighth grades. The high school includes students in ninth through twelfth grade. The corporation is in partnership with Brownsburg and MSD of Pike Township in providing an alternative high school program, the Cooperative Achievement Program, which is located outside the township. The Avon Community School Corporation is also a member of both the West Central Joint Services Special Education Cooperative and Area 31, a vocational education cooperative.

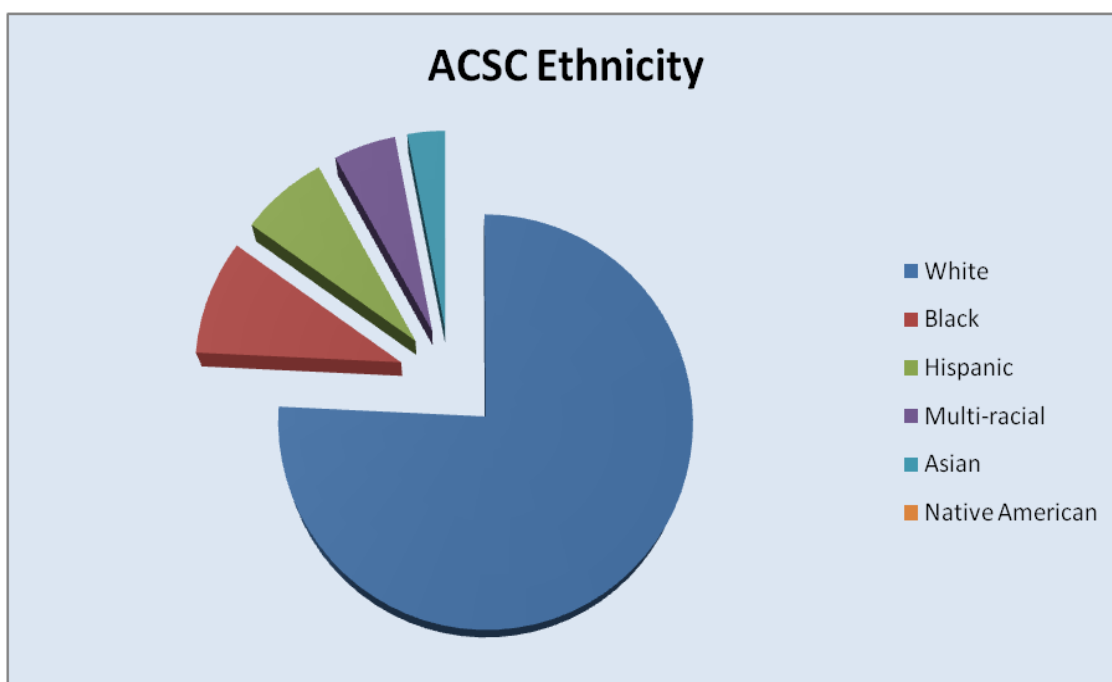
Since the 1997-1998 school year, Avon Community School Corporation has averaged 7% annual growth, which similarly reflects the growth of Washington Township. The high rate of student transfers is affecting the population of Avon's schools in various ways. The growth has diversified our enrollment ethnically and socio-economically, as well as impacting specialized educational programs. The enrollment figures for each grade configuration for 2010-2011 are:

Avon High School	2,512
Avon Middle School	1,373
Avon Intermediate East/West	1,343
Elementary Schools	3,370 (Includes pre-school)

The enrollment figures for each grade configuration for 2011-2012 are:

Avon High School	2,689
Avon Middle Schools	1,398
Avon Intermediate East/West	1,428
Elementary Schools	3,303 (Includes pre-school)

The graph below represents the ethnic breakdown for ACSC in 2010-2011.



Source: Indiana Department of Education

	<u><b>08-09</b></u>	<u><b>09-10</b></u>	<u><b>10-11</b></u>	<u><b>11-12</b></u>
White	78%	70%	75%	66%
Black	9%	13%	9%	13%
Hispanic	5%	8%	7%	10%
Multiracial	5%	8%	5%	4%
Asian	3%	2%	3%	7%
Native American	0%	0%	0%	0%

Our diverse special needs program is a selling point for our school corporation. We offer a broad continuum of services for students with disabilities. Our English Language Learners program has expanded to include over 360 students for the 2010-2011 school year.

Extensive extracurricular and co-curricular opportunities are offered to Avon students. Our academic, athletic, and fine arts programs have excelled at both the state and national levels. Staff, parents, and community members take a very active role in our school programs.

To maximize capacity and sustainability of newly embedded scientifically-based reading methodology and practice, Avon Community School Corporation has embarked on a literacy initiative. Literacy coaches were hired under the 2006-07 EPPIC grant to expand professional development to meet the learning needs of all Avon K-2 faculty and community preschool/daycare providers. The overarching goal of the Avon Literacy Preparation System (ALPS) project beginning the 2006 school year was to implement, evaluate, replicate, and disseminate systemic prevention and intervention methodology and practice that will accelerate and sustain the early Reading achievement of students in grades K-2.

The new goal of the ALPS project is to improve student achievement by:

- Systematizing the English/Language Arts curriculum, instruction and assessment across all levels.
- Providing professional development utilizing high yield strategies based upon scientifically-based reading research (SBRR).
- Integrating and coordinating various programs and content areas into literacy development.

All Avon schools' goals and school improvement plans are designed to meet the requirements of the Indiana State Board of Education Strategic and Continuous School Improvement and Achievement Plan. (IC 20-31-5 and 511 1AC 6.2) The North Central Association Commission on Accreditation and School Improvement model was used by the schools to meet the legal requirements for the 2009-2010 school year. This partnership was ended spring of 2010 as a cost containment strategy. We will now use the state guidelines and approval process for accreditation.

The Avon Community School Corporation is governed by a five member elected Board of School Trustees, which has received state recognition as an Exemplary Board. All schools are accredited by the State of Indiana.

### **Maple Elementary**

Maple Elementary is located on U.S. Highway 36 in Avon, Indiana, just minutes from Indianapolis.

The Indiana State Department of Education shows that in the 2010-2011 school year, Maple Elementary School had 21 certified staff members. The average age of the staff was 30 years, and the average number of years of experience was five. Fifteen teachers held bachelor degrees and seven held masters degrees. There were two male certified staff members. All Maple teachers were highly qualified as defined by *No Child Left Behind*.

Avon redistricted again before the start of the 2010-2011 school year. There were eleven home-rooms, three special area teachers, one resource teacher, a half time SLP, a half time counselor and one part time literacy coach.

Currently there are 290 students in grades kindergarten through grade four. There are 11 (K-4) classroom teachers. In addition to the general education staff, there are art, music, and physical education teachers that are shared with the neighboring school, White Oak Elementary. There is one learning disabilities resource teacher, a shared speech and language pathologist, a shared counselor, an ELL instructional assistant, two shared literacy coaches, three instructional assistants, part-time occupational and physical therapists, and an autism consultant. Office staff includes a principal, two secretaries, and one nurse. In addition, there are five custodians, six cafeteria staff, and numerous parent volunteers.

Maple ensures that the safety needs of the students are met. Safety procedures designed to protect the children in case of fire, tornado, hazardous spills, and other emergency situations are routinely practiced. Additionally, several staff members are CPR certified and have received training in the use of a defibrillator. There are also staff members who have been trained in

Non-violent Crisis Intervention. The Maple Elementary Safety and Security Procedures Manual was updated over the 2009-2010 school year. Every staff member received a new copy in August of 2010.

The student enrollment has a multicultural background. The student population comes from varying socioeconomic levels. In recent years the population has become much more diverse. For the 2010-2011 school year, 71% of the student population is on a regular paid lunch, with 4% on reduced and 25% on free lunch.

Year	Native Am.	Black	Asian	Hispanic White	White	Multi-racial
03-04	0.0%	4.1%	0.4%	3.7%	87.2%	4.7%
04-05	0.0%	5.7%	1.0%	4.3%	83.4%	5.7%
05-06	0.0%	7.6%	2.2%	5.4%	78.0%	6.8%
06-07	0.0%	10.8%	3.3%	5.7%	74.9%	5.3%
07-08	0.0%	10.5%	1.6%	6.5%	75.4%	6.1%
08-09	0.0%	9%	2%	6%	77%	6%
09-10	0.0%	13%	2%	8%	70%	8%
10-11	0.0%	13%	4%	11%	67%	5%
11-12	0.0%	9%	7%	9%	69%	6%

Year	Paid Lunch	Reduced Lunch	Free Lunch
03-04	87.2%	3.5%	9.3%
04-05	85.0%	4.5%	10.5%
05-06	82.2%	5.1%	12.7%
06-07	80.8%	6.4%	12.8%
07-08	79.8%	6.1%	14.1%
08-09	80%	6%	14%
09-10	72.0%	8%	20%
10-11	72%	8%	20%
11-12	79%	5%	16%

b. **Maple Curriculum**

The curriculum of Maple Elementary is based on the Indiana Academic Standards and Common Core. The curriculum is updated yearly and includes the subjects of language arts, math, science, health, social studies, handwriting, music, art, physical education, and technology. Copies of the curriculum are available electronically on the shared drive, in the school office, in the media center, on the district website and in the central office.



During the 2006-2007 school year, Avon Community Schools received a grant that enabled the corporation to hire two literacy coaches for new initiatives in literacy. Teachers in the corporation received training in best practices for reading and had time to collaborate with grade level team members. Teachers were also afforded the opportunity to work one on one or as a grade level with a literacy coach.

During the 2007-2008 school year, assessment teams were formed in each of the Avon elementary schools as a part of the push for improved literacy teaching and learning practices. The teams were trained in the methods of administering the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessments. In 2008-2009, each grade level formed their own assessment team to administer benchmark assessment passages. These assessments are administered to each child, one-on-one, at Maple. The scores are immediate and available for individual teachers and grade levels to make instructional decisions.

During the 2007-2008 school year, the Avon Community School Corporation's grant was expanded to include a third literacy coach. With further knowledge of best practice in reading and how to use the DIBELS scores as informative assessments, several steps were taken to implement effective change to further improve literacy across the corporation. One of the major changes at Maple was the establishment of a daily intervention time for each grade level called "Student Success Time." DIBELS, Northwest Evaluation Association (NWEA), and other locally developed assessments allow teachers to evaluate skill sets in the area of literacy to differentiate instruction during this half hour of daily intervention. Data driven instruction is offered to every child at their academic level during this block of time. At risk students receive targeted small group instruction. Classroom teachers, special area teachers, and paraprofessionals all provide explicit and standards based instruction during Student Success Time.

A new reading series, Macmillan/McGraw-Hill 2008, was adopted by the Avon School Corporation during the 2007-2008 school year. Maple teachers have been provided ongoing training in how to use the new series for maximum effectiveness. There was a good deal of attention paid to differentiation by the authors of the Macmillan/McGraw-Hill 2008 reading series. This series fits with current literacy practices at Maple. Maple had a full time Instructional Coach during the 2009-2010 school year and a part time coach in the 2010-2011 school year.

During the 2010-2011 school year, Title I paraprofessionals serviced students in the classroom environment with a certified grade level teacher and remained in a certified teachers' classroom for reading and math instruction, as to be in compliance with Title I, Part A. Students were serviced during Student Success Time and/or during core blocks of instruction. During the day, the certified Title I paraprofessional worked with 23 half day kindergarten students, 20 first grade students, 21 third grade students, and 20 fourth grade students in language arts/reading. They also worked with 13 first graders and 8 second grade students for mathematics. One hundred forty eight students were serviced through Title I, which was roughly 30% of the Maple student population. This related to Maple's percentage of students who qualify for free/reduced lunch. The students were selected for Title I using the following criteria: DIBELS, NWEA, ISTEP, teacher recommendations, progress reports, and standards-based assessment. Throughout the year, the students were progress monitored and reassessed to indicate whether students still needed Title I services or if another student would benefit from the academic assistance.

At the end of the 2008-2009 school year, Maple was notified it would not qualify to receive T1 resources for the 2009-2010 school year. Maple became a T1 school again for the 2010-2011 school year and was notified in May of 2010.

For the 2011-2012 school year Maple Elementary was selected as a Title I—targeted assisted school. Students were selected by academically related criteria in areas of language arts/reading and math, and only these students are serviced by the Title I staff. The Title I staff was comprised of one certified teacher and one paraprofessional, both of whom are certified by the state of Indiana in elementary education. The certified teacher and one paraprofessional co-taught a full day kindergarten class with 24 selected students. These students were selected by a triangulation of assessments that included: DIBELS (Alliteration Fluency and Letter Naming Fluency) Number Identification, Quantity Discrimination, and Missing Number.

The Title I staff provided additional opportunities for parents to be involved in their child's education. Each year, the Title I staff conducts an annual parent meeting where the parents learn how their child qualified, the purpose of Title I, responsibilities of Title I staff, and their rights as parents of a participating student. The school holds these meetings on different days and at different times, so that as many parents can attend as possible. The Title I staff conducted a summer reading program called S.P.A.R.K. (Summer Program to Advance Reading with Kids) that mailed out books to all kindergarten Title I students three times during the summer to promote continual learning. The Title I staff will held a math parent night during the school year. Through Title I these students were able to visit the public library once a month.

This year, the Title I staff has been sending home the *Building Readers* and *Reading Readiness* newsletters from The Parent-Institute to help educate parents about helping their child become a successful reader. The staff has developed a parent resource cabinet with games, activities, and take home books so parents can work with their child at home.

Through Title 1, before or after school tutoring was offered to third and fourth graders in the second semester. Students were chosen in the area of math based on NWEA and on enVision (*current math series*) assessment. Students were chosen in language arts based on NWEA (Reading and Language Arts) and DIBELS ORF (*Dynamic Indicators of Basic Early Literacy Skills, Oral Reading Fluency*) score.

Each year, remediation is given during the school day through SST (Student Success Time) or RTI planning. SST is a 30 minute time block, with a focus on literacy instruction. Teachers group students based on areas of need or enrichment. Staff members work collaboratively to create RTI (Response to Intervention) plans for students that are at risk of failure or who are experiencing behavior concerns. These plans use high yield research based strategies to help meet student needs and to provide additional instruction in language arts and math outside of the core curriculum.

Maple Elementary provides students with several hands-on social science activities year after year. During the 2008-2009 school year, Maple Elementary received a PTO grant to establish a hands-on science laboratory. All students in grades K-4 have access to an abundance of hands-on educational science and math materials. Many Maple students participate in Entrepreneur Day. Each class creates a product or service to be sold. Proceeds from this event are donated to the school for future educational programs. Entrepreneur Day is associated with economic education based on Indiana Academic Standards. The Hendricks County Power Company presents an electrical safety presentation for fourth grade students. The Hendricks County Solid Waste Management District has also provided support for our students. The education coordinators have collaborated with various grade levels in order to present and involve students in hands-on environmental and science activities. These activities are correlated with the Indiana Academic Standards and Avon Community Schools Curriculum.

The Avon Fire Department provides outstanding programs that promote safety and basic first aid procedures. The Project S.A.F.E.T.Y. program developed for first grade students teaches students various aspects of fire and personal safety. Firefighters visit the first grade classrooms to present safety lessons. As a culminating event, the entire first grade spends a day with personnel from the local sheriff and fire department learning about various aspects of safety. Firefighters visit the fourth grade classes to provide B.A.T. (Basic Aid Training) program. In addition, the fire department works with third grade to present the Severe Weather Safety Trailer.

Maple Elementary students are given opportunities to learn outdoors. Each spring fourth graders participate in Pioneer Day which includes authentic pioneer activities, crafts, and games in the Avon Outdoor Learning Center. The Avon Outdoor Learning Center is an outdoor science lab with seven wooded acres, trails, and learning stations. Teachers can plan lessons for the Outdoor Learning Center individually or in concordance with the Outdoor Learning Center coordinator. Lessons are based on Indiana Academic Standards and frequently include lessons from Project Wild, Project Wet, and project Learning Tree.

The YMCA offers before and after school care programs for students.

Third grade teachers developed a new relationship with McCloud Nature Park during the 2008-2009 school year. Third grade students participated in two outdoor field trips related to the Indiana Academic Standards. In addition, the education coordinator worked with teachers to involve students in outreach programs in the Maple Elementary Science Lab.

Maple students participate in several service learning projects during each school year. Each fall, Maple families donate to the local food pantry. Students participate in the Project Angel food drive each holiday season as well. Maple also pairs families in need with community members and service organizations for help during the holiday season as well as support through out the school year. Third grade students work with one of the education coordinators from the Hendricks County Solid Waste District to conduct the "Reuse a Shoe" program each February. This program helps provide shoes to those in need in countries around the world. Maple has participated in Pennies for Patients for the past two years. This fundraiser benefits the Leukemia and Lymphoma Society.

During the 2007-2008 school year a parent/teacher organization was created for each elementary building to provide more support to staff and students as opposed to one large P.T.O. for all the elementary schools. As a result, many new and exciting activities are developed and sponsored by the P.T.O. Some of these activities include: Entertainment Book fundraiser, meals provided for staff in-service days, family movie nights, Fall Fun Night, Pastries with Parents, Spring Fling Family Night, and Fourth Grade Graduation Celebration. P.T.O. used money raised from these events for classroom teacher grants, student supplies, field trips, and equipment.

The Maple staff takes pride in recognizing student achievements. Maple has an award ceremony at the conclusion of each semester that acknowledges students for academic progress, attendance, and positive behavior. Alternative options to encourage positive behaviors include a Before and After School Detention Program developed and maintained by our teachers. The corporation has Saturday School for students with academic and discipline problems.

A crisis intervention team has been developed and utilized at Maple to provide assistance to teachers for any student in a crisis situation. The purpose of the crisis intervention team is to deescalate negative behavior in a nonthreatening manner. Each crisis intervention team member is certified from the Crisis Prevention Institute through training and instruction. The crisis intervention team participates in ongoing training to practice and refine set procedures for a crisis intervention. A district behavior specialist is available for consultation and support as needed.

Each staff member plays an important role in the educational process of the Maple students. Staff members work collaboratively to create RTI (Response to Intervention) plans for students that are at risk of failure or who are experiencing behavior concerns. These plans use high yield research based strategies to help meet student needs and to provide additional instruction in language arts and math outside of the core curriculum. Plans focused on behavior will be based on the positive behavior support system currently being created and implemented at Maple. A district behavior specialist is available for consultation as well.

Maple teachers take great strides to communicate with parents. Methods include School Wires classroom web pages, classroom and school newsletters, email communication, and a daily student planner that is signed and returned to school daily.

The Maple staff, parents, and students all work together to create an engaging learning environment. The Maple staff considers every staff member, student, and parent an essential piece in achieving excellence. We look forward to documenting improvements in our targeted goal areas.

### **Assessment Instruments**

#### **C. Standardized Assessments**

**ISTEP** is the Indiana Statewide Testing for Educational Progress. It is given in 3rd and 4th grades each spring. Results of the tests are used to plan instruction and identify student strengths and weaknesses in Math, Language Arts, and Science.

**NWEA** (Northwest Evaluation Association) is a computer based assessment in the areas of math, language, and reading. Students answer multiple choice questions on the computer. The difficulty of each question is based on prior question performance. Scores are reported as a RIT (Rasch Unit) score. RIT scores are equal interval scores on a scale according to difficulty.

**School Wide Writing Prompt Assessment** is given twice a year to measure the growth in the area of writing using the ISTEP scoring rubric for writing.

**District Math Benchmark Assessments**—Math assessments are given to each kindergarten and first grade student three times per year in a one-on-one setting in the following areas: Number Identification, Quantity Discrimination, and Missing Number. Classroom teachers use results to plan effective instruction, small groups, and identify individual areas of need. Second through fourth grade students are given a written corporation math assessment based on Indiana Academic Standards.

2.

**MISSION STATEMENT  
AVON COMMUNITY SCHOOL CORPORATION**

Avon Community Schools, in its quest to prepare students for a changing society, will offer students educational opportunities that will provide them a productive and fulfilled life.

**MAPLE ELEMENTARY VISION STATEMENT**

Maple Elementary will be a school where staff, students, and community work together to foster growth for all students, both academically and socially, in an ever changing world.

**MAPLE ELEMENTARY SCHOOL MISSION STATEMENT**

Maple Elementary is a community where we learn, reflect, and work towards our goals until all are successful.

**MAPLE BELIEF STATEMENTS**

- We believe that teachers need to provide a safe, nurturing learning environment for all students.
- We believe that differentiated curriculum is necessary to enhance the learning of all students in the classroom.
- We believe that the whole child should be educated—emotionally, socially, physically, intellectually, and artistically.
- We believe students should be actively involved in the learning process.
- We believe that a variety of media should be used in enhancing students' learning.
- We believe that parents, school, and community should work together to provide the best possible education for students.
- We believe that all children should have an equal opportunity to learn.

# Maple Elementary

**Vision Statement:** Maple Elementary will be a school where staff, students, and community work together to foster growth for all students, both academically and socially, in an ever changing world.

**Mission Statement:** Maple Elementary is a community where we learn, reflect, and work towards our goals until all are successful.

## **School Improvement Goals:**

### **Writing:**

*All Maple students will improve their writing across the curriculum.*

### **Problem Solving:**

*All Maple students will show improvement in problem solving across the curriculum.*

### **Maple Belief Statements:**

- We believe that the whole child should be educated – emotionally, socially, physically, intellectually, and artistically.
- We believe that parents, school, and community should work together to provide the best possible education for students.

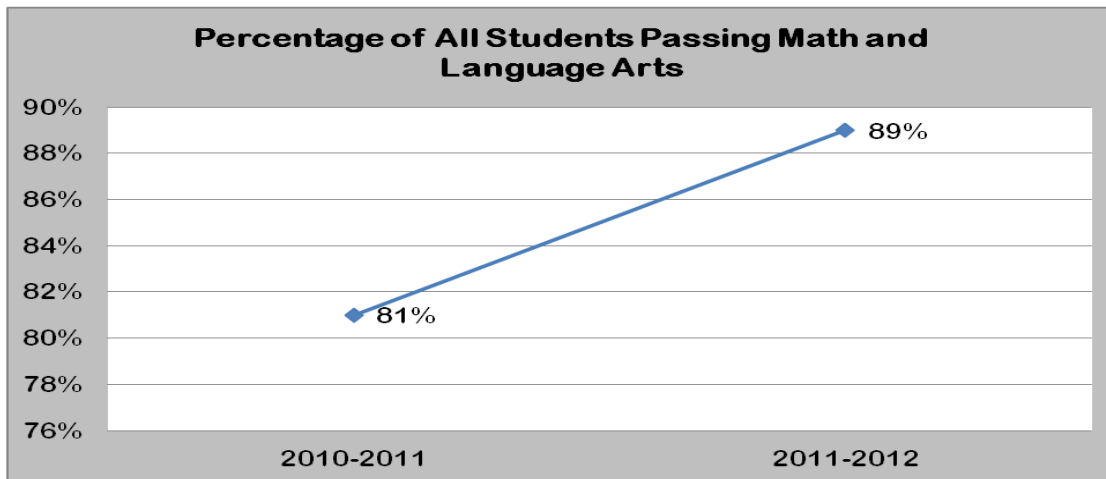


3.
  - a. Annual Performance Report Date (From DOE)
  - b. NWEA, writing prompt, district math (or enVision)

**Current Student Data**  
**Presentation of Student Data: ISTEP**

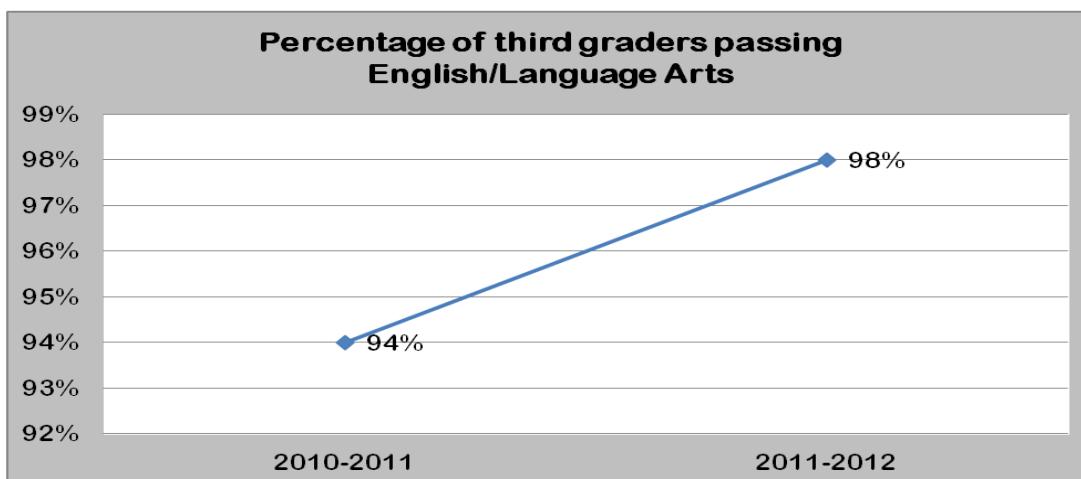
**Data Collection Instruments**

Student data was collected using ISTEP scores from spring 2011—spring 2012.



**Findings:**

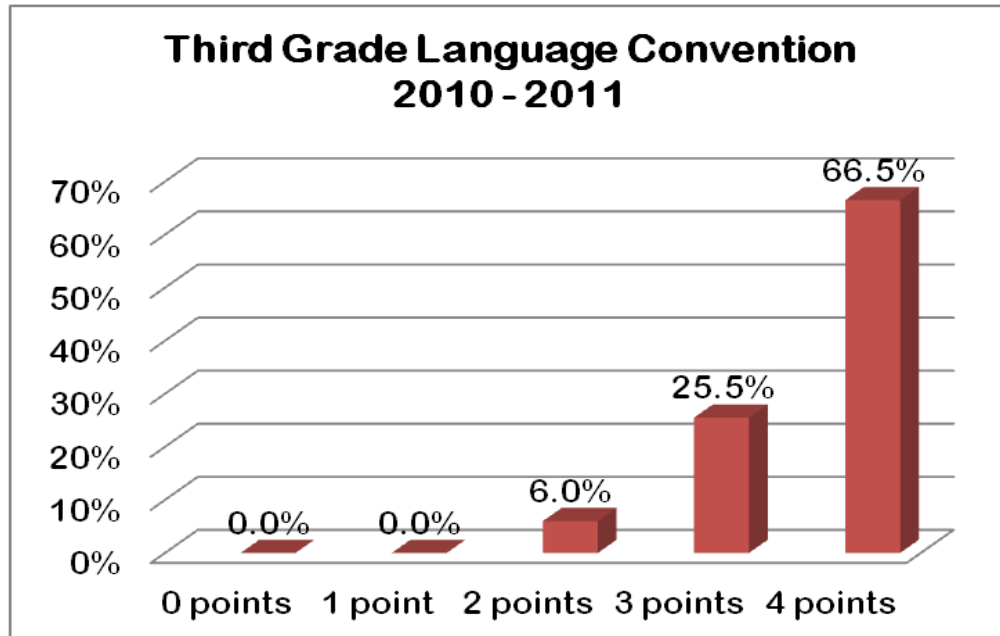
1. There was an 8 % increase in students passing Math and Language Arts.
2. Scores have increased from the previous school year.



**Findings:**

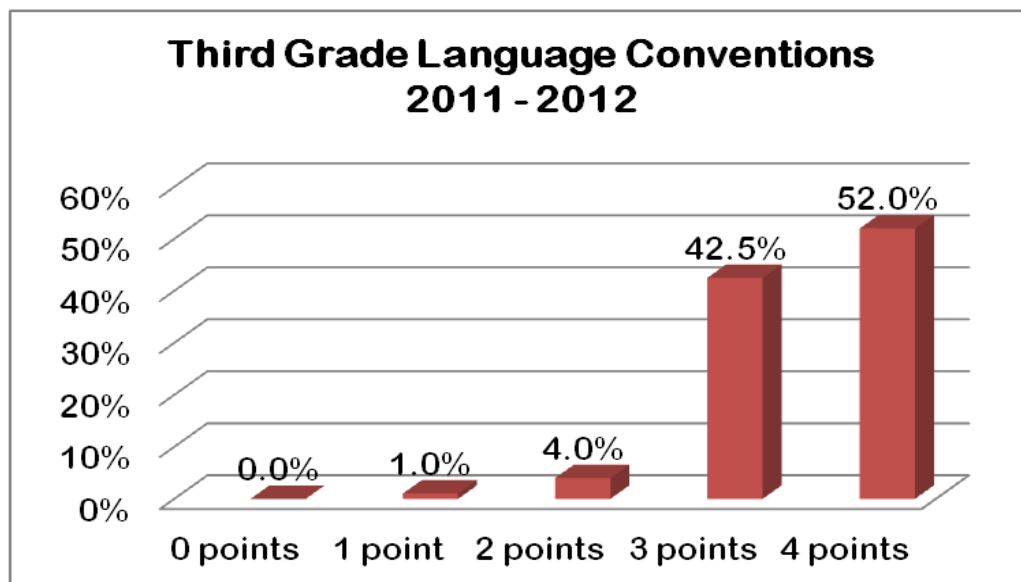
1. There was an 4% increase in third grade students passing English/LA..
2. Scores have increased from the previous school year.





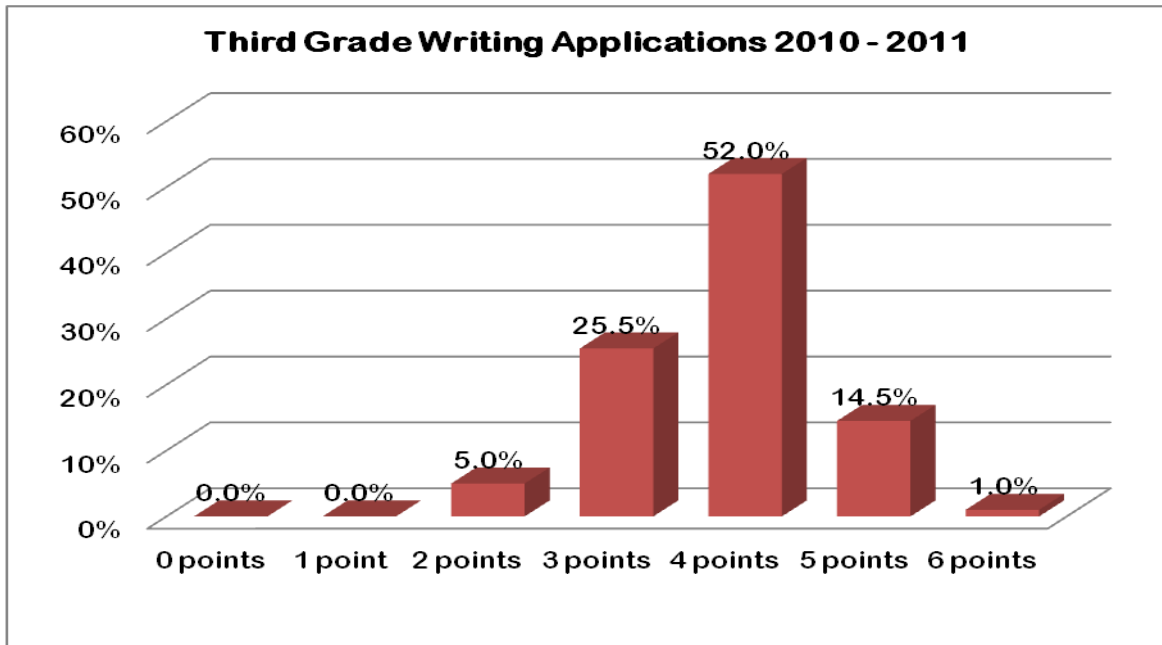
**Findings:**

1. 92% of students scored a 3 or 4 (passing) on ISTEP+.
2. 6% of students scored below passing for language conventions.



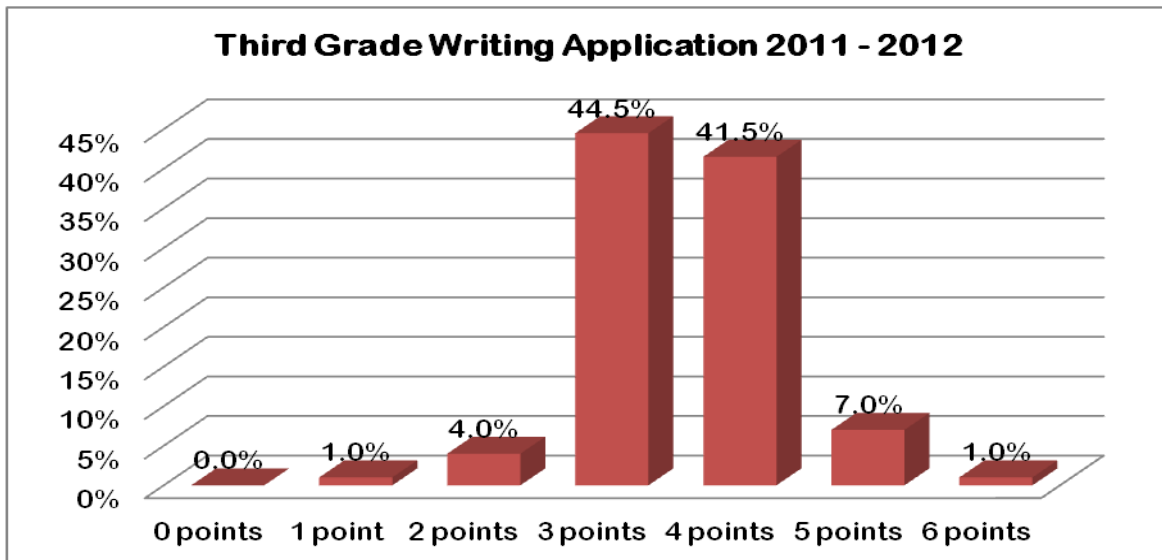
**Findings:**

1. 94.5% of students scored a 3 or 4 on ISTEP+
2. A lower percentage of students scored 4 points than in the previous year.



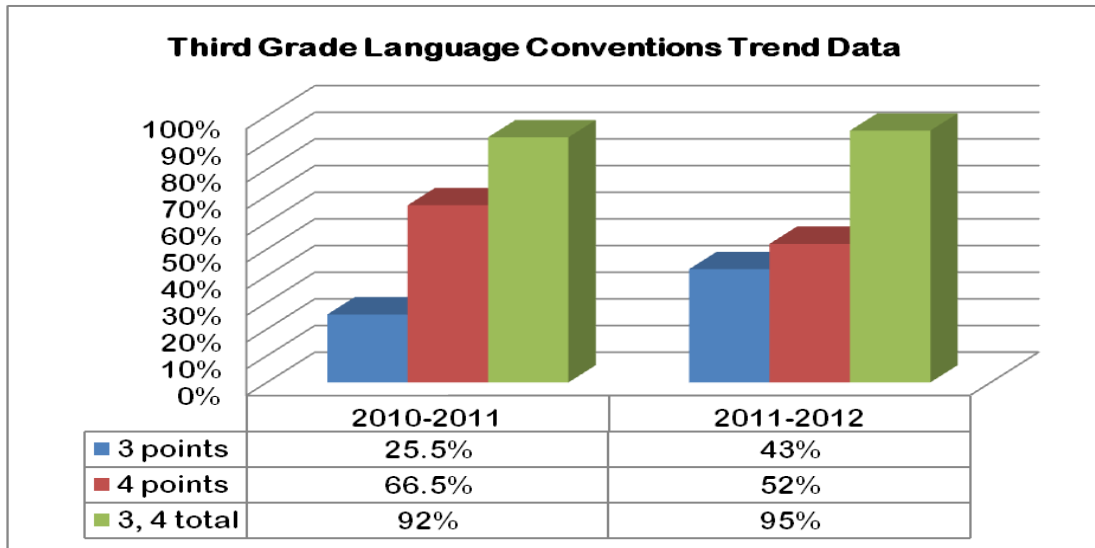
**Findings:**

1. 67.5% of students received a 4, 5, or 6 on the Writing Applications ISTEP+ Rubric.
2. The number of students scoring a 4 was 14 percentage points higher than last year.



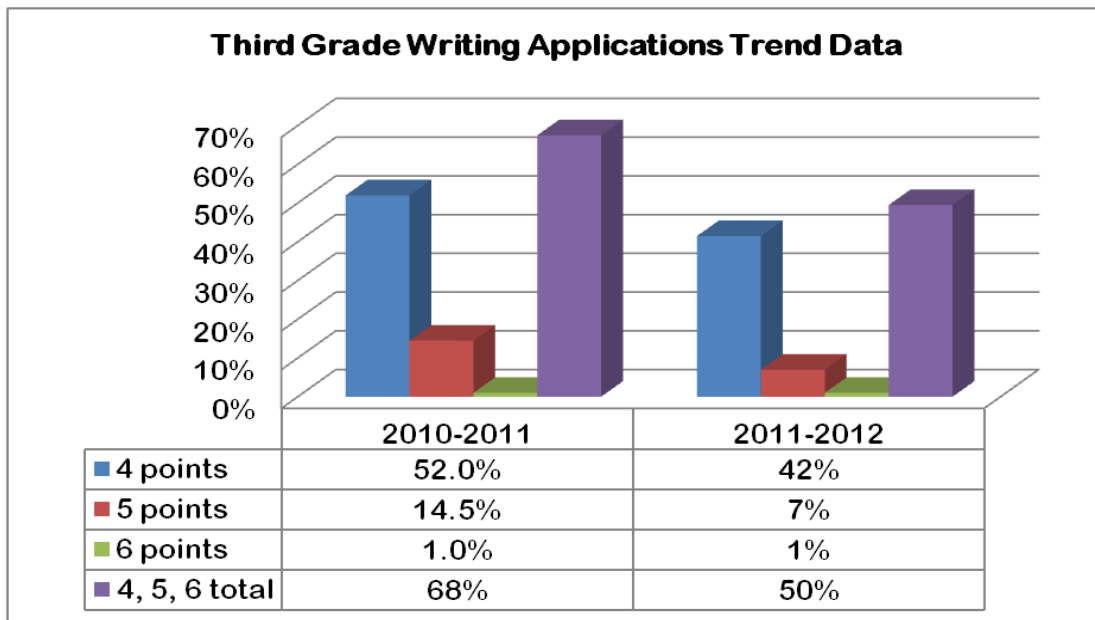
**Findings:**

1. 49.5% of students scored a 4, 5, or 6 on the ISTEP+ Rubric.
2. The number of students scoring a 4, 5, or 6 was 18 percentage points lower than the previous year.



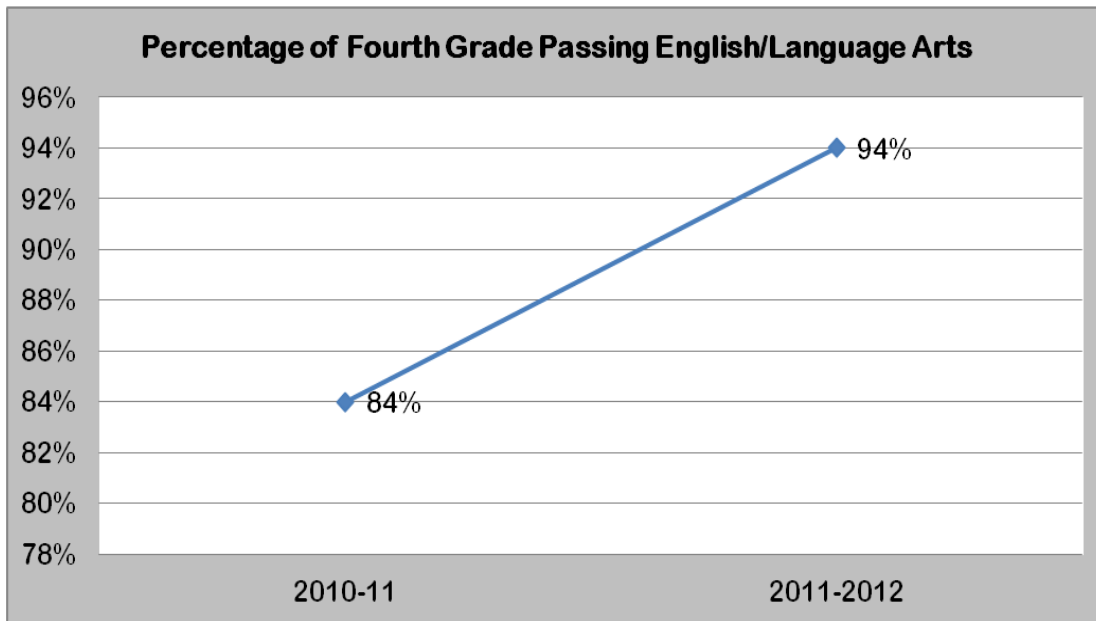
**Findings:**

1. The number of students scoring a 4 decreased from 2010-2011.
2. The overall percentage of students scoring a 3 or 4 increased 3 percentage points.



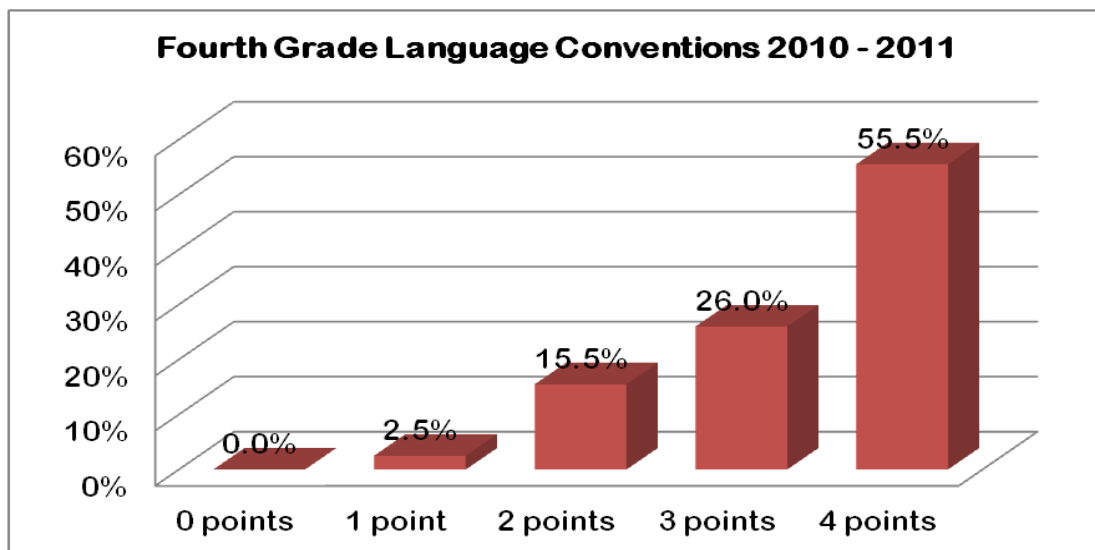
**Findings:**

1. The percentage of students scoring a 4, 5, or 6 decreased 18 percentage points.
2. The number of students receiving a perfect score remained static.



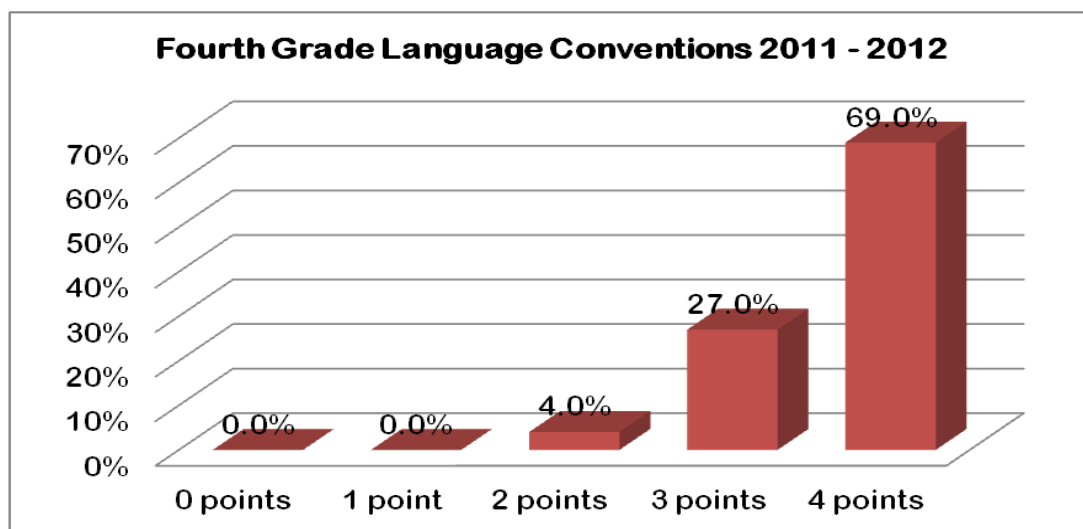
**Findings:**

1. 94% of 4th graders passed the English/Language Arts portion of ISTEP+.
2. This a 10% increase from the previous school year (2010-2011).



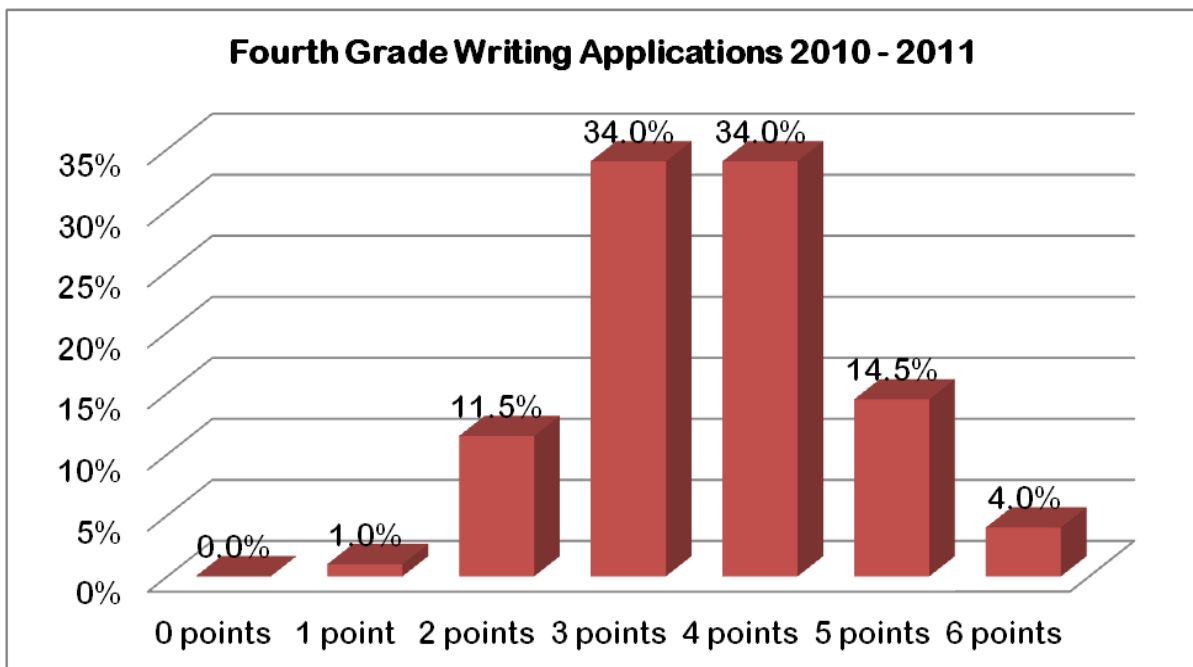
**Findings:**

1. The overall percentage of students receiving a 3 or 4 increased 14 percentage points.
2. The overall percentage of students receiving 4 points increased 13.5 percentage points.



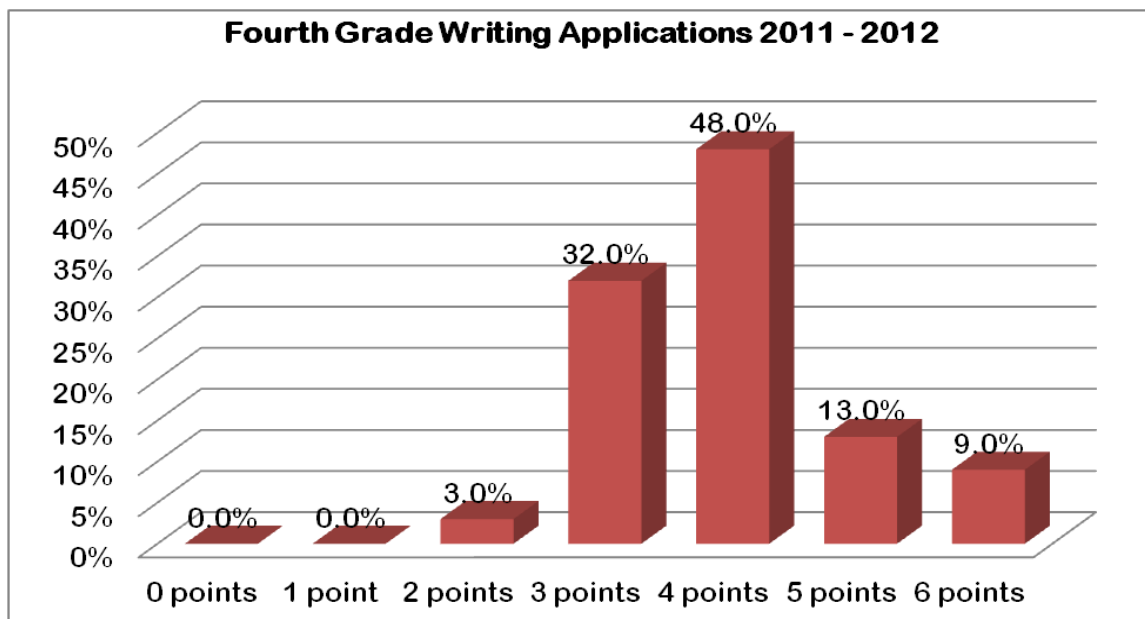
**Findings:**

1. The overall percentage of students receiving a 3 or 4 increased 14.5 percentage points.
2. The percentage of students receiving a 4 increased 13.5 percentage points.



Findings:

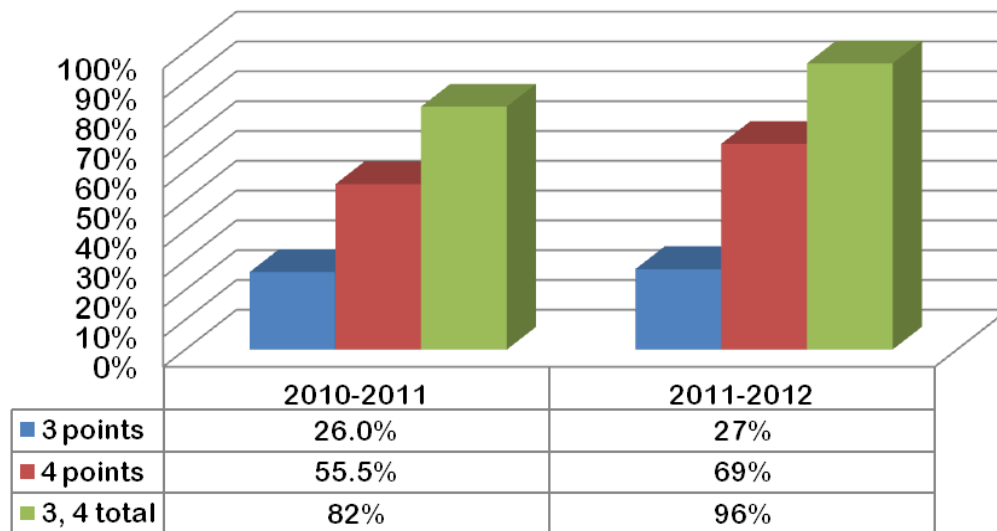
1. 52.5% of students received a 4, 5, or 6.
2. All students received at least 1 point on Writing Applications.



Findings:

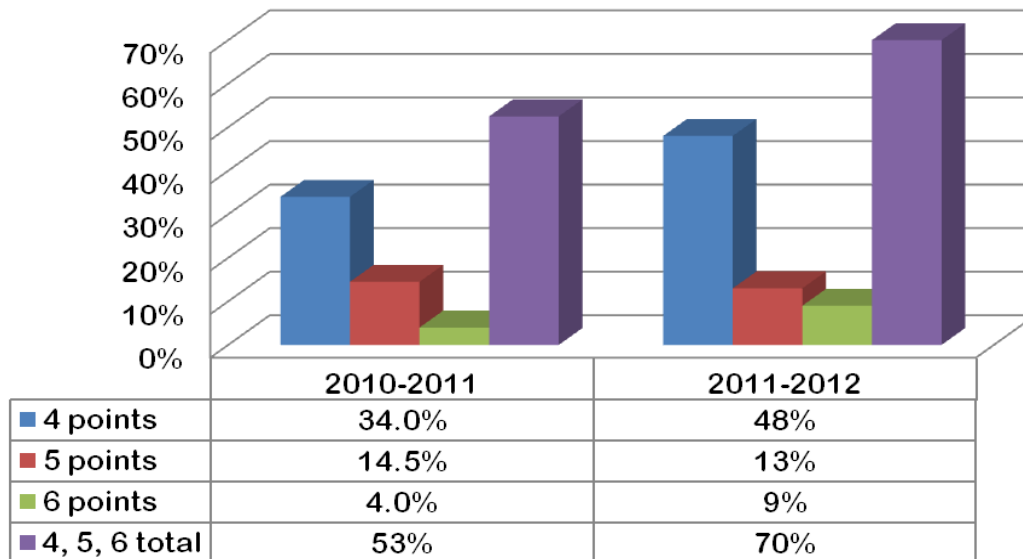
1. 70% of students received a 4, 5, or 6.
2. 17.5% more students received 4, 5, or 6 than in 2010-11.

### Fourth Grade Language Conventions Trend Data



1. There is a 14 percentage point increase in students getting a passing score from 2010-2011 school year to the 2011-2012 school year.
2. There was a 13.5 percentage point increase in students getting a perfect score for language convention from the previous year.

### Fourth Grade Writing Applications Trend Data



1. There was a 17 percentage point increase in total passing from the 2010-2011 school year to the 2011-2012 school year.
2. There was a 14 percentage point increase in students passing with a score of 4 points from the previous year.

**ISTEP Cohort Data**  
**Spring 2010-2011**

	<b>2010</b>	<b>2011</b>	<b>2010</b>	<b>2011</b>
	<b>3rd Grade</b>	<b>4th Grade</b>	<b>3rd Grade</b>	<b>4th Grade</b>
Total Percent Passing Language Arts	89%	86%	94%	94%
Total Percent Passing Math	86%	83%	92%	92%

**Gender Sub-Groups**

Girls Passing LA	90%	91%	96%	96%
Boys Passing LA	87%	75%	91%	92%
Girls Passing Math	78%	89%	89%	88%
Boys Passing Math	92%	75%	95%	96%

**Ethnic Sub-Groups**

White Passing LA	90%	91%	94%	95%
White Passing Math	87%	87%	94%	95%
Black Passing LA	64%	n/a	n/a	n/a
Black Passing Math	64%	n/a	n/a	n/a

**Free/Reduced Lunch**

Paid LA	95%	92%	93%	92%
Free/Reduced LA	78%	71%	n/a	100
Paid Math	90%	87%	90%	92%
Free/Reduced Math	76%	75%	n/a	91%

**Special Education**

Language Arts	83%	75%	n/a	n/a
Math	79%	67%	n/a	n/a

**Pass+**

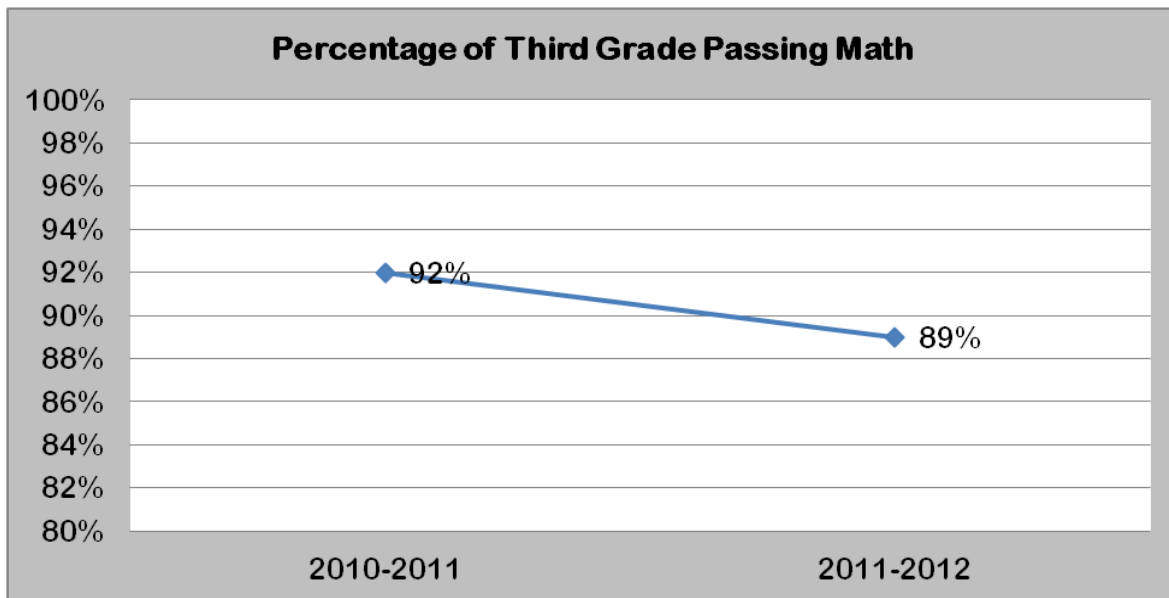
Language Arts	23%	27%	35%	36%
Math	35%	37%	65%	38%



<b>Sub-Groups: Language Arts</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
ISTEP+ 3rd gr. Lang. Arts -General Education (%)	89	98			
ISTEP+ 3rd gr. Lang. Arts - Special Education (%)	n/a	n/a			
ISTEP+ 4th gr. Lang. Arts - General Education (%)	86	95			
ISTEP+ 4th gr. Lang. Arts - Special Education (%)	75	n/a			
ISTEP+ 3rd gr. Lang. Arts - Female (%)	96	100			
ISTEP+ 3rd gr. Lang. Arts - Male (%)	91	96			
ISTEP+ 4th gr. Lang. Arts - Female (%)	91	96			
ISTEP+ 4th gr. Lang. Arts - Male (%)	75	92			
ISTEP+ 3rd gr. Lang. Arts - White (%)	94	98			
ISTEP+ 3rd gr. Lang. Arts - African American (%)	n/a	n/a			
ISTEP+ 3rd gr. Lang. Arts - Multi-Racial (%)	n/a	n/a			
ISTEP+ 4th gr. Lang. Arts - White (%)	91	95			
ISTEP+ 4th gr. Lang. Arts - African American (%)	n/a	n/a			
ISTEP+ 4th gr. Lang. Arts - Multi-Racial (%)	n/a	n/a			
ISTEP+ 3rd gr. Lang. Arts - Paid Lunch (%)	93	98			
ISTEP+ 3rd gr. Lang. Arts - Free/Reduced Lunch (%)	n/a	100			
ISTEP+ 4th gr. Lang. Arts - Paid Lunch (%)	92	92			
ISTEP+ 4th gr. Lang. Arts - Free/Reduced Lunch (%)	71	100			
ISTEP+ 3rd gr. Lang. Arts - Non-Limited English (%)	94	98			
ISTEP+ 3rd gr. Lang. Arts - Limited English (%)	n/a	n/a			
ISTEP+ 4th gr. Lang. Arts - Non-Limited English (%)	88	94			
ISTEP+ 4th gr. Lang. Arts - Limited English (%)	n/a	n/a			
ISTEP+ 3rd gr. Lang. Arts - MAP (% Pass+)	78	44			
ISTEP+ 4th gr. Lang. Arts - MAP (% Pass+)	82	62			

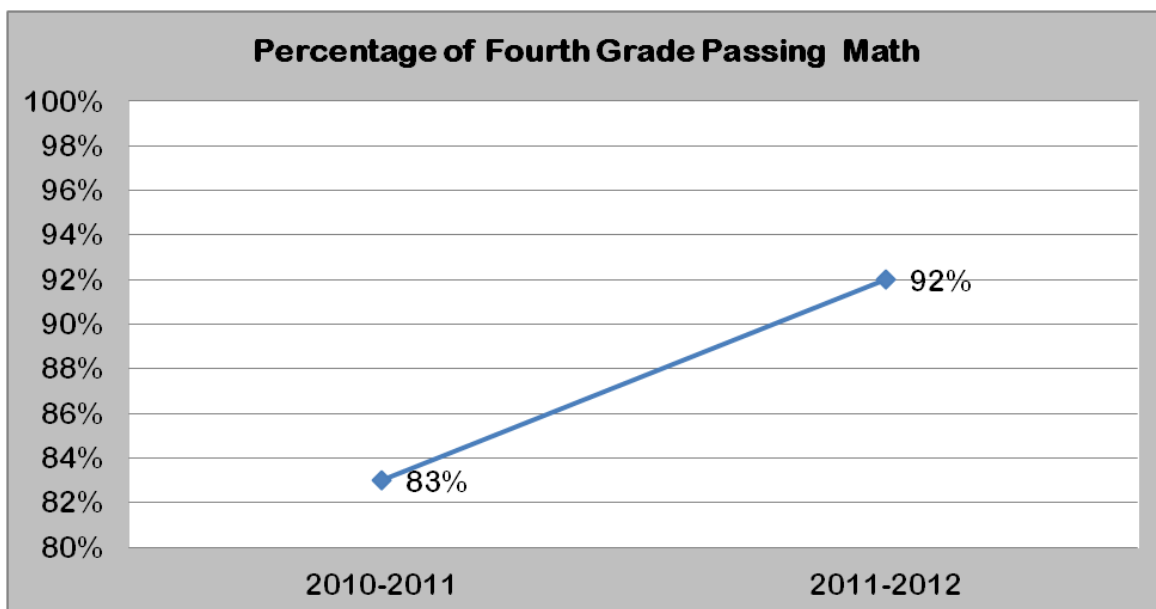
**Locally Developed Assessments: Language Arts  
Averages Fall/Spring**

	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>
<b>Kindergarten (August)</b>	<b>Fall/Sp</b>	<b>Fall/Sp</b>	<b>Fall/Sp</b>	<b>Fall/Sp</b>	<b>Fall/Sp</b>
School-wide prompt Assessment (ISTEP EX 6 pt. rubric)	1.5/3	1.7/3.2			
<b>First Grade Average (August)</b>	<b>Fall/Sp</b>	<b>Fall/Sp</b>	<b>Fall/Sp</b>	<b>Fall/Sp</b>	<b>Fall/Sp</b>
School-wide Prompt Assessment (ISTEP EX 6 pt. rubric)	3.25/3.87	2.9/3.7			
<b>Second Grade Average (August)</b>	<b>Fall/Sp</b>	<b>Fall/Sp</b>	<b>Fall/Sp</b>	<b>Fall/Sp</b>	<b>Fall/Sp</b>
School-wide Prompt Assessment (ISTEP EX 6 pt. rubric)	3.1/3.6	3.2/3.7			
<b>Third Grade Average (August)</b>	<b>Fall/Sp</b>	<b>Fall/Sp</b>	<b>Fall/Sp</b>	<b>Fall/Sp</b>	<b>Fall/Sp</b>
School-wide Prompt Assessment (ISTEP EX 6 pt. rubric)	4/4.3	3.5/3.8			
<b>Fourth Grade Average (August)</b>	<b>Fall/Sp</b>	<b>Fall/Sp</b>	<b>Fall/Sp</b>	<b>Fall/Sp</b>	<b>Fall/Sp</b>
School-wide Prompt Assessment (ISTEP EX 6 pt. rubric)	4.1/4.2	3.6/4.3			



Findings:

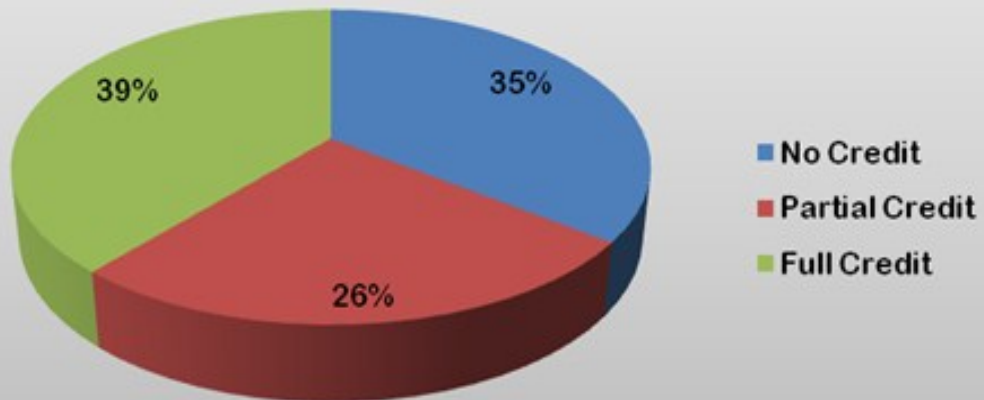
1. 89% of third graders passed Math in 2011-2012.
2. There was a 3% decrease of third graders passing Math.



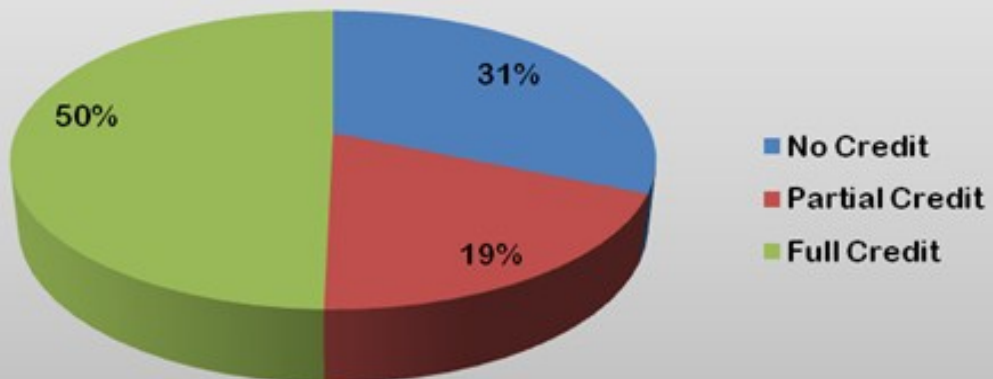
Findings:

1. 92% of fourth graders passed Math in 2011-2012.
2. There was a 9% increase of 4th graders passing Math.

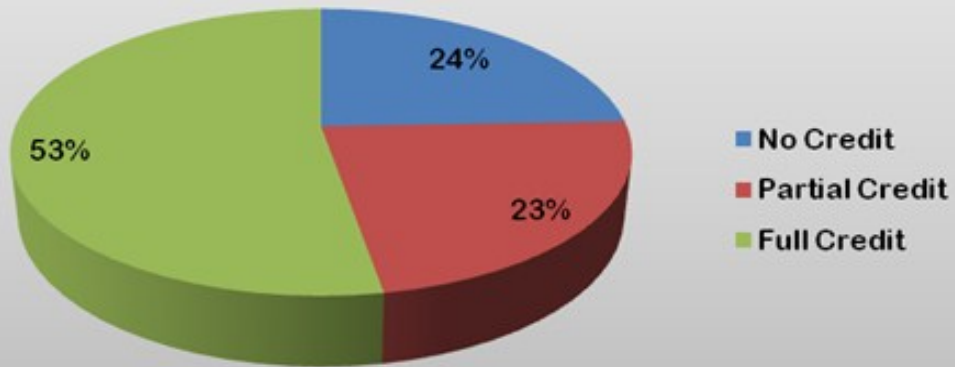
### Third Grade ISTEP Problem Solving: Applied Skills 2010 - 2011



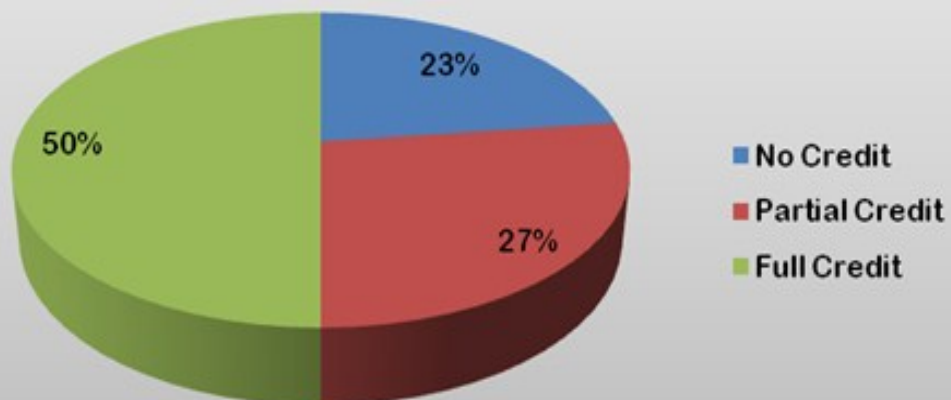
### Third Grade ISTEP Problem Solving: Applied Skills 2011 - 2012



**Fourth Grade ISTEP Problem Solving:  
Applied Skills 2010 - 2011**



**Fourth Grade ISTEP Problem Solving:  
Applied Skills 2011 - 2012**



<b>Sub-groups: Math</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
ISTEP+ 3rd gr. Math - General Education (%)	93	91			
ISTEP+ 3rd gr. Math - Special Education (%)	n/a	n/a			
ISTEP+ 4th gr. Math - General Education (%)	83	95			
ISTEP+ 4th gr. Math - Special Education (%)	67	n/a			
ISTEP+ 3rd gr. Math - Female (%)	89	90			
ISTEP+ 3rd gr. Math - Male (%)	95	88			
ISTEP+ 4th gr. Math - Female (%)	89	88			
ISTEP+ 4th gr. Math - Male (%)	75	96			
ISTEP+3rd gr. Math - White (%)	94	90			
ISTEP+ 3rd gr. Math - African American (%)	n/a	n/a			
ISTEP+ 3rd gr. Math - Multi racial (%)	n/a	n/a			
ISTEP+ 4th gr. Math - White (%)	87	95			
ISTEP+ 4th gr. Math - African American (%)	n/a	n/a			
ISTEP+ 3rd gr. Math - Paid Lunch (%)	90	94			
ISTEP+ 3rd gr. Math - Free/Reduced Lunch (%)	n/a	76			
ISTEP+ 4th gr. Math - Paid Lunch (%)	87	92			
ISTEP+ 4th gr. Math - Free/Reduced Lunch (%)	75	91			
ISTEP+ 3rd gr. Math - Non-limited English (%)	91	89			
ISTEP+ 3rd gr. Math - Limited English (%)	n/a	n/a			
ISTEP+ 4th gr. Math - Non-limited English (%)	85	92			
ISTEP+ 4th gr. Math - Limited English (%)	n/a	n/a			
ISTEP+ 3rd gr. Math - MAP (% Pass+)	100	100			
ISTEP+ 4th gr. Math - MAP (% Pass+)	100	100			

### ***Locally Developed Assessments: Math***

Math locally developed assessments are given at each grade level in August and April. The corporation and Destination Success math tests were developed to reflect the state standards at each grade level.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
<b>Kindergarten Fall/Spring:</b>					
enVision (EOY)- Only given once in Kdg.	n/a	6			
Think and Draw (new 2012-13)	n/a	n/a			
<b>First Grade averages Fall/Spring:</b>					
enVision (EOY)	n/a	68			
enVision Problem Solving (new 2012-13)	n/a	n/a			
NWEA (Map for Primary—new 2012-13)	n/a	n/a			
<b>Second Grade Averages Fall/Spring:</b>					
enVision (EOY)	n/a	77			
NWEA	180/198	179/197			
<b>Third Grade Averages Fall/Spring:</b>					
enVision (EOY)	n/a	77			
NWEA	202/220	196/209			
ISTEP avg./mean (added mean in 2012)	526	509/494			
<b>Fourth Grade Averages Fall/Spring:</b>					
enVision (EOY)	n/a	81			
NWEA	n/a	213/224			
ISTEP avg./mean (added mean in 2012)	519	546/529			

## **Instructional Data**

### **Data Collection Instrument**

An Instructional Practices Survey was distributed and used for five days in early March 2009 to track instructional practices in both reading and math. Of the 22 surveys distributed, all 22 were returned, giving us a 100% return rate.

### **Presentation of Data**

The data indicated the following areas as a strength or need:

#### **Strengths:**

- Teachers are introducing students to problem solving activities.
- Students are demonstrating more than one way to solve math problems.
- Students are using manipulatives to solve math problems.
- Teachers are using DIBELS to plan instruction and target specific skill groups.
- Vocabulary is being incorporated into instruction.
- Teachers are reading books aloud to the class.

#### **Need:**

- Teachers are not using Destination Success software for both math and writing.
- Students are not being given the opportunity to share their writing.
- Few opportunities are given for the students to write about their math problem solving experiences.
- Teachers are not modeling portions of the writing process.
- Students are not completing Problem Solver activities.
- Current technology programs are not being used for both writing and math.



## **Summary**

### **2011**

Maple's enrollment is currently at 290 students. There are two sections of full day kindergarten; one of which is tuition-based and the other is funded through Title 1. There are two sections each of first grade through fourth grade students and one higher-ability multi-age classroom of third and fourth grade students.

The third grade spring 2011 ISTEP+ math and language scores showed the highest percentage of students passing in over a decade. The percentage of Pass+ math scores were the highest in the district. The fourth grade spring 2011 ISTEP+ math scores increased by seven percentage points and language arts increased by three percentage points. More third grade students passed the writing application than in the previous year. Although the percentage of fourth grade students passing the writing application decreased this year it is still higher than the fall of 2008 and spring 2009.

Although our writing applications trend has been increasing it will still remain one of our goals for the foreseeable future. Analysis of our problem solving data from ISTEP+ indicates a need for continued growth in this area. A higher percentage of our third and fourth graders are receiving full credit on applied skills problem solving. However, there is still a significant portion of our population receiving partial or no credit.

## Goal Statements and Supporting Data

### Student Performance Goal #1:

*All Maple students will improve their writing across the curricula.*

#### Support Data:

- ISTEP - 3rd and 4th Grade Writing

This data indicated an increase in the number of students passing the writing application portion. However, the number of students receiving a 5 or 6 remained the same in fourth grade and decreased in third grade. The data indicates third grade writing convention scores increased and fourth grade scores decreased.

- Maple Writing Prompt - Kindergarten - 4th grade

Based on the inconsistent results, increasing proficiency in writing applications is still an area of need.

### Student Performance Goal #2:

*All Maple students will show improvement in problem solving across the curricula.*

#### Support Data:

- ISTEP—3rd and 4th grade Math

This data indicated that students receiving full credit on applied skills increased by nearly 100%. The students receiving no credit on applied skills decreased by almost 50%. Although the overall percentage of students passing the math portion of ISTEP was high the number of students receiving no credit on the applied skills section is still an area of concern. There are a number of students passing the math portion, but not receiving credit on the applied skills section.

- Northwest Evaluation Association (NWEA)

This data indicated that second, third, and fourth grade students scored above the national median score. The second grade average was 7 points above the NWEA national norms. The third grade students were 17 points above the NWEA national norms. The fourth grade students were 15 points above the NWEA national norms.

- District Math Benchmark Assessment

Due to the fact that the 2010-2011 school year was the first time this assessment was utilized, the corporation used data collected to set the norms for goals and growth.

### Student Non-Performance Goal:

*All students will contribute to improved attendance with a focus on the tardy rate.*

#### Support Data:

- State Attendance Records
- Chronic Tardiness Data

Each 9-weeks, students have the opportunity to win lunch with Mrs. Harrison. The classroom with the highest percentage rate for their team wins the celebration. Students with outstanding attendance are recognized at Maple's Awards Day ceremony each grading period. Students with perfect attendance are recognized at the end of the school year. A teacher maintains a bulletin board with bar graphs representing each classrooms' attendance throughout the year. Students enjoy analyzing the graph and trying to win the competition. The following attendance plan was put in place for the 2011-2012 school year and will continue during the 2012-2013 school year.

# Maple Elementary Attendance Plan 2012-13

## Bulletin Board

### Graphs

Each classroom will have a bar graph for their attendance rate. These will be updated weekly.

### Winners

Each time a classroom has perfect attendance for a week, they will get their symbol up on the board.

This school year, individual students and classes at Maple Elementary will have the opportunity to work towards incentives for excellent attendance. Our theme is A.I.R. (Attendance Illustrates Responsibility)

Every week any **class** with perfect attendance will earn a celebration on Friday.

When **individual students** receive perfect attendance for an entire grading period they will be invited to attend *the 9 week perfect attendance celebration*. (Every 9 weeks there will be 3 celebrations by age group; K, 1-2, and 3-4).

Classrooms with the highest attendance rate for their age group will be celebrated at Awards Day, as well as, on the daily announcements. These classrooms will have a special lunch with the principal.

As usual, students who have perfect attendance for the entire year will be recognized at the end of the year awards ceremony with a special prize.

## 9 Wk Perfect Attendance Celebrations Ideas

- Extra recess
- Ice cream party
- Dance party
- Pizza Party
- Read-In Party
- Disney Movie
- Outdoor/Indoor Game with Mrs. Harrison

**IC 20-10.2-3-3(b)(2)**

**Percentage of Students Meeting the ISTEP Indiana Academic Standards**

- By the end of the 2013-2014 school year, 90% of the students will pass the Indiana Academic Standards in English/Language Arts and 90% of the students will pass Mathematics. In order to meet this benchmark for progress, an incremental schedule has been determined based on the performance of third and fourth grade students on the 2011 ISTEP+ test.

<b><u>Testing Year</u></b>	<b><u>% Passing E/LA</u></b>		<b><u>% Passing Mathematics</u></b>	
	<b>3rd</b>	<b>4th</b>	<b>3rd</b>	<b>4th</b>
2011	94%	84%	92%	83%
2012	95%	86%	93%	86%
2013	96%	88%	94%	89%
2014	97%	90%	95%	92%
2015	98%	92%	96%	95%

**IC 20-10.2.2-3-3(d)**  
**Benchmarks for Progress**

**ISTEP+ Writing Process Subtest**

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
3rd Grade	91%	93%	95%	97%	99%
4th Grade	91%	93%	95%	97%	99%

**ISTEP Writing Development Scores: 6 point rubric**

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
3rd graders scoring 4, 5, and 6	81%	83%	85%	87%	89%
4th graders scoring 4, 5, and 6	76%	78%	80%	82%	84%

**ISTEP Writing Development Scores: 4 point rubric**

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
3rd graders scoring a 3 or 4 on the rubric	92%	93%	94%	95%	96%
4th graders scoring a 3 or 4 on the rubric	82%	85%	88%	91%	94%

**Maple Writing Prompt**

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
K scoring 5 or 6	36%	38%	40%	42%	44%
1st scoring 5 or 6	46%	48%	50%	52%	54%
2nd scoring 5 or 6	56%	58%	60%	62%	64%
3rd scoring 5 or 6	66%	68%	70%	72%	74%
4th scoring 5 or 6	76%	78%	80%	82%	84%

**NWEA - Language Arts**

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Percentage of 2nd grade students to meet their targeted RIT growth	75%	77%	79%	81%	83%
Percentage of 3rd grade students to meet their targeted RIT growth	75%	77%	79%	81%	83%
Percentage of 4th grade students to meet their targeted RIT growth	75%	77%	79%	81%	83%

**ISTEP Math**

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
3rd grade passing	92%	93%	94%	95%	96%
4th grade passing	83%	86%	89%	92%	95%

**NWEA - Math**

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Percentage of 2nd grade students to meet their targeted RIT growth	75%	77%	79%	81%	83%
Percentage of 3rd grade students to meet their targeted RIT growth	75%	77%	79%	81%	83%
Percentage of 4th grade students to meet their targeted RIT growth	75%	77%	79%	81%	83%

## **School Improvement Plan Templates**

Includes:

Goals

Benchmarks for Progress

Assessments

Interventions

Instructional Strategies

Parent Involvement Strategies

Technology Strategies

Professional Development Strategies

The templates that follow will be revised each year of the cycle.

## Maple Elementary School Improvement Plan

<b>Goal 2012-2015</b>	<b>All Maple students will improve their writing across the curricula.</b>
---------------------------	--

<b>Benchmarks</b>	ISTEP+ Language Arts: 96% passing (3rd) and 88% passing (4th) Writing Process Rubric (6 pt): 85% (3rd) and 80% (4th) will get a 4, 5, or 6. Writing Conventions Rubric (4pt): 94% (3rd) and 88% (4th) will score a 3 or 4.
-------------------	--

Supporting Data	Assessments	
1. Local Assessments 2. ISTEP+ Writing Process and Lang. Con-	Standardized	Locally Developed
	ISTEP 3rd and 4th	Writing Prompts
Intervention	Activities to Implement the Intervention	
All students will write in the classroom daily.	<p><b>1. Staff and students will use consistent vocabulary and assessment tools.</b></p> <p><b>Kindergarten/First Grade Strategies</b> Teachers and students will use 6+1 trait vocabulary to discuss and revise writing that incorporates the use of rubrics. Teachers will display the traits in the classroom and refer to them. Teachers will incorporate the use of literature and trade books to model the traits. Teachers will use a five step writing process: prewriting, drafting, revising, editing, and publishing written work. (First Grade)</p> <p><b>Second/Third Grade Strategies</b> Teachers and students will use 6+1 Trait vocabulary to discuss and revise writing. Teachers and students will use adapted 6+1 Trait rubrics to discuss and assess writing. Teachers will display visuals that contain consistent vocabulary related to 6+1 Trait writing. Teachers will use literature as a model of 6+1 Traits. Teachers will use anchor papers to model weak and strong examples of the 6+1 traits. Teachers will teach the five step writing process: prewriting, drafting, revising, editing, and publishing.</p> <p><b>Fourth Grade Strategies</b> Teachers will use 6+1 Traits as presented by Smekens to write throughout the school year. Teachers will display visuals that contain consistent vocabulary related to 6+1 Trait writing. Teachers and students will use common or classroom created vocabulary to discuss and revise writing. Teachers and students will use selected rubrics to discuss and assess writing. Teachers will use literature as model for writing. Teachers will teach the five step writing process: prewriting, drafting, revising, editing, and publishing at least once a nine weeks.</p>	



	<p><b>2. Students will write in all subject areas.</b></p> <p><b>Kindergarten/First Grade Strategies</b>  Students will explain how they solved math problems orally and in writing.  Students will keep and write in a reading response journal for literature.</p> <p><b>Second/Third Grade Strategies</b>  Students will explain how they solved math problems orally and in writing.  Students will have opportunities to explain results and conclusions orally and in writing after science experiments.  Students will write in response to literature.  Students will write in relation to the topics in social studies and science.</p> <p><b>Fourth Grade Strategies</b>  Students will explain results and conclusions orally and in writing after science experiments.  Students will write in response to literature.  Students will write in response to the events and concepts of science and social studies.  Students will explain how they solved math problems orally and in writing.</p>
	<p><b>3. Students will write for an audience and a variety of purposes.</b></p> <p><b>Kindergarten/First Grade Strategies</b>  Students will write to persuade. (first grade)  Students will write using descriptions.  Students will write short narrative stories. (first grade)  Students will compose friendly letters.  Students will write in response to literature.</p> <p><b>Second/Third Grade Strategies</b>  Students will utilize writing notebooks.  Students will create various written pieces for the Creative Arts Festival.  Students will share writings with peers.  Students will write nonfiction reports in order to inform.  Students will write narrative stories to entertain.  Students will write friendly letters and letters to persuade.  Students will write in response to both fiction and nonfiction literature.</p> <p><b>Fourth Grade Strategies</b>  Students will utilize writing journals.  Students will create various written pieces for the Creative Arts Festival.  Students will write nonfiction reports in order to inform.  Students will write narrative stories to entertain.  Students will write persuasive pieces in order to share personal opinions.  Students will write descriptive pieces in order to create visual images.  Students will write in response to both fiction and nonfiction literature.  Students will write about classroom experiences: field trips, special events, and convocations.</p>

<p>All students and teachers will become proficient utilizing and developing appropriate writing rubrics.</p>	<p><b>1. Teachers will model how to use a variety of rubrics.</b></p> <p><b>Kindergarten/First Grade Strategies</b> K-1 teachers will use the primary developmental rubric to assess and score writing. Teachers will display, discuss, and model expectations for writing using student examples with rubrics. (first grade)</p> <p><b>Second/Third Grade Strategies</b> Teachers will model the use of 6+1 Trait rubrics to assess writing. Teachers will focus on developmentally appropriate traits. Teachers will model how to use the ISTEP+ holistic rubric to assess writing.</p> <p><b>Fourth Grade Strategies</b> Teachers will model how to use 6+1 Trait rubrics to assess writing. Teachers will model how to use the ISTEP+ holistic rubric to assess writing.</p> <p><b>2. Students will become proficient in using a “kid friendly” version of the ISTEP+ holistic rubric.</b></p> <p><b>Kindergarten/First Grade Strategies</b> Students will view and explain each part of the rubric. Students will examine example student writings for each rubric score and practice assessing them. Students will use the rubric to assess their own writing.</p> <p><b>Second/Third Grade Strategies</b> Students will view and explain each part of the rubric. Students will examine example student writings for each rubric score and practice assessing them. Students will use the rubric to assess their own writing.</p> <p><b>Fourth Grade Strategies</b> Students will view and explain each part of the rubric. Teachers will model the proper usage of the rubric by scoring sample student writing and/or anchor papers. Students will examine example student writings for each rubric score and practice assessing them. Students will use appropriate “kid friendly” rubrics to assess their own writing.</p> <p><b>3. Teachers and students will develop rubrics.</b></p> <p><b>Kindergarten/First Grade Strategies</b> Teachers and students will explain and discuss the purpose of a piece of writing through the use of rubrics. (first grade) Students will write for different purposes to obtain trait and rubric knowledge and exposure.</p> <p><b>Second/Third Grade Strategies</b> Teachers and students will explain the purpose of a piece of writing. Teachers and students will discuss and list important traits for each piece of writing. (<i>persuasive, descriptive, informative, etc.</i>) Teachers and students will use traits to develop rubric guidelines, with 6+1 Traits as a model.</p> <p><b>Fourth Grade Strategies</b> Teachers and students will explain the purpose of a piece of writing. Teachers and students will discuss and list important traits for each piece of writing. (<i>persuasive, descriptive, informative, etc.</i>) Teachers and students will develop rubric guidelines using other rubrics as a model.</p>
---	--

<b>Additional Strategies</b>	
Parent Involvement	<ol style="list-style-type: none"> <li>1. The Maple Website will provide a list of books related to each of the 6+1 Writing Traits. Hard copy lists and books will be available in the library.</li> <li>2. Teachers will assign two at-home writing assignments with an attached rubric. Students will write and teach their parents how they utilize the rubrics at school.</li> </ol>
Technology	<ol style="list-style-type: none"> <li>1. Provide opportunities to produce written works using Microsoft Word.</li> <li>2. Publish student writing on the Maple teacher websites.</li> <li>3. Provide links to writing websites for children.</li> </ol>
Professional Development	<ol style="list-style-type: none"> <li>1. 6+1 Trait Writing research and training for all staff members.</li> <li>2. Budgeting for outside professional development.</li> <li>3. ISTEP Rubric training to become more consistent in grading writing.</li> </ol>

Maple Elementary School Improvement Plan			
Goal 2012-2015	All students will show improvement in problem solving across the curricula.		
Benchmarks	ISTEP+ Math: 94% passing (3rd) and 89% passing (4th) NWEA 2nd - 4th: Mean RIT Growth 2nd = 79%, 3rd = 79%, 4th = 79%		
Supporting Data			
1. NWEA 2. ISTEP+ 3. Local Assessments	Standardized	Locally Developed	
	ISTEP+ and NWEA	Corporation Math Assessment	
Intervention	Activities to Implement the Intervention		
Students will learn and apply appropriate math problem solving strategies in a variety of situations.	<p><b>1. Teachers will model effective problem solving techniques.</b></p> <p><b>Kindergarten/First Grade Strategies</b> Teachers will use problem solving strategies from the enVision math series to lead classroom discussions. Teachers will model the problem solving formula. Teachers will use the Fabulous Five Problem Solving method as a model for problem solving. (K) Teachers will use <i>Think and Draw</i> problem solving prompts. (K) Teachers will use the Problem Solver Binder. (first grade) Students will participate in problem solving activities to demonstrate understanding and prepare for standardized testing. (first grade). Teachers and students will use hands-on manipulatives and visuals to model strategies and techniques.</p> <p><b>Second/Third Grade Strategies</b> Teachers will present appropriate story problems, lead students in oral discussion of the problem using the school problem solving formula daily. Teachers will model the school problem-solving formula. When appropriate, teachers will use hands-on manipulatives and visuals to model strategies and techniques. Examples of standards based multi-step problems will be used for problem solving applications.</p> <p><b>Fourth Grade Strategies</b> Teachers will use the “Problem of the Day” from current math text or other resources. Teachers will lead students in oral discussion of the problem using the problem solving formula. When appropriate, teachers will use hands-on manipulatives and visuals to model concepts and strategies. Examples of standards based multi-step problems will be used for problem solving applications.</p>		

	<p><b>2. Students will work collaboratively to master problem solving strategies.</b></p> <p><b>Kindergarten/First Grade Strategies</b>  Teachers will display problem solving formula posters.  Teachers and students will participate in classroom/small group discussions around each strategy.</p> <p><b>Second/Third Grade Strategies</b>  Students will complete problem solving math journaling in cooperative groups. These problems will include multiple step, multiple skill, and higher level thinking. As appropriate, students will participate in oral group discussion of problem-solving strategies.  As appropriate, students will create and utilize diagrams, charts, pictures, graphs, and manipulatives in cooperative groups.  Students will use the problem solving formula to guide their cooperative groups.</p> <p><b>Fourth Grade Strategies</b>  Students will complete problem solving in cooperative groups. Problems will include multiple step, multiple skill, and higher-level thinking.  Students will select appropriate strategies for problem solving utilizing diagrams, charts, pictures, graphs, and manipulatives in cooperative groups.</p> <p><b>3. New strategies and vocabulary will be introduced bi-monthly.</b>  <b>Teachers will use a spiral review process throughout the year.</b></p> <p><b>Kindergarten/First Grade Strategies</b>  Teachers will use the Problem Solving binder to introduce/model new strategies bi-monthly. (first)  Students will use Think &amp; Draw activities to strengthen and gain knowledge about the problem solving process. (K)  Unit and chapter vocabulary words will be displayed in classrooms and reviewed on a consistent basis.</p> <p><b>Second/Third Grade Strategies</b>  Teachers will use the problem-solving binder to introduce/model new strategies bi-monthly.  When appropriate, students will use hands-on materials to practice new strategies.  Precise math vocabulary related to problem solving will be used regularly in oral and written activities.</p>
--	---

Students will demonstrate their understanding of the problem solving process.

**1. A school-wide problem solving process will be used daily in classrooms.**

**Kindergarten/First Grade Strategies**

Students will use and discuss the problem solving formula in daily problem solving activities.

Students will participate in the problem solving process using Think & Draw activities as needed. (K)

The problem solving process will be visible in all Kindergarten/First grade classrooms.

**Second/Third Grade Strategies**

With each problem, students will participate in a teacher led oral discussion of the problem using the Maple problem solving formula.

The problem solving process will be posted on classroom websites so students and parents can utilize this information outside of school.

The problem solving process will be visible in all Second/Third grade classrooms.

**Fourth Grade Strategies**

With each problem, students will participate in a teacher led oral discussion of the problem using the Maple problem solving formula.

The Maple problem solving process will be visible in 4th grade classrooms.

**2. Students will write in math.**

**Kindergarten/First Grade Strategies**

Students will use Think & Draw activities to strengthen and gain knowledge about the problem solving process, and write explanations. (K)

Students will complete, orally discuss, and write about math problem solving activities during each chapter to demonstrate understanding and prepare for standardized testing. (first grade)

**Second/Third Grade Strategies**

Students will use math journals to show all work and write a coherent explanation of the process used to determine a solution.

Students will use math journaling to demonstrate their understanding of problem-solving.

Students will write their own math word problems.

When appropriate, students will create and examine visuals including diagrams, pictures, charts, and graphs. These items will be utilized to communicate ideas.

**Fourth Grade Strategies**

Students will show all work and write a detailed, sensible explanation of the process used to determine a solution of a problem solving math prompt.

Students will write their own math word problems as individuals and in cooperative groups.

**3. Problem solving experiences will be offered daily.**

**Kindergarten/First Grade Strategies**

Students will use manipulatives to create, solve, and draw teacher led or student-created math word problems daily.

**Second/Third Grade Strategies**

Students will participate in teacher led oral discussions of story problems using the problem solving formula each day.

When appropriate, students will use hands-on materials to help communicate ideas.

When appropriate, students will create and examine visuals including diagrams, pictures, charts, and graphs. These items will be utilized to communicate ideas.

	<p><b>Fourth Grade Strategies</b></p> <p>With each Problem of the Day, students will participate in a teacher led oral discussion of the problem using the problem solving formula.</p> <p>When appropriate, students will use hands-on materials to help communicate ideas and will create and examine visuals including: diagrams, pictures, charts, and graphs. These items will be utilized to communicate ideas.</p> <p>Students will be exposed to a variety of problem solving activities including the Problem Solver binder as well as technology based problem solving programs.</p>
<p><b>Additional Strategies</b></p>	
<p><b>Parent Involvement</b></p>	<ol style="list-style-type: none"> <li>1. Teachers will pose problems in their newsletters.</li> <li>2. Strategies will be shared with parents at an annual "Family Math Night."</li> <li>3. A copy of the school-wide problem solving process will be available on the school website.</li> <li>4. Math enVision parent letters will be sent home so families will be able to utilize the online math resources.</li> </ol>
<p><b>Technology</b></p>	<ol style="list-style-type: none"> <li>1. Destination Success (Riverdeep) and Education City software will be used.</li> <li>2. Math problems of the month will be posted on teacher websites.</li> <li>3. Math related web links will be provided.</li> <li>4. Math enVision resources will be used via the internet at school.</li> </ol>
<p><b>Professional Development</b></p>	<ol style="list-style-type: none"> <li>1. Provide training in using problem solving binders, problem solving diagrams, and enVision resources.</li> <li>2. A research and review committee will establish appropriate reading material and professional learning opportunities for staff.</li> <li>3. Increased cooperative, professional development time to address our math goal.</li> </ol>

## **Plan to Maximize Parental Participation in the School**

### **IC 20-10.2.3-5 (a)(5)**

Parental participation in all Avon Community School Corporation schools is valued, encouraged, and widespread. The Avon Board of Trustees' philosophy statement as documented in the Avon Plan states, *"The Board of School Trustees recognizes that it has the responsibility for educating all students in the Avon district, regardless of their abilities, race, color, national origin or creed. It recognizes that the entire person comes to school, and that the school cannot ignore his or her health, character and total personality development. However, it also recognizes that the school cannot assume complete responsibility for all aspects of student development, as the responsibility must be shared by the home, the church and total community with its various organizations and environmental conditions."*

The school corporation utilizes a variety of methods to promote openness to the staff, parents, and community. Parents actively participate on school committees and task forces including, but not limited to, the Broad-Based Planning Committee for Higher Ability Students, the Avon Re-districting Committee, the Technology in Education Committee, the Avon Plan Committee, Community Steering Committees, the Grade Configuration Committee, Curriculum Evaluation and Textbook Adoption Committees, School Improvement Committees, and the Executive Board of the Avon PTO. Parents are welcome to attend Board meetings and an opportunity is provided at every open session for visitors' comments.

Maple Elementary has a PTO that meets once a month to plan activities for students and to raise funds for equipment, educational materials, and school programs. Maple parents and students are members of the PTO and are invited to participate in the many events and opportunities provided by the group. In 2008, PTO became building based.

A few years ago, a small group of Avon parents organized the Parent Partnership Committee and welcomed all elementary parents to meet together monthly at the Avon Town Hall. The APPC is comprised of two parent representatives from each building. The purpose of the APPC is to facilitate communication between parents and administrators on academic issues in the Avon Community School Corporation. The APPC discusses ideas for meeting the diverse learning needs of children in the school and home environments.

The administration and staff of Maple support the involvement of parents in the school. Parents volunteer in the classrooms, tutor students, share knowledge and expertise related to curricula, supervise students on field trips, and provide assistance in the school office. Maple parents also participate in family night activities coordinated by the school. Additionally, a *Helping Hands Coordinator* is assigned by the Maple Elementary PTO to act as liaison between Maple and the parent volunteers. Staff members are able to contact the *Helping Hands Coordinator* whenever special assistance is needed. In turn, the coordinator contacts parents and arranges for the assistance, providing a valued service to the school, students, and staff.

Parenting classes are offered during the school year for special interest groups including parents of autistic children, special needs groups, and students identified for remedial programs. Parent conferences are conducted annually, midterm reports are provided each grading period, and the principals are responsible for regular home-school newsletters.

In an effort to maximize parental involvement, the administration and staff will continue to support the principles of invitational education. Parents will feel increasingly valued and welcomed in the schools. Parent participation and involvement are strengths of the Avon Community School Corporation.



**The School's Plan to Maintain a Safe and Disciplined  
Learning Environment**  
IC 20-10.2-3-5 (a) (7)

The Safe Schools Policy provides that, *"The Avon Community School Corporation believes that the safety and security of students and staff are a major priority. Safe schools require a collaborative effort of the Board of School Trustees, administrators, teachers, students, parents and the community. A variety of prevention and intervention strategies, programs, and activities must be in place to ensure student and staff welfare.*

*Physical aggression, hostile behavior, intimidating acts of harassment, extortion, violent behavior and/or possession of weapons will not be tolerated. Anyone who demonstrates such behavior will be held accountable for his/her actions in accordance with the student handbooks, the Indiana Student Code and civil and criminal law."*

Maple maintains a plan for emergency preparedness and intervention guidelines. The plan is updated and reviewed with the entire staff at the opening of each school year and when deemed necessary by the principal. A detailed plan (notebook) of procedures is maintained in the school office, and a user-friendly notebook has been distributed to each teacher to study and quickly access when needed. Emergency drills are conducted according to state rules. The school corporation has also contracted the services of a school safety specialist to offer additional support and train the school's bomb search and crisis teams.

In addition to the availability of a school safety specialist, a non-violent crisis intervention team is trained, certified, and available at Maple to assist when a student's behavior threatens his/her own safety, the safety of others, or disrupts the learning environment of the classroom.

The School Safety Plan includes the following information and procedural guidelines: Emergency Phone Directory, Emergency Intervention, School Safety Policy, Media Script, 911 Guidelines, Crisis Response Plan, Follow-Up Letter to Parents, Code Statement, General Guidelines, Educational Services Center, Basic Procedures, Intervention Team, Bomb Threat, Transportation, Evacuation Site, Chemical Accidents, Criminal Activities, Earthquake Procedures, Fire Procedures, First Aid, Severe Weather, Tornado Warning/Watch, Shelter Safety Tips, Visitor and Intruder, Utility Emergencies, Emergency Equipment Supplies, School-Police Partnership, Mediation, Drugs/Alcohol, Violence Prevention Peer Education, Incident Report, Floor Plans, and Hazardous Material Plan.

## **Technology Initiatives**

### **IC 20-10.2-3-5 (a) (8)**

Maple is equipped with a 30-station computer lab, an automated media center, and approximately five computers per classroom on a local area network with two file servers. All computers are IBM compatible with a Windows platform and Internet access through the Ethernet WAN. Communication and instruction are enhanced in each classroom by the availability of digital projectors, streaming video through Media Retrieval, wireless network capability, and a telephone with voice mail. There are 11 eePad Slider tablets, 8 InterWrite Boards, 3 SMART tables, 2 portable PA systems, and 2 Mobi's in various classrooms around the building. Scanners, digital cameras, document cameras, laptop computers (on Computer Carts), and video cameras are available in the media center for student and teacher projects.

The use of technology is not only prevalent in the classroom, but in the school office, clinic, cafeteria, transportation, and maintenance departments. Teachers are proficient in the use of Microsoft Word, PowerSchool, e-mail, voice mail, Destination Success, United Streaming and various curriculum-related software programs available on the file server. Many teachers also use PowerPoint, Microsoft Publisher, and Inspiration to produce multimedia projects in their classrooms. Student records and reports are maintained on PowerSchool by the principal and school secretary. The school treasurer utilizes Alio Cash and Komputrol software to maintain financial records, purchase orders, and building inventories. The school nurse maintains student health records through the Healthoffice program. The SNAP program is implemented in the cafeteria to account for lunches. Additionally, the safety and efficiency of bus transportation has been enhanced through technology. The Director of Transportation is able to access student information through PowerSchool and the Versa Trans program is used for mapping bus routes. Heating and cooling systems in the building are also monitored via technology.

The Network Center for the Avon Community School Corporation is housed at the Avon Middle School South. The staff includes a Director of Technology, Webmaster/Media Retrieval Coordinator, Technology Integration Trainer, network Administrator, Data Entry Clerk, Technology and Software Support Specialists. A technology integration specialist is also available to assist teachers in maintaining equipment, computer skills, and integrating technology throughout the curricula. There is now a webmaster for each building whose role is to keep the school website current.

The Board of Trustees has approved the investment of millions of dollars to enhance student achievement and teacher effectiveness. Therefore, a plan has been formulated to ensure the technological vitality and progress of the staff. All elementary teachers are expected to master the skills listed below.

- Utilize an electronic grade book. (PowerTeacher)
- Develop lesson plans on the computer using MS Office.
- Report attendance through the network.
- Demonstrate proficiency in using spreadsheet technology by submitting data on Excel.
- Be able to use PowerPoint for lesson presentations and faculty reporting.
- Utilize the media retrieval system for lessons and research.
- Access the Internet for research to enhance student learning.
- Use the WAN to communicate within the school corporation.
- Demonstrate proficiency in using technology related to Encore (special education staff).
- Communicate with the staff using e-mail.

The Technology Integration Coordinator works together with the Maple teachers to familiarize them with the available technology, enhance the integration of technology into academic curricula, and facilitate mastery of the technology skills requirements.

### **Cultural Competency (IC-20-10-10.2-8.3)**

Increasing cultural competency is a fairly new initiative at Maple Elementary School with the changing demographics of the district. This is the history of AYP sub groups:

<b>2002</b> - Overall White	<b>2003</b> - Overall White	<b>2004-2006</b> - Overall White Free Lunch Special Education	
<b>2007</b> - Overall White Black Free Lunch Special Education Limited English	<b>2008</b> - Same	<b>2009</b> - No LEP	<b>2010</b> - No LEP

Beginning in 2007, the staff began identifying the racial, ethnic, language-minority, cultural, exceptional learning, and socioeconomic groups included in the school's student population. We are reading, studying and learning how to incorporate culturally appropriate strategies for increasing educational opportunities and performance for each group in the school's plan. Some activities to date include:

Title I Services  
Full Day Kindergarten  
District ESL Guide  
Additional ESL resources

The following are areas in which additional professional development is necessary to increase cultural competency in the school's educational environment.

#### **1. Poverty in the Classroom**

- Twelve staff members have been involved with reading and studying Ruby Payne's work.
- Planned book study for the 2008-2009 school year, *Star Teachers of Children in Poverty*.
- Enhance background knowledge of teachers through cultural experiences and then extending field trip opportunities and connections.
- Review of research based on Robert Marzano's book, *Background Knowledge for Academic Achievement: Research on What Works in Schools*.

#### **2. Increasing Achievement of African American Students**

- Created a partnership with a corporate diversity trainer to provide professional development to Maple teachers.
- Staff awareness of Maple's achievement gap in the AYP sub group.
- Sharing of National Urban Alliance's effective strategies for working with African American students.

### **3. Language Minority Students**

- Book Study - Classroom Instruction that works with English Language Learners
- Creation of an ELL toolkit for teachers, including information and strategies.
- Attendance of administration and ELL instructors at state conferences and workshop opportunities will be paid for from NESP grant.
- Extension of above to all cluster/classroom teachers.

### **4. Special Education Students**

- Theory and practice study for special education students in the general education, inclusion classroom.
- District administrators and teachers received professional development for applying rules and regulation on behalf of students with disabilities.
- Professional development activities were offered for teacher, administrators and assistants on the following topics: FBA/BIP, writing goals and objectives that correlate to Indiana Academic Standards, effective strategies for working with students on the autism spectrum.
- Teachers and speech therapists received training on ISTAR.

### **5. Gender**

- Staff awareness of current research.
- Review of student placement procedures.
- Purchased services speaker (April 2008) and staff book study on Strategies for Teaching Boys and Girls.

There has been ongoing district wide professional development using Gary Howard's work since 2008. Our building has a **Cultural Competency Team** that will share their learning with staff beginning with the 2010-2011 school year. Our current plan is attached under professional development.

## **Health and Wellness**

As required by law, the Board of Education establishes the following wellness policy for the Corporation.

The Board recognizes that good nutrition and regular physical activity affect the health and well being of the Corporation's students. Furthermore, research suggests that there is a positive correlation between a student's health and well being and his/her ability to learn. Moreover, schools can play an important role in nutritious meals and snacks by supporting the development of good eating habits, and by promoting increased activity both in and out of school.

The Board, however, believes this effort to support the students' development of healthy behaviors and habits with regard to eating and exercise cannot be accomplished by the schools alone. It will be necessary for not only the staff, but also parents and the public at large to be involved in a community-wide effort to promote, support, and model such healthy behaviors and habits.

The Board designates the Superintendent as the individual charged with operational responsibility for measuring and evaluating the Corporation's implementation and progress under this policy. The Superintendent shall develop administrative guidelines necessary to implement this policy.

The Superintendent shall report on the Corporation's compliance with this policy and the progress toward achieving the goals set forth herein when requested to do so by the Board.

42 U.S.C.1751, Sec. 204

42 U.S.C. 1771

Adopted 7/11/06

## Appendices

## **Maple Committees 2012-2013**

### **School Improvement Committee**

- Jeff Leeke
- Cara Marion
- Andrea Brown
- Mindy Spacco
- Cathy Feldhake
- Dawn Battin
- Nikki Harrison

### **Social Committee**

Janet Craig and Myranda Syberg with staff assistance as needed.

### **Student Recognition**

Andrea Brown, Mindy Spacco, and Myranda Syberg with the help of special area staff members.

### **RTI (Response to Intervention)**

Nikki Harrison, Dawn Battin, Bethany Surber

- Bethany Surber will attend when available/needed.
- A special education representative will attend.
- The child's classroom teacher will attend.
- Parent input will be sought by Nikki Harrison before the meeting.

NCA Base Line Data Dates (Spring 2010)				
Activity	Grade Level	Administration Date	Due Date	Collection Person
NWEA	3-4	April 26-30, 2010	Enter computerized data on your NCA spreadsheet by May 10th.	NWEA
ISTEP	3-4	April 26-30, 2010		**Although spring scores will not be available, please be sure your Spring 2009 scores are recorded on your spreadsheet from last year.
Writing prompt directions will be emailed to classroom teachers by May 1st. (See Grade Level SIC member for protocol directions.)	K-4	May 3-7, 2010	<b>May 7, 2010</b> Turn in to either Nikki or Kathy I.	Nikki and Kathy I.
Corporation Math Assessment	K-2	May 3-7, 2010	Scores entered by May 27th	Keep in student file in classroom.
Math Series Assessment	1st grade	May 3-7, 2010	Scores entered by May 27th.	Keep in student file in classroom.
Jumpstart (Riverdeep) Math Assessment	K-4	May 3-21, 2010 During computer lab times or in centers in the classroom.	Enter computerized data on NCA spreadsheet by May 27th.	Jumpstart (Riverdeep) Math Assessment
Writing Prompt (6+1 organization rubric)  This sample will be a current piece of independent student writing (not an additional assessment). Teachers will not assist in revision or editing.	K-4	May 10-14, 2010	Scores should be entered on NCA data spreadsheets by the end of the day on May 27th.	Papers to be graded by classroom teacher and one other team member.
Indiana Reading Assessments **Writing Portion	K-2	May 10-21, 2010	Use the IRDA rubric to score the writing and record scores by May 27th	Record scores online and on your NCA spreadsheet.
DIBELS	K-4	May 10-21, 2010	Scores entered by May 27th.	Record scores on your individual NCA spreadsheet and on your team's DIBELS spreadsheet.
All scores will be recorded on your spreadsheet in the NCA folder (S:Drive) by May 27th. We will be adding the new data to our NCA plan on the 28th.				



NCA Base Line Data Dates 2011				
Activity	Grade Level	Administration Date	Due Date	Collection person
Writing prompt directions will be emailed to class-room teachers.	K-4	September 26-30, 2011	<b>October 3, 2011</b>	Nikki
NWEA	2-4	August 22-September 12, 2011	Enter computer-ized data on SIP spreadsheet by September 23, 2011.	
Envision Math Assessment	1-4	September 19-23, 2011  During computer lab times or in centers in the classroom	Enter computer-ized data on SIP spreadsheet by October 3, 2011.	
Math Assess-ments: NI, MN, and QD	K	August-September	See District Calen-dar	
DIBELS	K-4	August 17-September 16, 2011	Scores entered by September 23, 2011	

# Cultural Competency Plan



**2012-2013**

**Cultural Competency Leadership Team**

*Dawn Battin*

*Michelle O'Neill*

*Pat Doan*

*Nikki Harrison*

*Laura Samide*

*Brenda Chestnut*

*Janet Craig*

**Goals:**

1. Read something as a staff. (choice through carousel walk in September)
2. Involve parents/students with our journey.
3. Give teachers more ownership of sharing this journey with students.
4. Challenge and train staff and parents to engage in difficult conversations.

**September:**

- PTO – Present and share tips to help children at home and creation of homework bucket.
- Staff – Review phases, ouches, and working agreement. Ask staff what they need.
- Students – Recruit members of Diversity Club to be leaders on the journey.

**October:**

- PTO – Provide goodie bags to welcome new families/students. Assist with the celebration at 1<sup>st</sup> Awards Day.
- Staff – O'Neill and Samide will update flags. Complete We the People activity at staff meeting.
- Students – Invite students to share their culture briefly (1-2 fun facts) on the morning news to prepare for Multicultural Fair.

**November:**

- Staff & PTO – Multicultural Fair and Performances (II)
- Students – Have students participate in service learning by collecting items for holiday drives.

**December:**

- PTO – Infuse CC in programs and celebrations with explanation/information and follow up ideas for parents.
- Staff – Cultural Bingo game
- Students – Research flags representing the country/culture of Maple students and prepare fact sheets/displays for Multicultural Fair.

**January:**

- PTO-Pat will continue to invite families to share their language on the bulletin board.
- Staff-“Mirrors of Privilege” Video and Discussion (Introduction to Social Justice)
- Students – Cultural Bingo with 3<sup>rd</sup> and 4<sup>th</sup> introduced by Mrs. Samide

**February:**

- PTO – Parenting with Love and Logic presentation
- Staff – Teaching with Love and Logic presentation
- Students – Participate in conflict management lessons and activities offered by Maple’s counselor.

**March:**

- PTO- Pat will continue to invite families to share their language on the bulletin board.
- Staff – Continue discussion of Social Justice.
- Students – Participate in activities for Disability Awareness Month. Our theme will be “Everybody Counts” and each grade level will focus on a specific disability. (Blindness, Autism, Physical Disabilities, Deafness, Down Syndrome, or others as deemed appropriate by team.)

**April:**

- PTO – Pat will continue to invite families to share their language on the bulletin board.
- Staff – Continue discussion of Social Justice.
- Students – Read a fiction or non-fiction text about a culture represented at Maple and write a letter to Mrs. Harrison about their learning/questions.

**May:**

- PTO – Share session of Cultural Competency Activities and review. (Survey parents; some by phone)
- Staff – Review list of student activities to be used in the classroom during 2013-2014.
- Students – Reflect on learning from the year by participating in mastery performances. (drama, music, art, writing, reading, etc.)

# Maple PD Plan

## 2012-2013

This year's "Pillars of Professional Development" include:

1. Purposeful Planning
  - Including a focus on planning for a 30 minute writing block
  - How do we use data to fill in math gaps so problem solving improves?
2. Rigorous Instruction
3. Cultural Competency
4. Assessment, Data and Analysis
5. Creating a Positive Learning Environment

In addition, Maple's staff is focused on weaving the above into best practices for educating the whole child. This year's focus will be on action items within the five tenants: **Healthy, Safe, Engaged, Supported and Challenged**

### PD Focus for Coaches by Month

October – Purposeful planning

November – Math Data and Interventions

December – Rigorous Instruction

January – Language in Context (Part of Reading Framework)

February – Language in Context with Writing Connection

March – Language in Context – Transactional Strategies

April – Language in Context – Transactional Strategies Continued

May – Review of above and future planning based on staff need

### PD Schedule/Times

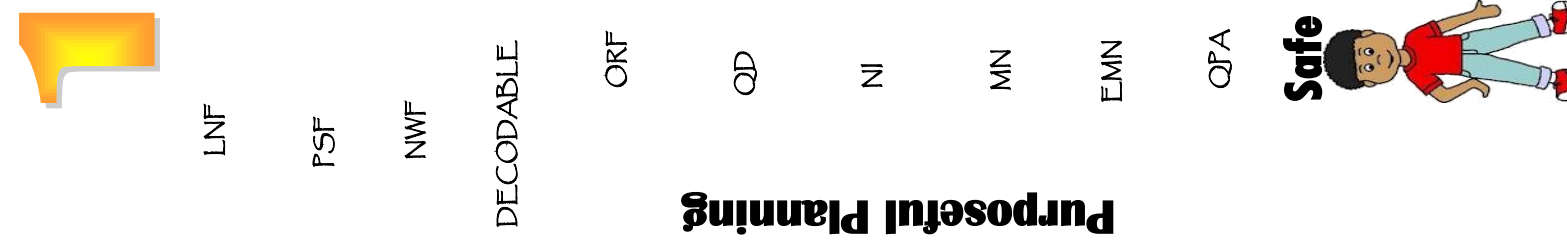
Instructional Coaches are at Maple every other week. One coach is at Maple on Monday and Tuesday and the other coach is at Maple Monday – Wednesday.

Teacher Commitment:

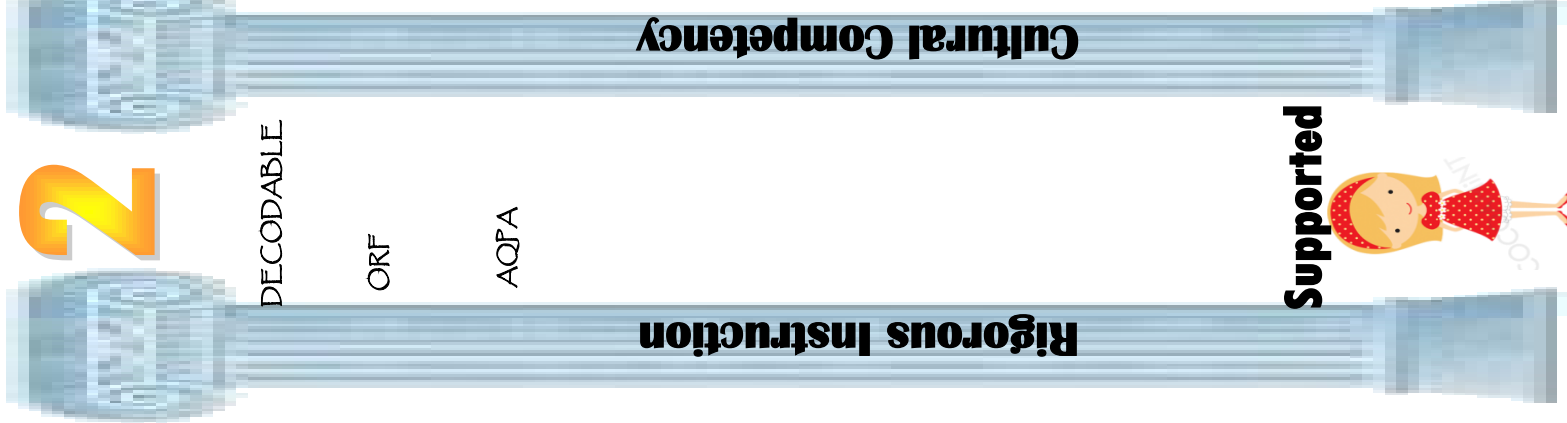
- Teachers will meet with coaches twice during the weeks they are here. There will be some choice between before school (8:00-8:50) or during 45 minute prep times.
- Delay Days (5) – PD will occur at Maple from 8:00-9:50.
- *Data, Donuts and Dash* – This meeting will occur once every 9-weeks with entire teaching staff for cross grade level articulation of interventions for struggling students including those with RTI plans.
- Possible meeting or PD time on weeks between coaching
  - RTI Grade Level Reviews
  - Traditional Staff Business Meetings (IF needed)
  - 1 Grade Level Planning Meeting Expected
  - School Improvement Committee Meetings



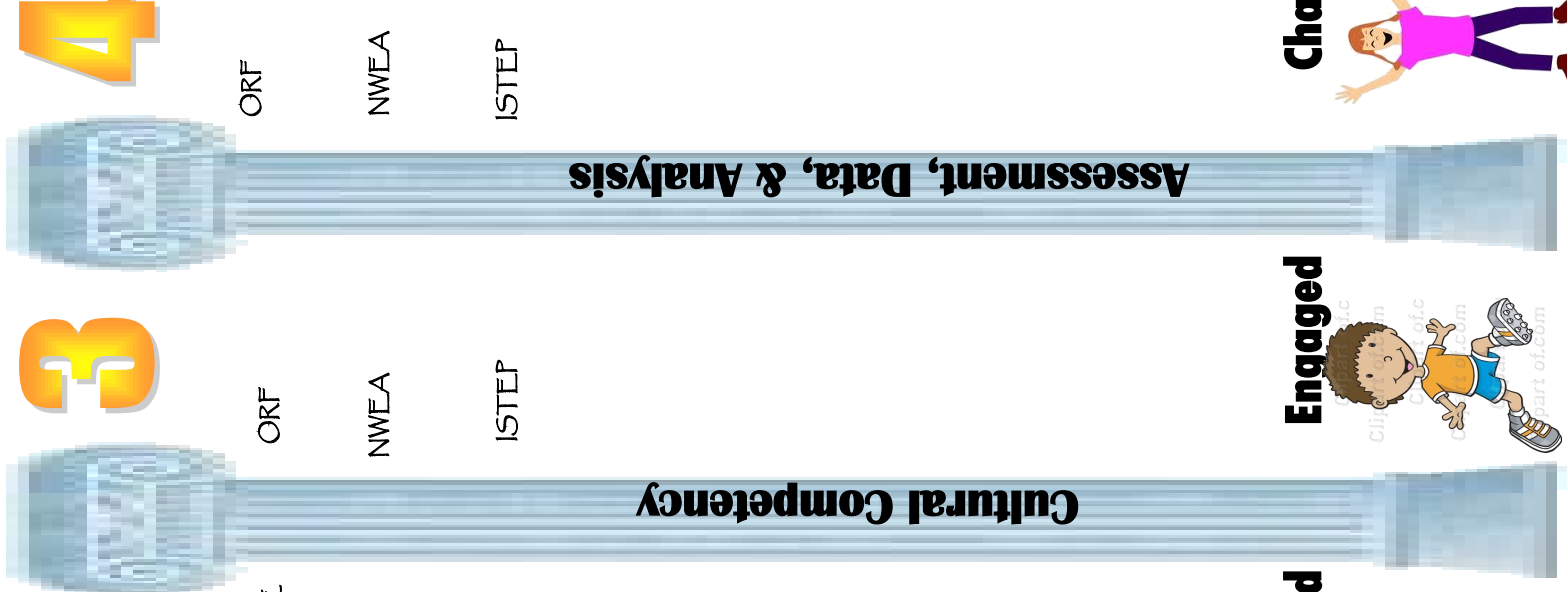
**Health**



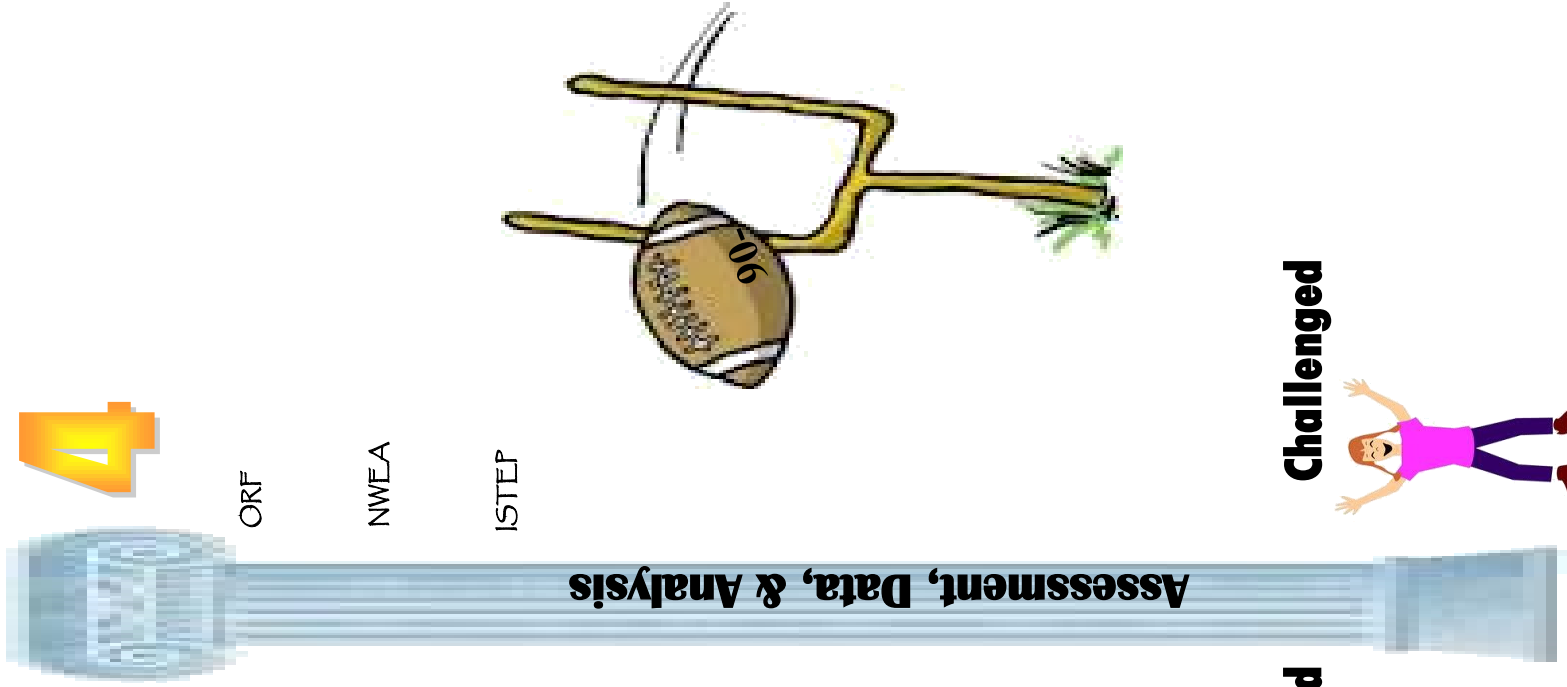
**Safe**



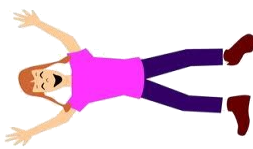
**Supported**



**Engaged**



**Challenged**



**K**

AF

LNF

PSF

NWF

QD

NI

MN

**1**

LNF

PSF

NWF

DECODABLE

ORF

QD

NI

MN

EMN

QPA

**2**

DECODABLE

ORF

AQPA

**3**

ORF

NWEA

ISTEP

**4**

ORF

NWEA

ISTEP

