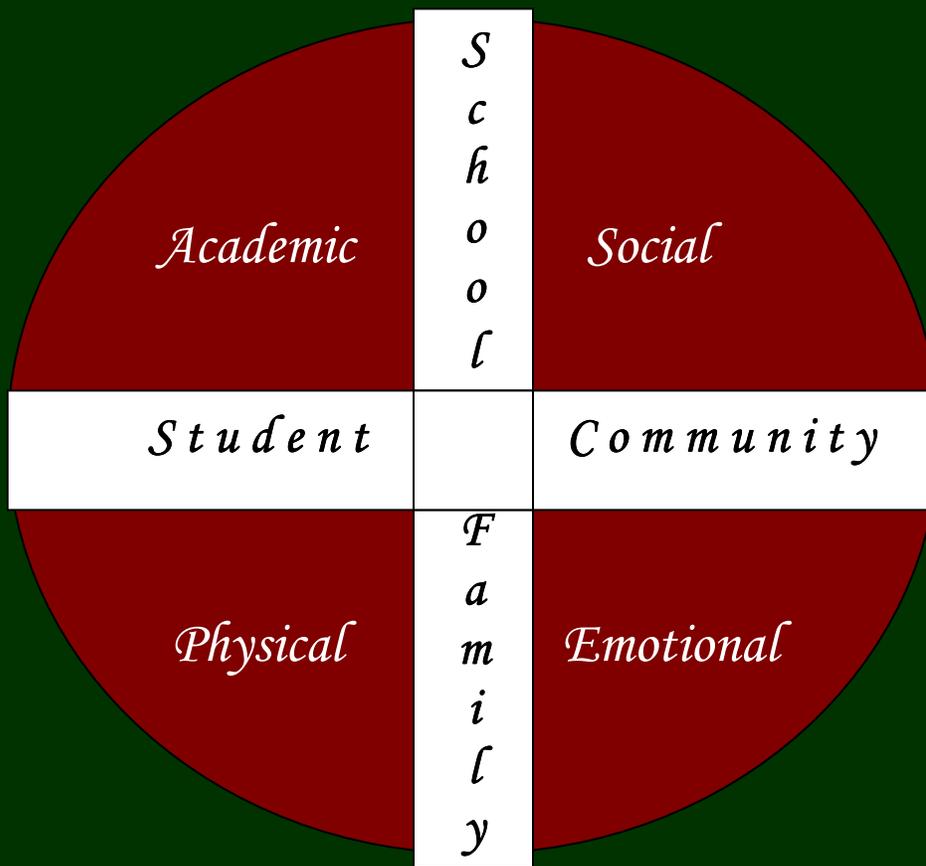


Meadowview Elementary School



Westview School Corporation

*Meadowview Elementary
Shipshewana, Indiana
Corporation #4525
School #3704*

*School Improvement Plan
2014-2017*

Westview School Corporation

Meadowview Elementary School
Shipshewana, Indiana
Corporation #4525
School #3704

School Improvement Plan

2014-2017

Westview School Corporation

School: Meadowview Elementary School
Address: 7950W 050S
City/State/Zip: Shipshewana, Indiana 46565
Phone: 260-768-7702
Corporation: #4525
School: #3704
Grades: Preschool through 4th
Enrollment: 384

Community Advisory Group

Laura Lehman, parent
Jessica Mast, parent
Amy Springer, community member
Vanessa Eash, business member
Toni Whitney, principal

Improvement Committee Team Members

| | | |
|--------------------|-----------------|-------------------|
| Abbey, Adkison | Kayla Huber | Molly Rostochak |
| Roxanne Bachman | Darlene Kennedy | Stephanie Roth |
| Connie Berkey | Angie Litwiller | Stephanie Sharick |
| Jessica Besser | Frank Ludwig | Joni Sible |
| Jane Bontrager | Andrea Miller | Wendy Stump |
| Amanda Cline | Sarah Miller | Toni Whitney |
| Crystal Haarer | Annette Munsell | Gina Willard |
| Nikki Helmuth | Missy Pixley | Debra Williams |
| Delores Henderson | Laura Rang | Sherlyn Wilson |
| Margaret Hostetler | Tracy Rolle | Arleta Yoder |

SCHOOL AND COMMUNITY

Meadowview Elementary is part of the Westview School Corporation. It was established in August of 2001. It is located in a rural community 2 miles south of Shipshewana, Indiana. The building sits in the midst of Amish farms and fields.

Meadowview Elementary is one of four elementary schools in the Westview School Corporation. It serves three sections each of grades 2, 3, and 4, four sections of grades 1 and Kindergarten. Meadowview also houses the special education pre-school and K – 5 Functional Skills programs for the special education cooperative. The enrollment for the 2012-2013 school year is 384 students coming from approximately 258 homes. The student population is 75% Amish, 24% English, and approximately 1% multi-racial. Students on free or reduced lunches currently total 43% of the population. Most students from Meadowview Elementary will attend Westview Elementary for their fifth and sixth grades of school, and they will then attend Westview Jr.-Sr. High School for the remainder of their education. The majority of the Amish children will end their formal education upon the completion of 8th grade.

Meadowview Elementary has 24 classrooms which are equipped with sinks, drinking fountains, student lockers, air-conditioning, TV/DVD players, computer stations, and phones for each teacher. Unique features of the school include a cafeteria with round tables to create a comfortable atmosphere, one program area for multiple large group activities, and two 30 station computer labs. In addition to these, there is a large music room with access to the stage, an art room, a large gymnasium, and a well-equipped library with a classroom reading area. There is a surveillance security system for the building entrances.

The total building enrollment is 384. The enrollment of each grade level is as follows:

| | | | |
|---------------|----|--------------------|----|
| Kindergarten: | 78 | Functional Skills: | 21 |
| First Grade: | 78 | Pre-school: | 15 |
| Second Grade: | 64 | | |
| Third Grade: | 68 | | |
| Fourth Grade: | 62 | | |

Special programs include:

| | |
|---------------------------------|-------------------------------|
| Special Education: | 13% of the student population |
| Title I: | 15% of the student population |
| High Ability (Lang. Arts/Math): | 12% of the student population |

The building staff includes:

- Principal (1)
- Classroom Teachers (19)
- Special Education Teachers (6)
- Music Teachers (2 part-time)
- Art Teachers (2 part-time)
- P.E. Teachers (2 part-time)
- Title 1 Teachers (2)
- Technology Assistant (1)
- Speech Therapist (1 part-time)
- Nurse (1)
- Librarian Assistant (1)
- Special Education Assistants (8 full-time; 1 part-time)
- Title 1 Assistants (5)
- Secretary (1)
- Lunch Clerk (1)
- Cafeteria Employees (3)
- Noon Supervisors (2)
- Custodians (4)
- Interpreters (2)
- Curriculum Coach (1 part-time)

The Meadowview Community is rural, with the majority of the students coming from Amish homes. Approximately 82% of the students come from two parent homes, and approximately 70% of the students' mothers do not work outside the home. The industry in the area consists mainly of RV and trailer factories and small family owned farms. It is a very caring and close community where everyone willingly helps others in need.

The high percentage of Amish students brings a unique challenge to Meadowview. The Amish students' first language is a German dialect, which is not a written language. Many Amish children come to school speaking little or no English, which makes their learning experience quite a challenge when they are first introduced to the school setting. Because of this, vocabulary development and comprehension skills are a strong focus, especially in the primary grades.

Meadowview Elementary School provides a variety of programs to meet the needs of students. Kindergarten is offered as a full day program in which students come every day, for a full day. The first through fourth grades are self-contained classrooms, where the traditional core curriculum is implemented. Special services are available for students who qualify for Title I, the High Ability program, the resource room, speech, and counseling.

Kindergarten students are instructed using the Building Blocks model. The teachers in grades one through three are implementing the Four-Block model of instruction for

language arts, and in fourth grade the Big Blocks model is being implemented. The four blocks in the model are Guided Reading, Self-Selected Reading, Writing, and Working with Words and represent four different methods of teaching children to read. Daily instruction in all four blocks provides numerous and varied opportunities for all children to learn to read and write. Instruction in all four blocks acknowledges that children do not all learn in the same way and provides support for individual learning styles. The Simple Six writing program is implemented in grades one through four in developmentally appropriate steps. The Four Frame math program is implemented in grades K-4. The four frames include calendar math, problem solving, direct instruction and perfect practice.

The majority of the staff has been trained and is using aspects of the C.L.A.S.S. (Connecting Learning Assures Successful Students) program. This program embraces the philosophy that all students can learn, and, given the proper environment and academic program, can achieve academic success. Through the use of these philosophies, including the Lifelong Guidelines and Lifeskills, C.L.A.S.S. strives to give the children meaningful experiences and curriculum to develop the skills necessary to become productive citizens and lifelong learners.

Students have the opportunity to participate in the Book-It program, Visiting Author, Young Hoosier Program, Science Central, Learning Fair, Discovery Class, school-wide assemblies, and study trips.

Student Assistance Services are available through the school's psychologist and /or nurse to help students when academics and behavior are affected by life circumstances. Support is offered through listening, understanding, facilitating and advocacy to maximize each student's potential. This is accomplished through student participation in small groups and/or individual meetings. When necessary and feasible, services are also provided to the family. Services focus on, but are not limited to, enhancing friendship skills, reducing symptoms of depression and anger, conflict management, the healthy expression of feelings, making healthy choices, managing symptoms of ADD, and relaxation strategies. Classroom presentations are also given when needed.

DESCRIPTION OF CURRICULUM

Meadowview Elementary School's curriculum follows the Standards and guidelines delegated by the State of Indiana. The standards are used by the teachers to set expectations for student learning. The State of Indiana recommendations for instructional time requirements are useful guidelines for teachers to design standards-based classroom lessons.

Additional curriculum models and frameworks are described below:

Building Blocks

At kindergarten, a framework called Building Blocks provides the developmentally appropriate foundation for language, print and literacy. This framework was based on the classroom practices of Elaine Williams, a veteran kindergarten teacher in North Carolina.

Four-Blocks

Four-Blocks is a balanced literacy framework, which was created by Dr. Patricia Cunningham and Dr. Dorothy Hall along with first grade teacher, Margaret DeFee, in Winston-Salem, North Carolina in the late 80s. Four Blocks is a comprehensive language arts model that allows students to develop their reading, writing, speaking and listening skills towards becoming effective, literate communicators. The main focus of the model is reading; however, the model allows for integration between and among all of the language arts areas and among all curricular content area. Four-Blocks is an instructional delivery system for teachers: the HOW in teaching, not the WHAT.

Big Blocks

Big Blocks is an upper grade adaptation of Four Blocks. All the components of Four Blocks are included in the Big Blocks format; however modifications are made to accommodate student's needs and abilities.

Every Day Counts® Calendar Math

Every Day Counts® is a research-based program aligned with the National Council of Teachers of Mathematics (NCTM) standards. In just 10–15 minutes each day, Every Day Counts® provides daily exposure to critical math concepts such as place value, mental math, measurement, time, money, geometry, estimation, patterns and algebraic thinking, graphing, and statistics.

Four Frame Math

Four Frame Math is a balanced math framework which includes daily instruction in calendar math, problem solving, direction instruction and perfect practice.

Simple 6

Simple Six is a teacher-tested, student-friendly simple analytic rubric taught in a nine-week session that has proven to increase student writing scores on standardized writing assessments. The Simple 6 includes sticking to the topic, logical order, interesting words, varied sentence patterns, descriptive sentences, and writing for an audience.

ASSESSMENT TOOLS USED TO DETERMINE STUDENT ACHIEVEMENT

Meadowview Elementary School provides a variety of assessments to determine student achievement. Information used for analyzing student achievement comes from:

- Kindergarten screening results and Math Benchmark test in fall and spring
- Metropolitan test given to Kindergarten students in the spring
- ISTEP test given to third and fourth grade students in the spring (beginning in 2009)
- IREAD-3 test given to 3rd grade students in the spring
- NWEA tests given in reading, language arts and math to students in grades 1-4 in the fall, winter, and spring
- Accelerated Reader tests which are computerized tests used to test students' comprehension of a specific book
- Young Hoosier Scholastic Counts Tests in grade 4
- DAB (Diagnostic Achievement Battery)
- WRAT and PIAT-R given to Special Education students in the Spring
- DIBELS (Diagnostic Indicators of Early Learning Skills) to students in grades K – 1 and to those who are being monitored in the RTI process
- Teacher documentation which includes: Rubrics, writing conference checklists and narratives, reading conference checklists, written tests, worksheets, oral discussion, observations, intervention checklist, etc.
- INVIEW (Intelligence test administered in 2nd grade)
- Awareness and Needs Conferences in the fall and spring
- Meadowview Intervention Team (MIT) which is a team consisting of the principal, school nurse, social services director, classroom teacher, special education and Title 1 teacher. This team meets to evaluate a child who is not reaching grade level standards. Data is collected and further testing occurs if needed or suggestions are made to better help the student.
- Student Reporting System based on state standards
- Cumulative Records and student transcripts
- Common Assessment in writing given to students in grades 1-4 in the fall and spring
- Profile Sheets used during Awareness and Needs Conferences which indicates retention, ISTEP failures, special needs, etc.
- LAS Testing for Limited English students
- Attendance Reports
- Discipline records
- Special Service reports
- Speech Testing (not limited to, but including Goldman-Fristoe, SPAT-D, TAPS, PPVT, EOWPVT, ROWPVT, TOLD, HELP, TOPL)
- Input from the School Psychologist, School Nurse, and student's family

MISSION AND BELIEFS

Meadowview Elementary School is dedicated to growing all students academically and socially to become life-long learners who will enrich their community.

At Meadowview Elementary we believe:

- All students can learn, but come to school with varying cultural and family backgrounds, abilities, and attitudes that affect their success in school.
- Each student can reach his/her academic potential in an environment that is safe, caring, and supportive.
- Learning should include real-world experiences.
- Children should be nurtured by their family, school and, community to enhance their learning potential.
- All individuals and cultures should be treated with respect.

CONCLUSIONS ABOUT THE CURRENT EDUCATIONAL PROGRAMMING

CURRICULUM SUPPORT OF THE INDIANA ACADEMIC STANDARDS

Textbooks are chosen from the state adoption lists and supplemental language arts materials have been adopted. Teachers collaborate to align the curriculum with the Indiana Academic Standards. The main focus will continue to be placed on Language Arts and math standards. Teachers continue to evaluate materials to ensure academic standards are met.

Meadowview Elementary teachers are currently working to align classroom assessments with the Indiana Academic Standards. This has resulted in the alignment of a reporting system that gives an accurate and comprehensive report of each student's achievement as it is compared with the state's expectations.

INSTRUCTIONAL SUPPORT OF THE INDIANA ACADEMIC STANDARDS

Instructional support is provided for new teachers through a teacher mentor program. New teachers are supported by their grade level team. New teachers will attend corporation meetings to develop their teaching techniques.

Instructional support is given to all teachers by the principal and grade level team leaders through weekly collaboration grade level meetings. Teachers also share ideas with one another by meeting informally and formally twice a month at grade level. Focus will be placed on the areas of Language Arts and Math Standards. Teachers are currently aligning lessons with the core standards and creating assessments to do the same.

In-service opportunities have also been provided to help support the use of the Core Academic Standards. Continued support is needed to align daily lesson plans with the core standards.

ANALYSIS OF STUDENT ACHIEVEMENT

Awareness Conferences are conducted in the fall, and Needs Conferences are conducted in the spring to analyze each student's academic achievement, as well as emotional, behavioral, and physical development. The principal, classroom teacher, nurse, speech therapist, special education teacher and Title I teacher meet to discuss each student's progress, then outline and implement intervention plans when necessary. The information gathered during the Needs Conferences helps determine the classroom placement of each student for the following school year.

Once a month the Meadowview Intervention Team (MIT) meets to discuss students who are not meeting grade level standards or have other behavioral or emotional needs. During these meetings it is determined whether these students need to be provided additional services.

The principal meets with teachers who administer the ISTEP after test results are received and reviewed by the third and fourth grade teachers. Students failing ISTEP+ are evaluated further to determine if remediation or after school tutoring is needed.

A variety of scores such as Metropolitan test scores, ISTEP scores, NWEA MAP scores, DAB scores, K-BIT, DIBELS, INVIEW results, teacher input, along with grades, may be used to determine if a student qualifies for the Title I or High Ability programs.

PARENTAL PARTICIPATION

Parental support is an important part of Meadowview's success with students. Parents are given many opportunities throughout the year to participate in the educational process.

Parent-teacher conferences are held in the fall for Kindergarten through 4th grade. Conferences are also held in the spring for Kindergarten and students who need them or at the parent's request. At both conferences, teachers and parents meet to discuss current programs and student progress.

Attendance at conferences is always high. Fall conference attendance records are as follows: 2001: 96.21%, 2002: 97.05%, 2003: 98.24%, 2004: 96.64%, 2005: 95.95%, 2006: 97.5%, 2007: 97.3%, 2008: 97.2%, 2009: 97.6%, 2010: 98.8%, 2011: 95.81%, 2012: 96.6%, 2013: 98.4%

The music program at Christmas offers opportunities for parents to be visible in the school. Meadowview has impressive support from the parents and community for these special events. There are approximately 1,000 people in attendance for the Christmas program.

Parents have opportunities to volunteer in the classrooms, chaperone study trips, and attend special classroom, and school-wide events. Parents attend and assist with activities on Grandparents Day.

The Staff Appreciation Committee is made of parent volunteers. Each month the committee provides lunch for the staff and offers encouragement through notes and other acts of kindness.

Parents share in the leadership of the Parent Teacher Organization. The PTO meets every other month to discuss events and projects that will be organized and supported. The PTO fund-raisers support student study trips, Accelerated Reader incentive awards, classroom supplies, skating parties, and the End-of-the-Year Carnival.

Teachers communicate with parents weekly or biweekly through classroom newsletters, and many send weekly folders home with student work. If individual problems occur, notes are sent home, parents are called, or invited in for special conferences.

Parents receive "Meadowview News," a newsletter containing the lunch menu, helpful information about coming events, health notes from the nurse, and reminders of parental responsibilities.

Parents serve on the Community Advisory Group to help with the School Improvement Plan.

Parents have opportunity to help their children with projects for the annual Learning Fair.

Parents are invited to attend two informational Title I meetings per year.

Parents are invited to speak to students and share their expertise regarding involvement in the community.

Parents volunteer to serve at many annual school-wide events such as the Christmas Store, Book Fair, Fish Fry, and assisting the music teacher with the Christmas Spring program.

Parents of students receiving special services are continually involved in case conferences throughout the year.

Parents can be involved in meetings of the M.I.T. (Meadowview Intervention Team)

TECHNOLOGY AS A LEARNING TOOL

Meadowview Elementary staff and students use technology to enhance and support the curriculum in the following ways:

- Classrooms can produce video announcements to share with the entire school. Each classroom is equipped with a school broadcast channel on their television sets to view student broadcasts.
- Students develop presentations using all of the Microsoft Office software along with additional student software such as Kidspiration.
- First through fourth grade students publish stories and other written work using Alpha Smarts or Microsoft Word..
- Digital cameras are used to take pictures of various activities in which students are involved. The pictures are then used to help create story starters for students.
- Internet videos and/or pictures are used from curriculum-based websites to enhance what is being taught in the classrooms.
- Students can surf the Internet for additional ideas and information to enhance what they are doing in their classrooms. Some classes are using the Internet as a research tool to satisfy the Indiana Standards for research and technology in writing. Due to the large Amish population at Meadowview, not all students are allowed Internet access because of religious beliefs.
- To enhance the Guided Reading and Self-Selected reading blocks, students utilize the Accelerated Reader program. Students are able to choose and take comprehension tests according to their individual reading levels.
- Students take the STAR reading test on the computer. This allows teachers to assess their students' reading comprehension skills and to determine individual reading levels.
- Teachers are continually utilizing computer software, subscription websites and ideas found on the Internet to enhance and support curriculum.
- Students utilize a variety of software in the computer lab to aid in the review and enrichment of current skills in all curricular areas.

- Both teachers and the technology assistant have worked to correlate the software learning objectives to the Common Core Standards.

Meadowview Elementary provides for the professional development of staff members in the following ways:

- Staff members are surveyed to determine existing needs regarding technology.
- Meadowview Elementary utilizes a full-time technology assistant who provides training to individual staff members when needed. This assistant also provides in-service on new and existing software during collaborations and staff meetings.
- A Power School specialist provides support to teachers in regards to reporting systems and class management data.

Meadowview Elementary assesses the need for new technology in the following ways:

- Staff members attend conferences throughout the year and bring back new developments and ideas for the use of technology in the classroom.
- Time is allocated to staff members to search the Internet for lesson plans, curricular approaches, technology ideas, and technology equipment.
- Staff members and the technology assistant work together to implement new ideas and integrate technology into the classrooms.
- A Technology Committee meets to discuss and determine needs.

Meadowview Elementary's technology program is assessed and evaluated in the following ways:

- Staff members are surveyed to assess and evaluate the overall technology program.
- The Public Law 221 (PL 221) School Improvement Plan Committee meets to examine data, assess, and evaluate the overall program.
- Information gained from surveys and the PL221 Committee is presented to the entire staff for discussion.

- Staff members meet with the technology assistant to determine the best practices for implementing technology into the classroom with the specific need of ideas for present-day standards and technology.
- Eighty percent (80%) of current software has cumulative record keeping according to class and/or student. The records are then used to evaluate student progress as well as the effectiveness of the programs.
- After evaluating and assessing needs each year, recommendations are then made to the corporation technology coordinator regarding the purchasing of new or the continued use of current software and technology.

SAFE AND DISCIPLINED LEARNING ENVIRONMENT

Procedures and guidelines have been established to keep the students at Meadowview Elementary safe. This is accomplished by:

- practicing monthly emergency fire drills
- practicing storm drills and lockdown drills one time per semester
- developing an emergency plan for disasters
- maintaining a crisis-intervention team
- MERT, medical emergency response team trained in CPR and use with the AED
- providing adequate supervision during the students' arrival and dismissal, transition between classrooms, lunch, and recess
- establishing orderly behavioral procedures for classrooms, playgrounds, hallways, and restrooms
- monitoring visitors with office sign-in procedures and video surveillance
- all entrance doors locked, utilizing a buzzer/video entrance system
- conveying expectations to students and parents
- addressing discipline concerns when they occur and contacting parents when necessary
- promoting "Mighty Mustangs" by encouraging, effort, improvement, attitude, respect, and responsibility
- recognizing students who use their Lifeskills
- safety procedures for all rooms are in place and posted

Student discipline problems are minimal at Meadowview Elementary, which allows for a safe, caring, learning environment.

CULTURAL AWARENESS

Approximately 75% of our student population is Amish, which creates a unique dynamic within our school. These students have no electricity or modern conveniences such as television sets and computers and travel by horse and buggy. They have very little experience with the world outside of their own community. They also come to school speaking little or no English. Their first language is a dialect of Pennsylvania Dutch.

During their kindergarten year the students are immersed in the English language through teacher read aloud, demonstrations, and other teacher driven activities. Student peers also help translate. In the upper grades some of these students participate in our Title I, high ability, and remediation programs as needed.

Students are given many opportunities to access computers, view videos, and participate in field trips to broaden their view of the world. They are encouraged to work together within the classrooms and have access to a variety of printed materials to use as needed.

Teachers are made aware of the Amish culture and are sensitive to the needs of the students and parents when choosing curriculum and materials to use in the classroom.

PROFESSIONAL DEVELOPMENT

The majority of the teachers have completed Four Block training and are at different stages of implementation. We have continued support from our monthly collaboration, and summer work sessions to further our knowledge in language arts and math. The majority of the teachers have had C.L.A.S.S. training and are using aspects of this program in their classroom. Computer training on current software has been offered to enhance the curriculum and for student record keeping.

The focus for this next school year, 2013-2014, will be enhancing the math curriculum with specific emphasis on problem solving and computation skills, improving reading comprehension skills, developing and implementing differentiated lessons, aligning the Standards delegated by the State of Indiana into our instruction.

Staff development plans for 2013-2014 will include:

- Summer days for grade-level collaboration
- Collaboration for development to teach real-world math
- Corporation staff development days
- Curriculum development collaboration
- Grade-level resource binder development
- Continued search and piloting of technology and software to supplement instruction

STUDENT ACHIEVEMENT OBJECTIVES

ATTENDANCE RATE

The rate of attendance for 2011-12 was 97%. Subsequent years were as follows: 2003-04 was 97.9%; 2004-05 was 97.62%; 2005-06 was 97.49%; 2006-07 was 97.3%; 2007-08 was 97%; 2008-09 was 97.3%; 2009-10 was 97.7%; 2010-11 was 96.9 %; 2011-12 was 97.4%; 2012-13 was 96.8%.

PERCENTAGE OF STUDENTS MEETING ISTEP REQUIREMENTS

Seventy-three third grade students took the ISTEP in the spring of 2011. The English/Language Arts standards were met by 82% of the students and 83% of the students taking the test met the standards in Math. Eighty-four fourth grade students took the ISTEP test. The English/Language Arts standards were met by 83% of the students, 91% of the students taking the test met the standards for Math, and 77% of the students taking the test met the science standards.

Eighty-three third grade students took the ISTEP in the spring of 2012. The English/Language Arts standards were met by 90% of the students and 90% of the students taking the test met the standards in Math. Seventy-two fourth grade students took the ISTEP test. The English/Language Arts standards were met by 78% of the students, 81% of the students taking the test met the standards for Math, and 85% of the students taking the test met the science standards.

Sixty-five third grade students took the ISTEP in the spring of 2013. The English/Language Arts standards were met by 87.6% of the students and 87.6% of the students taking the test met the standards in Math. Seventy-seven fourth grade students took the ISTEP test. The English/Language Arts standards were met by 87% of the students, 94.8% of the students taking the test met the standards for Math, and 86% of the students taking the test met the science standards.

Sixty-eight third grade students took the ISTEP in the spring of 2014. The English/Language Arts standards were met by 91% of the students and 91% of the students taking the test met the standards in Math. Fifty-seven grade students took the ISTEP test. The English/Language Arts standards were met by 93% of the students, 91% of the students taking the test met the standards for Math, and 91% of the students taking the test met the science standards.

BENCHMARKS FOR PROGRESS

Meadowview Elementary has a variety of ways to track students' achievement. However, not all assessments are used by everyone or in the same way. There is a need for better and more consistent ways to assess the students. Work is being done to create standards- driven rubrics, formal tests, and reporting systems to improve the evaluation and reporting of student progress.

The following tests are given on a consistent basis: ISTEP+, NWEA tests, Metropolitan, and Common Writing Assessments. These tests continue to be used, and more assessment tools will be added as they are developed. The following benchmarks will be used to track individual student progress:

- NWEA MAP benchmark – 82% of the students will score above the state standard according to the projected proficiency index.
- The overall percentage of students passing the mathematics computation strand of the ISTEP will increase by 2% when the same group of students takes the test again.
- The overall percentage of students passing the mathematics problem solving strand of the ISTEP will increase by 2% when the same group of students takes the test again.
- The overall percentage of students passing the language arts reading comprehension strand of the ISTEP will increase by 2% when the same group of students takes the test again.

IMPROVEMENT GOALS

Goal #1: Students will improve reading comprehension skills by 2% when the same group of students is given the ISTEP test or students have performed at 87% or above.

Goal #2: Students will improve computation skills by 2% when the same group of students is given the ISTEP test or students have performed at 87% or above.

Goal #3: Students will improve problem-solving skills by 2% when the same group of students is given the ISTEP test or students have performed at 87% or above.

**Westview School Corporation
Meadowview Elementary
School Improvement Plan
2013-2014**

Grade Level: K

Subject: Reading

School Improvement Goal: Students will improve reading comprehension skills by 2% when the same group of students is given the ISTEP test or students have performed at 87% or above.

School Improvement Objective: Kindergarteners will improve their reading comprehension skills.

| Action | Person(s) responsible | Resources needed | Evidence of Implementation | Monitoring | Calendar |
|--|------------------------------|--|--|--|---|
| Sequence characters and events from Big Books | -teachers | -sequence pages -Big books -crayons, scissors, glue | -Lesson plans -completed activity -oral assessments | Kindergarten team (at report card time) | -2x/month |
| Matching characters to corresponding stories | -teachers | -character pictures -book cover pictures | -Lesson plans -observation | Kindergarten team Metro Test | Quarterly |
| Focused writing: retelling a story | -teachers | -Big books -paper/pencil | -completed writing -oral assessment | Kindergarten team | Beginning in November 1x/month |

**Westview School Corporation
Meadowview Elementary
School Improvement Plan
2013-2014**

Grade Level: 1

Subject: Reading

School Improvement Goal: Students will improve reading comprehension skills by 2% when the same group of students is given the ISTEP test or students have performed at 87% or above.

School Improvement Objective: First graders will improve their reading comprehension skills.

| Action | Person(s) responsible | Resources needed | Evidence of Implementation | Monitoring | Calendar |
|---|------------------------------|--------------------------------------|--|-------------------|-----------------|
| Students will read and comprehend a variety of genres. | -teachers -students | -common core standards -book tubs | -SSR conferences -lesson plans | First grade team | Weekly |
| Build Prior Knowledge | -teachers | -planning time | -SSR conferences -Guided reading plans | First grade team | Weekly |
| Make connections -text to text -text to self -text to world | -teachers -students | -book tubs | -SSR conferences -Guided reading discussions -lesson plans | First grade team | Quarterly |

**Westview School Corporation
Meadowview Elementary
School Improvement Plan
2013-2014**

Grade Level: 2

Subject: Reading

School Improvement Goal: Students will improve reading comprehension skills by 2% when the same group of students is given the ISTEP test or students have performed at 87% or above.

School Improvement Objective: Second graders will improve their reading comprehension skills.

| Action | Person(s) responsible | Resources needed | Evidence of Implementation | Monitoring | Calendar |
|----------------------------------|--------------------------------|--|--|--------------------------|------------------|
| SSR/ Basal Text | -teachers -students | -NEO's | -Accelerated Reader scores | Second grade team | weekly |
| Standards-based cold text | -teachers -students | -cold text resources -Comp. questions | -lesson plans -student assessment | Second grade team | quarterly |
| STAR reading test | -teachers -students | -computer lab | STAR test report | Second grade team | quarterly |

**Westview School Corporation
Meadowview Elementary
School Improvement Plan
2013-2014**

Grade Level: 3

Subject: Reading

School Improvement Goal: Students will improve reading comprehension skills by 2% when the same group of students is given the ISTEP test or students have performed at 87% or above.

School Improvement Objective: Third graders will improve their reading comprehension skills.

| Action | Person(s) responsible | Resources needed | Evidence of Implementation | Monitoring | Calendar |
|--|------------------------------|--|--|-------------------|--------------------------------|
| Daily read-aloud | -teachers | Books (variety of genres) | -Lesson plans -observation -AR tests | Third grade team | Continuous throughout the year |
| Essential Skills reading comp. software | -teachers -students | -Essential Skills program -computer lab | -lesson plans -observation -SSR log | Third grade team | weekly |
| MAAM – reading response strategy instruction | -teachers | -trade books -cold text | -lesson plans -observation | Third grade team | Continuous throughout the year |
| Cold Text reading passages with comp. activities | -teachers | -Reading materials | -lesson plans -assessments | Third grade team | 2x/month |
| Guided Reading literature units | -teachers | -literature units & classroom book sets | -lesson plans | Third grade team | Continuous throughout the year |
| AR quizzes -Read aloud -Guided Reading books | -teachers -students | AR quizzes Computer lab | -lesson plans -assessments | Third grade team | Continuous throughout the year |

**Westview School Corporation
Meadowview Elementary
School Improvement Plan
2013-2014**

Grade Level: 4

Subject: Reading

School Improvement Goal: Students will improve reading comprehension skills by 2% when the same group of students is given the ISTEP test or students have performed at 87% or above.

School Improvement Objective: Fourth graders will improve their reading comprehension skills.

| Action | Person(s) responsible | Resources needed | Evidence of Implementation | Monitoring | Calendar |
|--|------------------------------|---|--|--------------------------|-----------------|
| IN History Cards | -teachers | -IN History Cards | -lesson plans -card scores | Fourth grade team | monthly |
| Real World Activities (reading and discussing real world apps.) | -teachers | -copy of resources | -lesson plans -observation -activity scores | Fourth grade team | Weekly |
| <u>Scholastic News</u> | -teachers | -<u>Scholastic News</u> magazines | -lesson plans -observation | Fourth grade team | monthly |
| MAAM – reading response strategy instruction | -teachers | -NF/F short stories | -lesson plans | Fourth grade team | monthly |
| Vocabulary | -teachers | -250 words every 4th grader should know | -lesson plans -Word Book | Fourth grade team | daily |

**Westview School Corporation
Meadowview Elementary
School Improvement Plan
2013-2014**

Grade Level: K

Subject: Math

School Improvement Goal: Students will improve computation and problem-solving skills by 2% when the same group of students is given the ISTEP test or students have performed at 87% or above.

School Improvement Objective: Kindergarteners will improve computation and problem-solving skills.

| Action | Person(s) responsible | Resources needed | Evidence of Implementation | Monitoring | Calendar |
|----------------------------------|-----------------------|---|--|--|--|
| Oral math problems (whole group) | -teachers | -white board Manipulatives -markers | -Lesson plans -participation | Kindergarten team (at report card time) Metro Test Benchmark Math Test | Daily during calendar time |
| Math groups/centers | -teachers | -center materials | -Lesson plans -Observation -assessment | Kindergarten team | Beginning 2 nd semester |
| Math word problems (Simple 6) | -teachers | -Simple 6 book -journals -overhead and whiteboard | -Lesson plans -student journal | Kindergarten team Metro test | Daily beginning 2 nd semester |

**Westview School Corporation
Meadowview Elementary
School Improvement Plan
2013-2014**

Grade Level: 1

Subject: Math

School Improvement Goal: Students will improve computation skills by 2% when the same group of students is given the ISTEP test or students have performed at 87% or above.

School Improvement Objective: First graders will improve their computation skills.

| Action | Person(s) responsible | Resources needed | Evidence of Implementation | Monitoring | Calendar |
|-----------------------------|------------------------------|---|---|-------------------|-----------------------------------|
| Math game day | -teachers -parents | -math games -planning time | Lesson plans Student involvement | First grade team | 1x/semester |
| Use of manipulatives | -teachers | manipulatives | Lesson plans Student work | First grade team | Continuous throughout school year |
| Daily math review | -teachers -students | -copies of D.O.M -Perfect Practice idea cards -Spiral review -Problem of the Day | D.O.M. Perfect Practice Spiral review Problem of the Day Student work | First grade team | Daily |

**Westview School Corporation
Meadowview Elementary
School Improvement Plan
2013-2014**

Grade Level: 2

Subject: Math

School Improvement Goal: Students will improve computation skills by 2% when the same group of students is given the ISTEP test or students have performed at 87% or above.

School Improvement Objective: Second graders will improve their computation skills.

| Action | Person(s) responsible | Resources needed | Evidence of Implementation | Monitoring | Calendar |
|------------------------------|------------------------------|----------------------------|-----------------------------------|-------------------|---------------------------------|
| Monday Mad Minute | -teachers -students | -“Minute Math Drills” book | -Lesson plans -students charts | Second grade team | Weekly |
| 2-3 digit math review | -teachers -students | -review pages | -student assessment | Second grade team | weekly-2 nd semester |
| Spiral Review | -teachers -students | -math text -math wall | Student assessment | Second grade team | Daily |

**Westview School Corporation
Meadowview Elementary
School Improvement Plan
2013-2014**

Grade Level: 3

Subject: Math

School Improvement Goal: Students will improve computation skills by 2% when the same group of students is given the ISTEP test or students have performed at 87% or above.

School Improvement Objective: Third graders will improve their computation skills.

| Action | Person(s) responsible | Resources needed | Evidence of Implementation | Monitoring | Calendar |
|----------------------------|------------------------------|---|--|-------------------|-----------------|
| Math games | -teachers -students | -deck of cards -copies of game -flash cards | -Lesson plans -observation | Third grade team | 2x/month |
| Minute math | -teachers -students | -copies of minute math | -lesson plans -observation -grade book | Third grade team | 1x/week |
| Math computer games | -teachers -students | -computer lab | -lesson plans -observation | Third grade team | 1x/week |
| Perfect practice | -teachers -students | -flashcards -computer programs -timed tests | -lesson plans -observation | Third grade team | daily |

**Westview School Corporation
Meadowview Elementary
School Improvement Plan
2013-2014**

Grade Level: 4

Subject: Math

School Improvement Goal: Students will improve computation skills by 2% when the same group of students is given the ISTEP test or students have performed at 87% or above.

School Improvement Objective: Fourth graders will improve their computation skills.

| Action | Person(s) responsible | Resources needed | Evidence of Implementation | Monitoring | Calendar |
|-------------------------|------------------------------|---|---------------------------------------|--------------------------|---|
| Timed Tests | -teachers | -conference packets | -lesson plans -assessments | Fourth grade team | Weekly on Fridays: 1st quarter: + 2nd quarter: - 3rd quarter: x 4th quarter: / |
| Perfect Practice | -teachers | -lesson concepts -flashcards | -observations -assessments | Fourth grade team | Practice daily Assess weekly Unit assessments |
| | | | | | |

**Westview School Corporation
Meadowview Elementary
School Improvement Plan
2013-2014**

Grade Level: 1

Subject: Math

School Improvement Goal: Students will improve problem-solving skills by 2% when the same group of students is given the ISTEP test or students have performed at 87% or above.

School Improvement Objective: First graders will improve their problem-solving skills.

| Action | Person(s) responsible | Resources needed | Evidence of Implementation | Monitoring | Calendar |
|-------------------------------------|-------------------------------|--|---|-------------------------|--|
| Math game day | -teachers -parents | -math games -planning time | -Lesson plans -student involvement | First grade team | 1x/semester |
| Develop math vocabulary | -teachers | -list of 1st grade math vocabulary -math books | -Lesson plans -master list of vocabulary | First grade team | Continuous throughout school year |
| Develop math problem solving | -teachers | -planning time -resource book | -Lesson plans -student work | First grade team | Daily |

**Westview School Corporation
Meadowview Elementary
School Improvement Plan
2013-2014**

Grade Level: 2

Subject: Math

School Improvement Goal: Students will improve problem-solving skills by 2% when the same group of students is given the ISTEP test or students have performed at 87% or above.

School Improvement Objective: Second graders will improve their problem-solving skills.

| Action | Person(s) responsible | Resources needed | Evidence of Implementation | Monitoring | Calendar |
|-----------------------------------|------------------------------|-----------------------------------|--------------------------------------|-------------------|-----------------|
| Model Drawing | -teachers -students | -math problems -textbook | -Lesson plans -completed problems | Second grade team | weekly |
| Miss Frizzle Word Problems | -teachers -students | -Miss Frizzle word problem packet | -lesson plans -completed problems | Second grade team | monthly |
| | | | | | |

**Westview School Corporation
Meadowview Elementary
School Improvement Plan
2013-2014**

Grade Level: 3

Subject: Math

School Improvement Goal: Students will improve problem-solving skills by 2% when the same group of students is given the ISTEP test or students have performed at 87% or above.

School Improvement Objective: Third graders will improve their problem-solving skills.

| Action | Person(s) responsible | Resources needed | Evidence of Implementation | Monitoring | Calendar |
|------------------------------------|------------------------------|--|--|-------------------|-------------------------------------|
| Manipulatives | -teachers -students | manipulatives | -Lesson plans -observation | Third grade team | Use with each new unit |
| Math vocabulary | -teachers | -textbooks -vocabulary cards -math workbook | -lesson plans -observation -Vocabulary testing | Third grade team | At the introduction to each chapter |
| Multiple-step math problems | -teachers | -multi-step math problem worksheets/ resource books -internet -IXL website -real life situations | -lesson plans -observation | Third grade team | 1x/week |

**Westview School Corporation
Meadowview Elementary
School Improvement Plan
2013-2014**

Grade Level: 4

Subject: Math

School Improvement Goal: Students will improve problem-solving skills by 2% when the same group of students is given the ISTEP test or students have performed at 87% or above.

School Improvement Objective: Fourth graders will improve their problem-solving skills.

| Action | Person(s) responsible | Resources needed | Evidence of Implementation | Monitoring | Calendar |
|---|------------------------------|---|---------------------------------------|--------------------------|--|
| Problem of the Week (multi-step) | -teachers | -Math detective -Problem of the Week -IDOE/ISTEP website | -lesson plans -assessments | Fourth grade team | weekly - Fridays |
| FYI Math page | -teachers | -math vocabulary -NWEA RIT ranges | -lesson plans -observation | Fourth grade team | Emphasis on 1 new term per week |
| Problem of the Day | -teachers | -ISTEP website -math Curriculum -DOM | -lesson plans -observatoin | Fourth grade team | daily |

Meadowview Elementary Improvement Plan Timeline Year Three 2013-2014

| Timeline | Intervention Actions | Responsibility | Resources | Evaluation Method |
|-------------|--|----------------------|--|--|
| Summer 2013 | New teachers trained in the Four-Block literacy program. | Principal | Cost of training | Full implementation by the end of the first year. Verified by principal. |
| | Align math and reading curriculum with common core standards & or Indiana Standards | Teachers | Cost of stipend paid to teacher for up to three days in June | Reporting system benchmark data compiled by a team of teachers and principals. |
| Fall 2013 | Develop Language Arts and Math lessons that align with core & or Indiana standards. | Teachers | Collaboration | Principal observations and documentation from teachers using provided forms. |
| | Language Arts curriculum development | Teachers | Collaboration, | |
| | Teachers analyze ISTEP, NWEA MAP, and Metropolitan test data, and adjust instruction as prescribed by the data. | Teachers, Principal | Collaboration | Teacher feedback/documentation of their findings. Principal reports actions. |
| | Collect, interpret, and analyze student progress through self-selected reading forms and writing forms or portfolios. | Teacher, Principal | End of each grading period. | |
| | Align common core & or Indiana standards with assessment tools. | Teacher, Principal | Collaboration | Documentation from teachers. |
| | Tutoring for 3 rd and 4 th grade students weak in reading comprehension and math skills. Up to 20 hours provided during or after school. | Selected Teachers | Stipends for teachers. | |
| | Technology in-service | Technology assistant | Staff Meeting | |
| | Report new ISTEP data to staff. | Principal | Staff meeting | ISTEP Benchmarks. |
| | Teachers review ISTEP and reporting system data and adjust instruction as prescribed. | Teachers | | |

| Timeline | Intervention Actions | Responsibility | Resources | Evaluation Method |
|----------------|---|---------------------------------|--|--|
| Winter 2013-14 | Technology in-service | Technology assistant | Staff Meeting | |
| | Four Block, Building Block, Simple Six, and math support within classrooms. | Teachers | Cost of substitutes | Written feedback from teachers and support person. Principal observations. |
| | Writing support within classrooms. | Title Teachers | | Written feedback from teachers and support person. Principal observations. |
| | Align Core & or Indiana Academic Standards with our Language Arts instruction | Teachers | Collaboration | |
| | Teacher Team planning within grade level | Teachers | Cost for substitutes | Principal observations and documentation from teachers |
| | Report new ISTEP data to staff. | Principal | Staff meeting | ISTEP Benchmarks. |
| | Teachers review ISTEP and reporting system data and adjust instruction as prescribed. | Teachers | Collaboration | |
| | Align core & or Indiana standards with assessment tools. | Teachers, Principal | Collaboration | Documentation from teachers. |
| Spring 2014 | Four Block, Building Block, Simple Six, and math support within classrooms. | Teachers | Cost of substitutes | Written feedback from teachers and support person. Principal observations. |
| | Writing support within classrooms. | Title teachers, | | Written feedback from teachers and support person. Principal observations. |
| | Technology in-service | Technology assistant | Staff Meeting | Technology in-service |
| | Improvement Goal 1 reviewed and revised if needed. | Improvement committee and staff | Cost for substitutes | |
| | Improvement Goal 2 reviewed and revised if needed. | Improvement committee and staff | Cost for substitutes | |
| | Improvement Plan revisions. | Improvement committee | Cost for substitutes for one day in May. | Recommendations given to staff. |
| | Improvement Plan revisions approved by staff. | | | Recommendations sent to the superintendent. |

Meadowview Elementary Improvement Plan Timeline Year Three 2014-15

| Timeline | Intervention Actions | Responsibility | Resources | Evaluation Method |
|-------------|--|----------------------|--|--|
| Summer 2014 | New teachers trained in the Four-Block literacy program. | Principal | Cost of training | Full implementation by the end of the first year. Verified by principal. |
| | Align reading curriculum with common core standards. | Teachers | Cost of stipend paid to teacher for up to three days in June | Reporting system benchmark data compiled by a team of teachers and principals. |
| Fall 2014 | Develop Language Arts and Math lessons that align with core standards. | Teachers | Collaboration | Principal observations and documentation from teachers using provided forms. |
| | Create writing prompts by grade level that are aligned with common core standards. | Teachers | Grade level team meetings, Collaboration | Teacher documentation |
| | Language Arts curriculum development | Teachers | Collaboration | |
| | Teachers analyze ISTEP, NWEA MAP, and Metropolitan test data, and adjust instruction as prescribed by the data. | Teachers, Principal | Collaboration | Teacher feedback/documentation of their findings. Principal reports actions. |
| | Collect, interpret, and analyze student progress through self-selected reading forms and writing forms or portfolios. | Teacher, Principal | End of each grading period. | |
| | Align core standards with assessment tools. | Teacher, Principal | Collaboration | Documentation from teachers. |
| | Tutoring for 3 rd and 4 th grade students weak in reading comprehension and math skills. Up to 20 hours provided during or after school. | Selected Teachers | Stipends for teachers. | |
| | Technology in-service | Technology assistant | Staff Meeting | |
| | Develop Language Arts and math lessons that align with core standards. | Teachers | Collaboration | Principal observations and documentation from teachers using provided forms. |

| Timeline | Interventions Actions | Responsibility | Resources | Evaluation Method |
|---|---|---------------------------------|---|--|
| Winter 2014-15 | Technology in-service | Technology assistant | Staff Meeting | |
| | Four Block, Building Block, Simple Six, and math support within classrooms. | Teachers | Cost of substitutes | Written feedback from teachers and support person. Principal observations. |
| | Writing support within classrooms. | Title Teachers | | Written feedback from teachers and support person. Principal observations. |
| | Align Core Academic Standards with our Language Arts instruction | Teachers | Collaboration | |
| | Teacher Team planning within grade level | Teachers | Cost for substitutes | Principal observations and documentation from teachers |
| | Report new ISTEP data to staff. | Principal | Staff meeting | ISTEP Benchmarks. |
| | Teachers review ISTEP and reporting system data and adjust instruction as prescribed. | Teachers | Collaboration | |
| | Align core standards with assessment tools. | Teachers, Principal | Collaboration | Documentation from teachers. |
| Spring 2015 | Four Block, Building Block, Simple Six, and math support within classrooms. | Teachers | Cost of substitutes | Written feedback from teachers and support person. Principal observations. |
| | Writing support within classrooms. | Title teachers, | | Written feedback from teachers and support person. Principal observations. |
| | Technology in-service | Technology assistant | Staff Meeting | Technology in-service |
| | Improvement Goal 1 reviewed and revised if needed. | Improvement committee and staff | Cost for substitutes | |
| | Improvement Goal 2 reviewed and revised if needed. | Improvement committee and staff | Cost for substitutes | |
| | Improvement Plan revisions. | Improvement committee | Cost for substitutes for one day in May. | Recommendations given to staff. |
| Improvement Plan revisions approved by staff. | | | Recommendations sent to the superintendent. | |

Meadowview Elementary Improvement Plan Timeline Year 2015-2016

| Timeline | Intervention Actions | Responsibility | Resources | Evaluation Method |
|-------------|--|----------------------|--|--|
| Summer 2015 | New teachers trained in the Four-Block literacy program. | Principal | Cost of training | Full implementation by the end of the first year. Verified by principal. |
| | Align reading curriculum with core standards/grade-level curriculum development | Teachers | Cost of stipend paid to teacher for up to three days in June | Reporting system benchmark data compiled by a team of teachers and principals. |
| Fall 2015 | Develop Language Arts and Math lessons that align with core standards. | Teachers | Collaboration | Principal observations and documentation from teachers using provided forms. |
| | Language Arts curriculum development | Teachers | Collaboration | |
| | Teachers analyze ISTEP, NWEA MAP, and Metropolitan test data, and adjust instruction as prescribed by the data. | Teachers, Principal | Collaboration | Teacher feedback/documentation of their findings. Principal reports actions. |
| | Collect, interpret, and analyze student progress through self-selected reading forms and writing forms or portfolios. | Teacher, Principal | End of each grading period. | |
| | Align core standards with assessment tools. | Teacher, Principal | Collaboration | Documentation from teachers. |
| | Tutoring for 3 rd and 4 th grade students weak in reading comprehension and math skills. Up to 20 hours provided during or after school. | Selected Teachers | Stipends for teachers. | |
| | Technology in-service | Technology assistant | Staff Meeting | |
| | Report new ISTEP data to staff. | Principal | Staff meeting | ISTEP Benchmarks. |
| | Teachers review ISTEP and reporting system data and adjust instruction as prescribed | Teachers | Collaboration | |

| Timeline | Interventions Actions | Responsibility | Resources | Evaluation Method |
|----------------|---|---------------------------------|--|--|
| Winter 2015-16 | Technology in-service | Technology assistant | Staff Meeting | |
| | Four Block, Building Block, Simple Six, and math support within classrooms. | Teachers | Cost of substitutes | Written feedback from teachers and support person. Principal observations. |
| | Writing support within classrooms. | Title Teachers, Grades 1-2 | | Written feedback from teachers and support person. Principal observations. |
| | Align Core Academic Standards with our Social Studies instruction | Teachers | Collaboration | |
| | Teacher Team planning within grade level | Teachers | Cost for substitutes | Principal observations and documentation from teachers |
| Spring 2016 | Align core standards with assessment tools. | Teachers, Principal | Collaboration | Documentation from teachers. |
| | Four Block, Building Block, Simple Six, and math support within classrooms. | Teachers | Cost of substitutes | Written feedback from teachers and support person. Principal observations. |
| | Writing support within classrooms. | Title teachers, Grades 1-2 | | Written feedback from teachers and support person. Principal observations. |
| | Technology in-service | Technology assistant | Staff Meeting | Technology in-service |
| | Improvement Goal 1 reviewed and revised if needed. | Improvement committee and staff | Cost for substitutes | |
| | Improvement Goal 2 reviewed and revised if needed. | Improvement committee and staff | Cost for substitutes | |
| | Improvement Goal 3 reviewed and revised if needed. | Improvement committee and staff | Cost for substitutes | |
| | Improvement Plan revisions. | Improvement committee | Cost for substitutes for one day in May. | Recommendations given to staff. |
| | Improvement Plan revisions approved by staff. | | | Recommendations sent to the superintendent. |