

**Continuous School Improvement Plan
for
Monon Elementary School
#9133**

**North White School Corporation
#8515**

June 1, 2009

Submitted by:

**Mrs. Theresa A. Diener, Principal
Mrs. Kerri Lear, SIP Chairman**

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Committee Membership

The following committee members comprise the School Improvement Committee:

Theresa Diener, Principal

Kerri Lear, Chairperson

Lara Nies, Title I Teacher

Heather Hooper, Teacher (Grade 5)

Stephanie Lange, Teacher (Grade 3)

Peggy Sublette, Teacher (Grade 1)

Barb Heimlich, Data Analysis

Rosie Cooley, Secretary

Toni Onken, Secretary

Emma Conwell, Parent

Rena Sterrett, Parent

Mission/Vision Statements

Corporation Mission Statement

The following is the North White School Corporation Mission Statement adopted in August 2001:

The North White School Corporation believes all children flourish in an atmosphere where honesty, mutual respect, compassion, communication, high expectations and excellence exist throughout the school community.

School Vision Statement

The mission of Monon Elementary School is to inspire and prepare students to accept the responsibilities of today and the possibilities of tomorrow.

In an effort to achieve this mission, all stakeholders in the Monon Elementary family (students, staff, parents, and community members) must live by the C.L.A.S.S. philosophy.

Lifeskills:

Friendship

Caring

Pride

Integrity

Organization

Responsibility

Common Sense

Initiative

Courage

Patience

Perseverance

Curiosity

Cooperation

Sense of Humor

Problem Solving

Flexibility

Effort

Lifelong Guidelines:

Respect

Truthfulness

Trustworthy

Personal Best

Active Listening

Life Goals:

Do the Right Thing

Treat People Right

Core Beliefs of the North White School Corporation

The North White School Corporation is guided by the following set of common beliefs and values that help ensure our success. There are indeed many people who have a stake in the success of our schools. These stakeholders include not only the Corporation's Board of Trustees, the Superintendent, the administration, and all of the teachers and staff, but also all of our students, and their parents / guardians, as well as all of the other members of our communities.

The Core Beliefs of the North White School Corporation are as follows:

High Expectations:

We are committed to promoting excellence within ourselves, our students, our students' parents and guardians, and others within our community. We, therefore, will establish an environment of high expectations in which each person is expected to give his or her best effort in all pursuits. We will encourage improvement, celebrate success, and never settle for less than our best.

Continuous Improvement:

As we strive to meet our high expectations, we also recognize that we cannot be solely satisfied with past successes and "rest on our laurels." As such, we must always be looking to improve both now and into the future. Therefore, we must continually evaluate our goals, adjusting them as necessary, and seek out ways to better ourselves and our community.

Data Driven Decisions:

We will use any available pertinent data when making decisions relative to the Corporation. Data will be used to set our goals, to guide our instruction, to select the programs we use, and to establish our expectations for the Corporation, etc. Both short- and long-term data will be collected (but not over-collected) in relation to individuals, classes, grade levels, building levels, and Corporation-wide. Furthermore, before selecting and implementing any new program or strategy within the Corporation, it will be evaluated as to how it may affect future data.

Teamwork / Shared Leadership:

We recognize that our success is affected by the actions of many people and groups. In fact, all stakeholders (as mentioned above) both influence our success and are affected by our success. Therefore, in making decisions, we will make a concerted effort to seek input from all groups involved. Such actions will foster a cooperative environment, where we all function as a team, having shared leadership and responsibility to help ensure our success.

Accountability / Responsibility:

To achieve our goals, each stakeholder in the Corporation must first understand what his or her roles and responsibilities are. Such roles and responsibilities should be clearly communicated, as necessary, and each stakeholder will be held accountable for efficiently and effectively fulfilling those roles and responsibilities. Furthermore, each person should understand that one's negligence to fulfill his or her responsibilities actually affects others, having negative consequences for the entire group. Consequently, when decisions are made (see above), all stakeholders should strive to comply with those decisions for the benefit of the entire group, giving those strategies a fair, honest chance to succeed. Stakeholders will track the success of strategies that have been implemented, and the results observed will be shared as appropriate.

Social Responsibility:

Since all members in our community play a role in its success, we have the goal of helping every stakeholder in the Corporation recognize and understand the social responsibility that each of us has. Therefore, we will assist students in developing habits and behaviors that will help them to see the importance of helping others and making positive contributions to the community. Such actions can help students to develop a better sense of self, to recognize their individual worth in the world community, and thus to become effective, successful, productive members of society.

Alignment:

We are committed to the alignment of our Corporation's programs and resources across all levels, and this commitment will be clearly communicated to and shared with all stakeholders. The Corporation's curriculum will be fully aligned with the Indiana Academic Standards for each grade level, subject area, and individual course. To ensure that there are no gaps in the curriculum taught, our curriculum will be vertically aligned from one school year to the next. The curriculum will also be horizontally aligned so that all common courses focus on the same materials and content, even when taught by different teachers. Students' mastery of these standards will be assessed via common quarterly assessments, and remediation will be provided for students who do not initially master the core standards.

Learning-Centered Education:

Students, parents, and the community view our schools as a learning-centered community. We should establish a clear understanding of the importance and implications of learning as a life-long skill. Learning-centered education should allow us to open our doors not only to our students but also to their families, and also to make resources and learning opportunities available to all. We must always put learning first no matter what challenges we face.

School & Community Profile

Monon Elementary is one of three elementary schools in the North White School Corporation, located in northern White County. While we are classified as a rural area, there is no longer a significant agricultural base. The two remaining industries in the corporation are extremely small.

The North White School Corporation, particularly Monon Elementary, has suffered from significant business losses over the past several years. Monon Corporation, formerly a leader in the tractor/trailer manufacturing business, was the county's leading employer prior to the fall of 1996. At that time, the management abruptly announced the plant's closing and subsequent bankruptcy. The community is still feeling effects of this.

At the time this closing and bankruptcy occurred, North White School Corporation was in the process of a significant building project—Monon Elementary School. When the dust had settled from the announcement, it was discovered that Monon Corporation had been in property tax arrears for some time. The school corporation has never recovered from that financial blow.

The factory re-opened for a brief period under new ownership (HPA Monon), however, that group was unable to sustain employment. Vanguard Corporation opened the facility again and currently employs approximately 125, a significant decline from the 3,500 formerly employed.

There is also a small flooring plant within the boundaries of Monon Elementary, Rockland Flooring. This company employs approximately 140 individuals.

Many of our parents are unemployed or are employed in very low paying jobs. The current unemployment rate for White County is 11.7 % (April, 2009) and the average per capita income is \$27,273 (2006), over \$3000 below the state average of \$32,288. Seventy seven per cent (77%) of our students qualify for the free and reduced lunch program.

Monon Elementary has a Preschool-5 configuration with a current enrollment of 242 students. The Preschool is funded through Title 1 and serves the entire corporation; however, the majority of participating students live within the Monon Elementary district. In previous PL221 plans, we stated there

was limited opportunity for preschool. Our preschool was created to close that gap; however, we find that students new to our district typically have no preschool experience prior to Kindergarten. Many of our students are still beginning the school experience with a significant deficit in language development compared to chronological age. Nearly half our students (47%) live in non-traditional family situations. The economic situation of the area also is apparent with our transient rate, which currently stands at 30% of our total population. ESL students comprise 39% of our students and special needs students form 13% of our population. Overall, Monon Elementary serves an extremely high-risk population.

We have several programs in place and are constantly searching for ways to improve instruction for our students. We host Purdue University students in EDCI 205-285, Theory into Practice. These students come once a week and observe various instructional strategies and interact with our students. We also utilize instructional strategies from research based programs including CLASS, 4 Blocks, Shurley English, and Building Blocks. Kindergarten teachers have supplemented this program with Kid Writing for our beginning writers. Title 1 serves all students with in-class support as well as a pull-out program. A migrant grant (Title 1 and Title 3 funds) has provided opportunities for ESL support as teachers direct, either in class or as a pull-out program.

In an effort to better serve our incoming kindergarten students, the corporation implemented a full day program rather than the previously used alternate day/full day program. We closely monitor the progress of these students to ensure the new program is as effective as the smaller class size on alternate days.

Monon Elementary has aligned curriculum with the Indiana State Standards. As an extension, teachers are utilizing the McRel vocabulary lists for students across all grade levels. Curriculum will be revised annually as necessary. Copies of the curriculum are available in each classroom, the school library, and the office.

Description of Assessment Instruments

The following assessment instruments are utilized in the North White School Corporation for tracking and monitoring student achievement progress:

ISTEP+--The Indiana Statewide Testing for Educational Progress is an Indiana State-mandated achievement test which is administered to all students in the State of Indiana in the spring of their grades 3-9 school years. The current ISTEP+ test assesses each student's progress towards meeting Indiana Academic Standards in Language Arts, Math, Social Studies, and Science, as prescribed by State Law, as well as providing a national percentile comparison of each student's progress in content areas, compared to other students across that nation. Immediate and longitudinal student, class, and school progress is analyzed continually for the purpose of improving instruction.

NWEA—The Northwest Evaluation Association is a standardized achievement test which is administered in the North White School Corporation to all students each spring, beginning in the spring of Kindergarten continuing through spring of Grade 9. Assessing student progress in content areas of Reading, Language Arts, and Math, the NWEA data provides specific information about student progress in terms of RIT (Rausch Unit Scale), national percentile

scores, and grade equivalent scores. A clearly delineated process for comparing NWEA scores to the benchmark ISTEP+ scores at Grades 3-10 reinforce continual curricular and instructional delivery. Specific student learning plans are developed by teachers, as the continual progress of each student is gauged three times each year. The elementary technology coordinator administers the test, and analyzes data in conjunction with classroom teachers to help drive appropriate instruction as well as provide parent support.

P.P.V.T.--Of particular focus is the information gained from the Peabody Picture Vocabulary Test, which measures each student's receptive language development. As an indicator of early school success, language development remains of critical importance in assessing our early learners' success and in planning for appropriate programmatic need. (Administered: Entering & Exiting Kindergarten)

ETS Criterion-ETS Criterion is an online writing evaluation, which is part of a web-based service, which evaluates a student's writing skills and provides instant score reporting and diagnostic feedback to both the instructor and student. We find it to be a useful piece of our Language Arts program for grades 4-5 because of the strong ISTEP Writing score correlation.

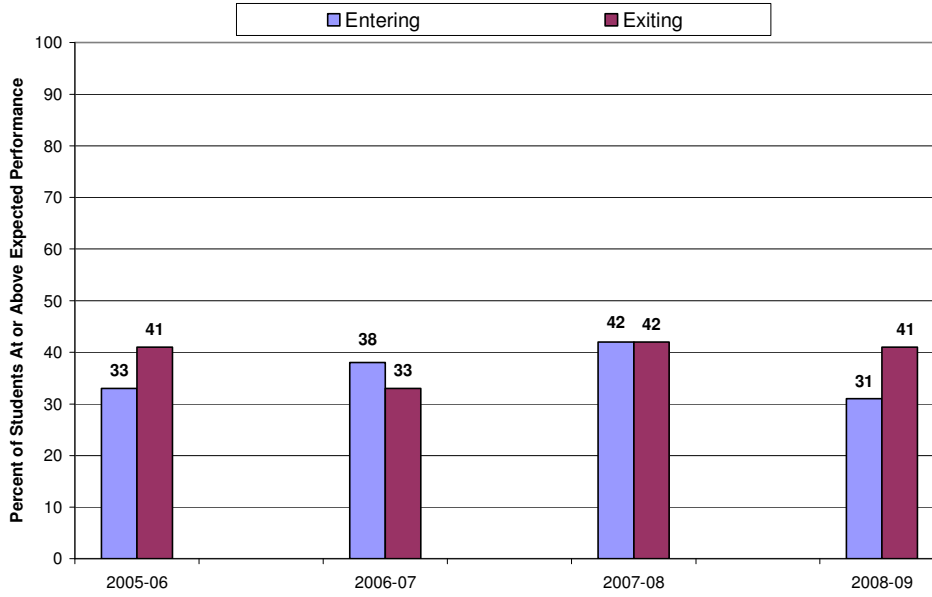
Grade level pre/post tests for Math; Language Arts-Staff has collaboratively constructed pre/post tests for Grammar and Language mechanics for grades K-5 as well as pre/post tests for Number Sense and Algebraic Function for grades K-2. We use these assessments to help guide instruction for target skills, which have been determined to need attention after analyzing ISTEP and NWEA data. Teachers have also determined priority skills for Math and Language Arts (aligned with Indiana Core Standards). Nine weeks tests have been created around these priority skills and low scoring skills are re-taught and assessed in a continuous loop. Enrichment skills are also taught during this cycle.

Data Analysis

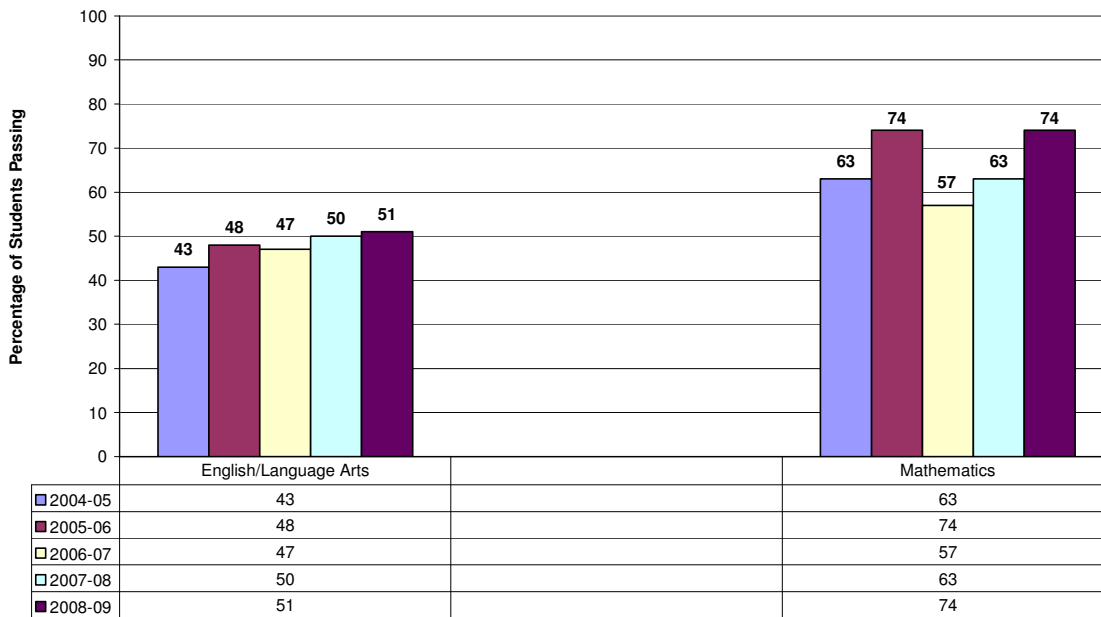
Data to be included:

- *Corporation Indicators:*
 - *Percentage passing ISTEP+ Language Arts Standards
 - *Percentage Passing ISTEP+ Math Standards
 - *Percentage Passing both Language Arts and Math Standards
 - *Percent Passing Grade 3-5 ISTEP+-Corporation vs. School 2004-09
- *5-year Comparison of ISTEP+ Language Arts & Math (Monon-Grade 3 2004-2009)*
- *5-year Comparison of ISTEP+ Language Arts & Math (Monon-Grade 4 2004-2009)*
- *5-year Comparison of ISTEP+ Language Arts & Math (Monon-Grade 5 2004-2009)*
- *5-year Comparison of ISTEP+ Language Arts & Math
(Grade 6-Monon students disaggregated 2004-2009)*
- *Pre-Kindergarten Data-Peabody Picture Vocabulary Test*

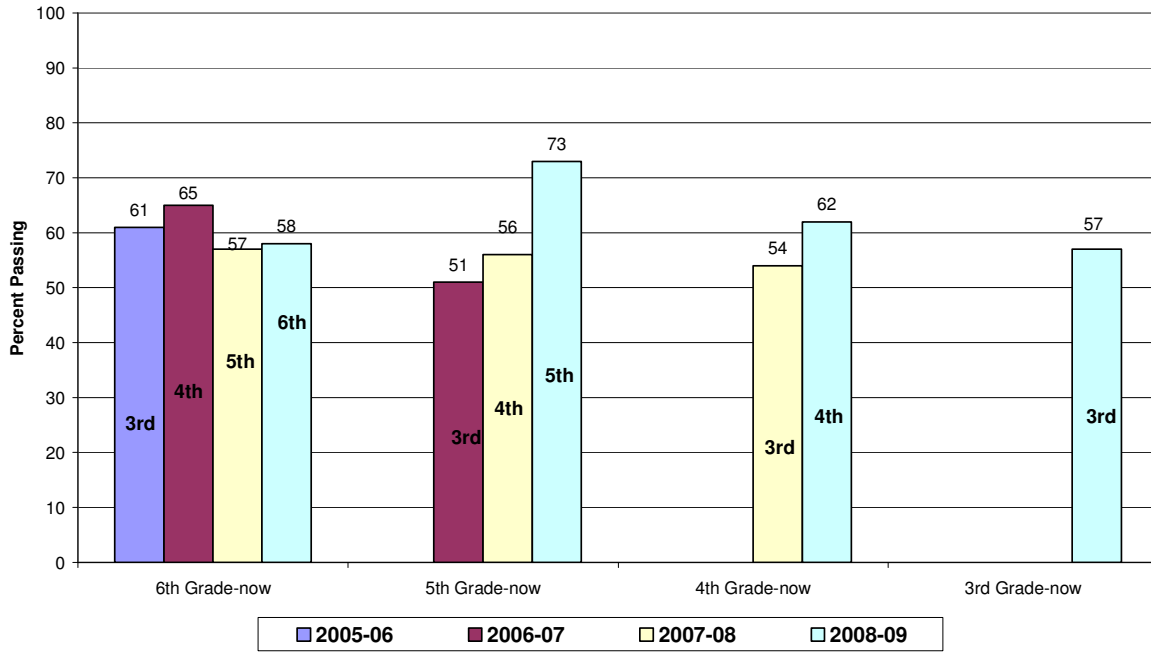
**North White School Corporation
Monon Elementary School
Entering/Exiting Kindergartners
Peabody Picture Vocabulary Test (PPVT) Comparison**



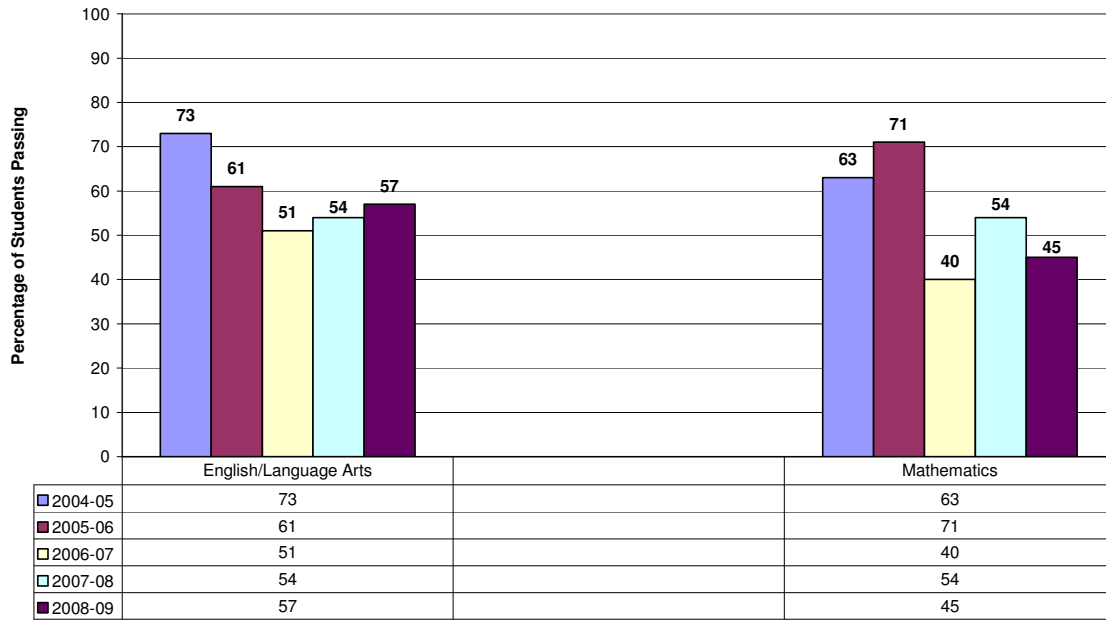
**North White Middle School
6th Grade Monon Elementary students
5 year ISTEP Comparison**



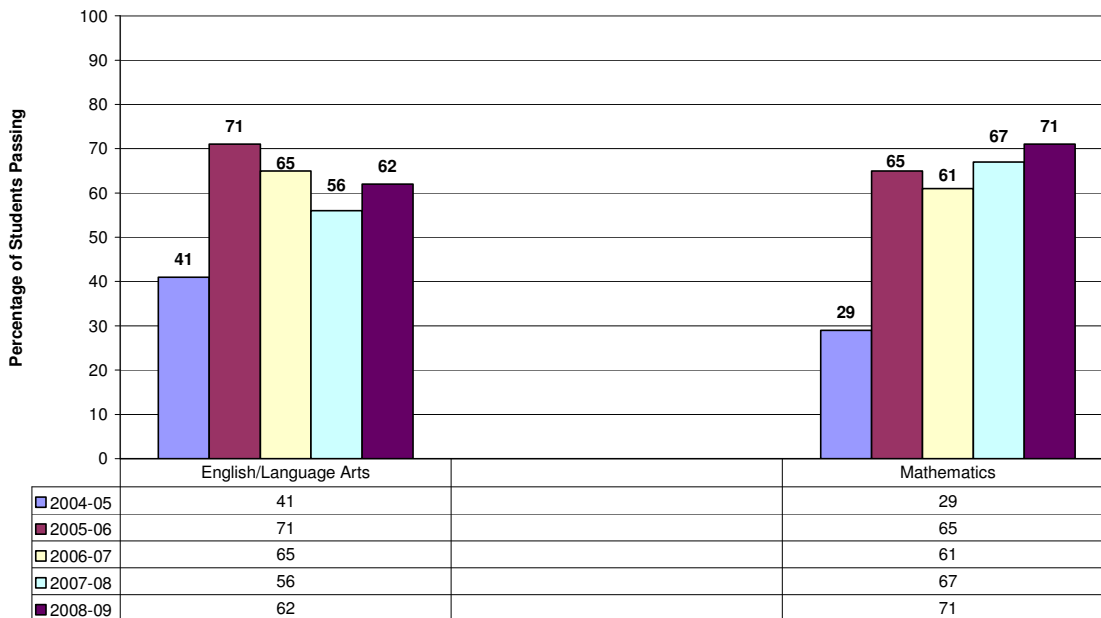
**Monon Elementary School
ISTEP+ Eng./Lang. Arts
Tracking of Individual Classes**



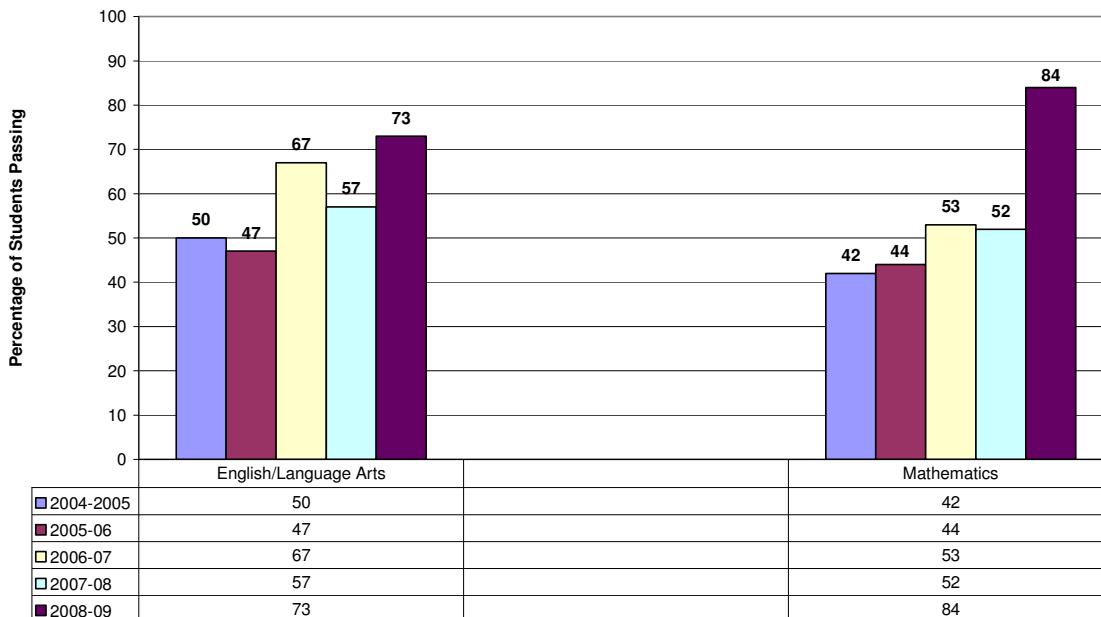
**Monon Elementary School
5 year ISTEP Comparison
Elementary Level -- 3rd Grade**



**Monon Elementary School
5 year ISTEP Comparison
Elementary Level -- 4th Grade**



**Monon Elementary School
5 year ISTEP Comparison
Elementary Level -- 5th Grade**



North White School Corporation and Monon Elementary School Results

Indicator-Corporation	04-05	05-06	06-07	07-08	08-09
NWSC Percentage Passing Both ISTEP+ Math & Language Arts					
Grade 3	54	55	46	35	43
Grade 4	33	32	55	54	51
Grade 5	45	43	51	51	63
Grade 6	48	56	42	53	52
NWSC Percentage Passing ISTEP+ Math					
Grade 3	62	65	60	41	50
NWSC Elementary ESL	50	25	33	17	21
Grade 4	37	66	64	66	66
NWSC Elementary ESL	15	64	20	*	25
Grade 5	52	51	66	65	80
NWSC Elementary ESL	NA	31	43	50	67
Grade 6	69	76	63	74	77
NWSC Elementary ESL	31	67	30	53	50
NWSC Percentage Passing ISTEP+ English					
Grade 3	71	69	63	64	63
NWSC Elementary ESL	58	58	33	8	50
Grade 4	49	67	70	61	60
NWSC Elementary ESL	31	36	40	*	25
Grade 5	61	51	63	62	73
NWSC Elementary ESL	31	31	29	70	50
Grade 6	55	61	48	58	54
NWSC Elementary ESL	NA	58	20	24	63

* Number of students too low (under 10)

Indicator-Monon	04-05	05-06	06-07	07-08	08-09
Monon Elementary Percentage Passing Both ISTEP+ Math & Language Arts					
Grade 3	50	55	34	44	36
Monon Elementary ESL	43	33	50	22	18
Grade 4	22	53	55	53	53
Monon Elementary ESL	0	29	0	80	0
Grade 5	35	39	43	43	70
Monon Elementary ESL	25	25	25	20	60
Grade 6	34	43	43	41	49
Monon Elementary ESL	0	40	0	14	33
Monon Elementary Percentage Passing ISTEP+ Math					
Grade 3	63	71	40	54	45
Monon Elementary ESL	57	33	50	33	18
Grade 4	29	65	61	67	71
Monon Elementary ESL	0	57	0	80	22
Grade 5	42	45	53	51	84
Monon Elementary ESL	38	25	38	33	80
Grade 6	63	74	57	63	74
Monon Elementary ESL	20	40	25	57	67
Monon Elementary Gr. 3 Percentage Passing ISTEP+ Language Arts					
Grade 3	73	61	51	54	57
Monon Elementary ESL	57	100	67	22	55
Grade 4	41	71	65	56	62
Monon Elementary ESL	14	57	100	80	33
Grade 5	50	48	67	57	73
Monon Elementary ESL	38	25	38	60	60
Grade 6	41	48	47	50	51
Monon Elementary ESL	0	40	0	14	33
Monon Elementary Special Education Total	30	39	35	30	46
Learning Disabled	9	8	9	9	5
Mildly Mentally Disabled	1	3	4	10	11
Emotionally Disabled	0	0	0	3	0
Communications Disabled	19	23	12	3	29
Orthopedic Impairment	0	3	1	2	0
Other	1	2	5	3	1
Monon Elementary Remediation/Preventative Remediation					
Monon Elementary Attendance Rate	95.9	95.3	96.2	96.3	98.3
Student Mobility Rate – any student that moves in or out during the school year			48	34	37

Corporation Indicators

Analysis of Student Achievement

The analysis of student performance remains a continual process for improving teaching and learning at Monon Elementary School. All instructional staff members actively participate in grade level and building-level work sessions for reflecting upon and analyzing student data on a continual basis. Included in data collection are standardized instruments (ISTEP+, NWEA, PPVT, local assessment instruments, rubrics, pre/post testing, standards-driven checklists, and other statistical documentation of importance).

We administer Spring testing in Reading, Math, and Language Arts for students in Grades K-5 using Northwest Evaluation Assessment (NWEA): MAP testing. Grades 3-5 are closing the gap between anticipated and obtained scores.

Data from the administration of ISTEP+ each year for students in grades 3-6 is carefully examined and analyzed to track student progress and for use in goal setting. Teachers and administrators scrutinize test reports at each grade level. The progress of students is tracked as instructional effectiveness is validated.

Information and key points of relevance which have been determined from ISTEP+ data, administered in September 2008, and other indicators, include the following;

- Historically, of incoming kindergartners who have been administered the Peabody Picture Vocabulary Test, general tendencies indicate students performing at their expected developmental age. However; the trend for the past three years shows an increase in student performance for students entering school @ or above their expected performance.
- Monon Elementary Grade 3 ISTEP English/Language Arts scores have shown steady decreases from 2004-05 to 2006-07 but have steadily increased from 2006-07 to 2008-09.
- Monon Elementary Grade 3 ISTEP Math scores had increased steadily from 2002-03 to 2005-06 but then experienced a significant decrease in 2006-07 and another increase in 2007-08 followed by a decrease in 2008-09. We have set goals for specific math skill areas: Number Sense and Problem Solving, and have developed strategies for reaching those goals and monitoring progress.
- Monon Elementary Grade 4 ISTEP English/Language Arts scores have declined steadily from 2005-06, but have increased 6 points this year 2008-09.
- The Grade 4 math scores have increased steadily (10 point growth) from 2006-07 until now (2008-09)
- Monon Elementary Grade 5 scores for English/Language Arts have increased from a low of 50% passing in 2004-05 to the current passing score of 73%.
- Grade 5 Math scores have increased from a low of 42% during 2004-05 to 84% this year (2008-09).
- In analysis of data, the low number of students being assessed at Monon Elementary can skew the overall percent of students meeting Standards or not. It is most critical for analysis to reflect upon the longitudinal growth of students at Monon Elementary.

- Grade 6 middle school students (formerly from Monon Elementary) have made steady and consistent gains from 2004-05 to 2008-09 in Math. Those scores have increased from 63% meeting target to 75% meeting target. English/Language Arts scores have fluctuated from 38% to 54% meeting target over a nine year period. The school family is aggressive in its position to seek and develop programming for goals and strategies, for improving student performance at all levels.
- In deeper analysis of English/LA scores for 2008-09 it is noted that grade three shows negative gains in Writing Process and Writing Applications, while grade four shows positive growth, and grade five even greater positive growth.
- **Language Arts**-overall student performance improvements are needed to meet expected Standards performance. Goal #1 addresses K-5 accountability for improvement. Focus area goals are central to Writing Development, utilizing the 20/80 theory for meeting skill development.
- **Math**-the need for continual improvement is critical. Goal #2 addresses K-5 accountability for improvement. Focus goals are central to Number Sense as it supports overall Math performance. Data from ISTEP illustrated another skill area which needs improvement; our secondary focus for Math is Problem Solving.
- **Best Practices** for Maximizing Instruction-improving and sustaining positive student growth is a direct result of the implementation of best practices by all teachers. Specific, intentional work in areas of teaching methodology, time on task, vocabulary development and more are essential for maximized learning to occur.
- **C.L.A.S.S.** model initiatives-Preparation Period with a posted agenda, clear written procedures, parent meetings and celebrations, Climate and Community trainings, a positive learning environment (with absence of threat), and the continued use of LIFESKILLS and Literacy Links to reinforce comprehension are our C.L.A.S.S. goals.
- **Collaboration:** Staff will continually analyze data to reflect on improvement strategies and to refine goals
- **Study Groups:** Activities determined by the NWSC Professional Development Team will strengthen staff skills in meeting the academic needs of Monon students.

Conclusions about Educational Programming

Curriculum

Our school curriculum is standards driven, designed around Indiana State Standards and Benchmark skills. Teachers have participated in grade-level and cross-grade curricular work sessions to:

- a) Determine that each grade level is directly addressing required Standards
- b) Determine that no Standards are overlooked, and that curriculum effectively overlaps and spirals from grade to grade.
- c) We have utilized the EdVision “Curriculum Designer” computer program to align our curriculum appropriately with state standards.

All areas of the curriculum are part of an ongoing cycle of continuous updating and revision. All classroom and special area teachers keep copies of the current curriculum in their classroom, with additional copies kept in the office area.

Instructional Strategies

We have been involved in Project C.L.A.S.S. program for eleven years, a Balanced Literacy Model program for seven years. Key components addressed through C.L.A.S.S. are:

- A positive learning environment
- Direct Teaching
- Inquiry based instruction
- Brain compatible instruction
- Differentiated instruction
- Flexible grouping
- Cooperative learning
- Developmentally appropriate instruction
- Higher order thinking
- Balanced literacy
- Student centered instruction

We remediate both Language Arts and Math during the school year (remediation includes Title I assistance, classroom instructional assistants, and migrant program instructional assistants).

The Monon Elementary staff is currently teaming on a continual basis both within our building as a school staff, and district-wide with our grade level peers to revise and update curriculum and instructional strategies.

Professional Development team teachers meet monthly for the purpose of identifying curricular and instructional areas in which to improve. During the monthly meetings they also work to establish which instructional strategies are/not effective within our school corporation.

High Ability

Multifaceted Student Assessment Plan:

- North White students in grades K-9 are assessed each year through an off -level **North West Evaluation Measures for Aptitude Test**. These Scores are evaluated and referrals are made for enrichment based on these scores. Students are also identified using a variety of measures including ISTEP+, writing samples, grades, observations, and interviews, teacher referrals and in some instances portfolios. An assessment of achievement is evaluated each spring and again in the fall of the year.
- Sages-2, second edition: a screening assessment for Gifted Elementary and Middle School students; is a group administered instrument used to identify students ages 5 through 14 who are gifted in academics and reasoning.
- K-BIT: A measure of verbal and nonverbal intelligence
- Naglierei: Nonverbal ability test (NNST); nonverbal measure of general ability for use with our ELL population.

Curriculum and Instructional Strategies Plan:

Elementary:

Plans are addressed each year according to student need. We currently do not have a formal pull out program at the elementary level. The focus at this time is on differentiation provided in the regular classroom through compacting and tiering of assignments. SST's (Student Support Team meetings) are also held for students that need further accommodations, which might result in an IEP. One option we use is that students might go to another classroom for instruction part of the day, or for a particular subject. In addition, North White Elementary Schools have adopted the 4-Blocks literacy model. This model allows us to offer a differentiated curriculum for reading and language arts. The 4 Blocks allows our students to read and write at all levels. Students are given the opportunity to work collaboratively, independently and with partners.

Technology plays a large part in our servicing of high ability students at North White. The corporation has purchased subscriptions for Criterion, an online writing assessment piece that allows our students instant feedback on writing samples. PC's are located in classrooms and the media center so that Criterion may be used on demand.

Accelerated Reader is a part of our reading program. For the 2007-2008 school-year the corporation purchased the Accelerated Reader package that compliments our elementary McGraw Hill Reading series. This allows for students to be challenged appropriately at his/her own pace and level. Students are monitored and rewarded in this program.

Math is differentiated in all grade levels through extension activities and enrichment exercises. When appropriate we provide grade acceleration and compacting based on need. Monon Elementary School uses STAR Math to provide differentiated instruction for students in grades 1-5.

Reading A-Z is a web based subscription program for grades 2-5. This program allows for further differentiation in reading and vocabulary. In addition, Writing A-Z has also been purchased for grades 2-5. Grades K-1 will be using RAZ kids, a web hosted program which differentiates literacy.

Teaching around the multiple intelligences is incorporated at all grade levels. Students are provided opportunities to work on independent projects in ways that best express their levels of expertise and interest. Classroom teachers strive to provide choices that are varied and allow for a variety of learning opportunities. A differentiated curriculum is provided at some level, and encouraged in every classroom. We utilize the Purdue 3 state model for differentiation. In addition, higher level thinking skills, problem solving and critical and creative thinking are all immersed in North White curricula.

Students participate in a variety of competitions such as Geography Bee, Spell Bowl, Math Bowl, and Mathematics League.

Enrichment options include;

- Purdue Super Saturday
- Take -5: an after school enrichment art class for grades 3-5. This program does selection 4 times a year and includes different students each selection based on the theme and applicant interest.
- For the 07-08 school-year we implemented a new arts program through the music department including drama as well. This program will continue again this year (08-09) culminating in a “Night with the Stars” program in the spring featuring identified art and music students of high ability.

Parent Participation

Monon Elementary enjoys a very active PTO, which sponsors such fund-raising activities as “Pride Inside” Cards, candy bar sales, and Chili Suppers. Funds from these activities provide school supplies for all our schoolchildren. Our PTO also helps provide student designed tee shirts and sweatshirts for all students and staff, emblazoned with an emblem illustrating our annual school theme, and encouraging school spirit. Monon PTO supports the school in a variety of ways; they purchase the school supplies with a spring fundraiser, provide dinner for teachers during conferences, plan and staff a family fun night, field day, and 5th grade Class Trip. We are very proud of the annual scholarship they award a graduating senior (former Monon Elementary student).

Parents in all grades accompany classes on field trips and help within the classrooms on an as-needed basis, and Kindergarten through Fifth Grade parents are currently providing daily help in their corresponding classrooms as parent volunteers.

Parents realize the value of their students’ education. Overall, a strong academic support exists for all students. Expectations from parents and community members are high and parents are actively involved in the academic work of their children.

Cultural Competency in Education Environments

Shifts in Monon Elementary School demographics in the last five years have brought to our school community a sprinkling of a fresh and diverse population, among our families and the children they share with us.

While continuing to educate primarily Caucasian children, Monon Elementary's current minority population is 85 students, which is approximately 35% of the Monon Elementary student population. Monon Elementary School qualifies for Title I-Migrant and Title III grant funding during the 2008-09 school year, and Title III-ESL allocations are supporting student needs in this Pre K-5 school.

Issues of diversity have opened many doors for enrichment in our cultures which, for too long, have rested quietly. Educators and School Improvement initiatives across the district have included awareness activities and focus for enhanced learning opportunities for all NWSC students and families, as we explore the rich heritages of our diverse population.

Language acquisition is identified for all students upon enrollment, with levels of language proficiency being assessed on an annual basis, through Las Links Language Assessment (CTB) which will be scored by the DOE annually each spring.

Programming through a middle school/high school ENL class is offered to our older students, while instructional assistants support the work of elementary students through small group and inclusionary models of instruction which support Indiana Academic Standards.

The North White School Corporation is proud, also, to be a recipient of the I.D.O.E. Improving Education through Technology grant, as a former Year-5 awarded district. A major component of Ed Tech initiatives includes open labs and comprehensive language acquisition software for our students and community members.

Identifying and monitoring the success of our diverse population of learners has surfaced as a high priority in the North White School Corporation, overall, as the district celebrates approximately 19% K-12 diverse population. Professional development and comprehensive assistance for all teachers and staff members has become a central component to our work in continually improving teaching and learning for all students. Needs, for advancing cultural competency, are assessed on a continual basis, through targeted programming and initiatives at all schools.

Technology

Monon Elementary utilizes a school computer lab with 24 computers and access to the Internet. Available programs include a variety of writing programs to enhance process writing skills (such as Kid Works, Student Writing Center, and Microsoft Word). Programs such as Inspiration allow students to learn study skills and develop individualized graphic organizers. Our Jump Start programs include instruction in both Language Arts and Math. Accelerated Reader is also a component of our adopted reading basal series. Third graders are introduced to keyboarding skills through the Mavis Beacon program, and keyboarding skill instruction continues through Fifth grade. Technology is integrated throughout our curriculum, with each class scheduled for work in the lab at regular times during the week. The structured reinforcement of process writing skill development is integrated across all academic disciplines. Technology is utilized as a key tool for developing student writing skills. Grade 4-5 students are introduced to ETS Criterion On-Line Writing Evaluation as a critical software engine for scoring

student writing and providing diagnostic feedback for teaching and learning. We currently use white board technology in every classroom with teachers becoming more and more proficient in best practices for integrating technology into the curriculum. Monon Elementary second grade classrooms also received the 2nd grade laptop grant and are becoming familiar with new programming and equipment as teachers are enthusiastically planning for using them daily for skill building, research, and homework.

We are excited about our students having technology as an integrated part of their regular day. We see more real time learning and problem-based learning becoming accessible for our students.

Safe and Disciplined Learning Environment

The North White School Corporation has established a Crisis Management Team. This team is comprised of representatives from each of the three campuses. Procedures have been set in place for all emergency situations. A security system has been built into the main entrance door of each structure. Visitors are screened before being allowed to enter the buildings and must sign in and receive a visitor's pass once they enter. Classroom Students engage in routine practice drills so they are familiar with correct crisis procedures.

The entire faculty and staff have embraced the philosophy of being a C.L.A.S.S. school. The Lifeskills and the Lifelong Guidelines have been our structure for many years. All students have been exposed to the language and ideals of these skills and guides since Kindergarten. We make our choices and set our goals with these ideals in mind. A positive learning environment and effective classroom management with clearly defined procedures exists throughout the building.

Attendance

Attendance at school remains a primary objective for maintaining and sustaining high student performance at Monon elementary School. Critical learning experiences result from the consistency in student/classroom routines and the "building" of conceptual understanding which occurs each day.

The North White School Corporation Elementary Home-School Handbook includes attendance policies which the Board of Trustees validates each school year. Every parent receives a copy of the handbook at the time of enrollment/registration each fall; a parent signature, acknowledging receipt of the handbook and knowledge of its content is required.

Professional Development

In analyzing data, we have drawn these conclusions: Monon Elementary Grade 3 ISTEP English/Language Arts scores seem to be turning around and are showing signs of improvement.. Math scores have increased, decreased, and increased again in a four year period. We have set goals for specific math skill areas: Number Sense and Problem Solving and developed strategies for reaching those goals and monitoring progress.

Student performance data consistently reflects concerns in the areas of Language Arts development, K-12 for students in the North White School Corporation. Monon Elementary children are provided greater opportunities for preschool education through an in-house Title I four year old preschool program. While many children enter Kindergarten demonstrating delays

in some areas, in general, students at Monon Elementary begin school with improving readiness skills.

In analysis of data, the low number of students being assessed at Monon Elementary can skew the overall percent of students meeting Standards or not. It is most critical for analysis to reflect upon the longitudinal growth of students at Monon Elementary.

We have determined a need for continued Language Arts focus as well as critical math skills. Providing professional growth opportunities for all instructional staff members remains a critical component for sustaining high student achievement at Monon Elementary School. A continually improving school maintains a student-focused standard, with high expectations for all instructional leaders and students, as well as lifelong learners.

Professional Development Initiatives, which support data analysis and assessment in the North White School Corporation, are generated and supported by the NWCIT (North White Continuous Improvement Team). Teachers from each elementary, middle, and high schools serve on a rotating basis on the Professional Development Planning Team. All faculty members and other instructional staff are expected to embrace the building level work which allows for shared collegiality and knowledge acquisition. Teachers work very closely with each other to examine and strengthen teaching and learning for all students, in an environment of support and teamwork.

Professional development for all staff, which supports our goals, has included: Vocabulary development and instructional strategies; Exemplary Teaching/ Learning Styles; Analyzing Data for goal setting; Effective Strategies/Process Writing; Best Practices/Instructional Strategies; prioritizing essential skills and creating appropriate assessment. In addition, Professional Development groups comprised of all staff, meet monthly to collaborate on initiatives identified in our student performance goals.

Monon Elementary educators remediate both Language Arts and Math during the school year. Remediation includes Remediation funded assistance, classroom instructional assistants, and Migrant program instructional assistants.

Through Project C.L.A.S.S. all staff receives appropriate professional development in one or more of these areas yearly: Classroom Organization; Learning Environment, Instruction, and Assessment. Project C.L.A.S.S. philosophies have encouraged all school family members to recognize and appreciate each person for what he/she contributes to the organization. Each of us grows and progresses in individual and unique ways. We are all risk-takers when stretching ourselves to improve. Progressing in positive ways remains the primary focus for continual school improvement. Professional growth is an essential and critical element for sustained high student achievement.

Homework

The North White School Corporation supports student homework as an essential component of school success for all students. North White School Corporation Policy 2330 (reference IAC 6-2-1 © (9) states “The School Board acknowledges the educational validity of out-of-school assignments as adjunct to and extensions of the instructional program of the schools in grades K to 12.”

The Home-School Handbook, as Board-adopted policy (page 6), provides teachers and parents with the following guidelines for homework:

Grades 1-3	30 minute maximum
Grades 4-5	1 hour maximum

Student Performance Goals

Goal 1: The percentage of Grades 3-6 Monon Elementary students meeting or exceeding the Language Arts standard on ISTEP+ will increase by at least 1% each school year for the next three years: 2009-10, 2010-11, 2011-12. Our long range goal: 90% of students pass English/Language Arts sections of ISTEP+

Supporting Goal Focus: Process Writing Development

Grade Level or Department: Kindergarten – Grade 5

Content Area:

**Language Arts/English
K-5**

In order to institute and sustain an emphasis on reading at the elementary level and integrate writing into all content areas, we will employ the following strategies:

Strategy 1: Analyze student performance data for curricular and instructional adjustments.

- ISTEP+ Language Arts Scores
- NWEA Language Arts Scores
- Teacher created Pre/Post tests
- ETS Criterion scores
- SSP assessments

Strategy 2: Continue to implement specific sequential student writing developmental expectations by grade level, primary and intermediate. For example:

- Expected writing proficiency criteria at each grade level
- School wide rubrics and monitoring instruments for assessing student work
- School wide editing marking system

School wide quarterly/monthly writing format focus

<p>Strategy 3: Utilize assessment tools currently in place to clarify how rubrics, check lists, and rating scales will be used with standardized achievement data to continually evaluate student performance for the purpose of adjusting instruction.</p>
<p>Strategy 4: Integrate Best Practice teaching strategies (McRel Model and Vocabulary) to facilitate specified goals.</p> <ul style="list-style-type: none"> • Teacher participation in NWCIT initiatives • Demonstration of Best Practices as well as Vocabulary instructional strategies in daily instructional delivery
<p>Strategy 5: Align and implement Vocabulary component of the North White School Corporation Curriculum Guide content to classroom instructional work.</p> <ul style="list-style-type: none"> • Utilize best practices from <u>A Handbook for Classroom Instruction that Works</u> by R. Marzano, et.al • Implement specific steps for teaching vocabulary • Use Vocabulary Grade Level Binder (developed by NWSDT) • Use Shurley Method
<p>Strategy 6: Upon analysis and monitoring of student performance, intervene and remediate, addressing individual needs, as indicated.</p> <ul style="list-style-type: none"> • SSP (Student Success Program)
<p>Strategy 7: Utilize Library and other grant funding to enhance classroom and school libraries for all students, K-5. For example:</p> <ul style="list-style-type: none"> • Fiction, nonfiction, recreational reading materials • Align book purchases with Lexile ranges • Purchase Accelerated Reader books for enriched work
<p>Strategy 8: Incorporate C.L.A.S.S. strategies into the curriculum</p> <ul style="list-style-type: none"> • Key points • Learning styles
<p>Local Assessment:</p> <ul style="list-style-type: none"> • Rubrics • Standards-driven progress checklists

Math

Strategy 1: Align and implement Math Vocabulary component of the North White School Corporation Curriculum Guide content to classroom instructional work.

- Utilize best practices from *A Handbook for Classroom Instruction that Works* by R. Marzano, et.al

Strategy 2: Maximize Professional Development

- Teacher participation in NWCIT initiatives
- Demonstration of Best Practices in daily instructional delivery

Strategy 3: Utilize assessment tools currently in place to clarify how rubrics, check lists, and rating scales will be used with standardized achievement data to continually evaluate student performance for the purpose of adjusting instruction.

- SSP (Student Success Program) Assessments

Strategy 4: To enrich learning opportunities, utilize multi-sensory methodology in appropriately meeting the individual strengths of each student.

Strategy 5: Incorporate C.L.A.S.S. strategies into the curriculum

- Key points
- *Learning styles*

Local Assessment:

- Rubrics
- Standards-driven progress checklists
- Goal-setting Timelines/Targets for student progress
- Teacher-made Pre/Post tests for specific skills (aligned with Indiana Standards).
- SSP (Student Success Program) Assessments

Social Studies

Strategy 1: Align and implement the Social Studies Vocabulary component of the North White School Corporation Curriculum Guide content to classroom instructional work.

- Utilize best practices from *A Handbook for Classroom Instruction that Works* by R. Marzano, et.al

Strategy 2: Maximize Professional Development

- Teacher participation in NWCIT initiatives
- Demonstration of Best Practices in daily instructional delivery

Strategy 3: Utilize assessment tools currently in place to clarify how rubrics, check lists, and rating scales will be used with standardized achievement data to continually evaluate student performance for the purpose of adjusting instruction.

- SSP (Student Success Program) Assessments

Strategy 4: To enrich learning opportunities, utilize multi-sensory methodology in appropriately meeting the individual strengths of each student.

Strategy 5: Incorporate C.L.A.S.S. strategies into the curriculum

- Key points
- *Learning styles*

Local Assessment:

- Rubrics
- Standards-driven progress checklists
- Goal-setting Timelines/Targets for student progress
- Teacher-made Pre/Post tests for specific skills (aligned with Indiana Standards).
- SSP (Student Success Program) Assessments

Science

Strategy 1: Align and implement the Science Vocabulary component of the North White School Corporation Curriculum Guide content to classroom instructional work.

- Utilize best practices from *A Handbook for Classroom Instruction that Works* by R. Marzano, et.al

Strategy 2: Maximize Professional Development

- Teacher participation in NWCIT initiatives
- Demonstration of Best Practices in daily instructional delivery

Strategy 3: Utilize assessment tools currently in place to clarify how rubrics, check lists, and rating scales will be used with standardized achievement data to continually evaluate student performance for the purpose of adjusting instruction.

- SSP (Student Success Program) Assessments

Strategy 4: To enrich learning opportunities, utilize multi-sensory methodology in appropriately meeting the individual strengths of each student.

Strategy 5: Incorporate C.L.A.S.S. strategies into the curriculum

- Key points
- *Learning styles*

Local Assessment:

- Rubrics
- Standards-driven progress checklists
- Goal-setting Timelines/Targets for student progress
- Teacher-made Pre/Post tests for specific skills (aligned with Indiana Standards).
- SSP (Student Success Program) Assessments

**Special
Education**

Strategy 1: Align special needs student goals in the Individualized Educational Plan (IEP) and daily instructional work with grade level Indiana Academic Standards and benchmark skills.

Strategy 2: Maintain continual formal and informal communication with general education teachers regarding student programming needs, instruction, and monitoring of progress. For example:

- Sharing of weekly lesson plans
- Shared weekly teaming
- Scheduling for inclusion and pull-out sessions, as indicated

Strategy 3: Support individual student needs in organizational and study skills to encourage maximized student learning.

Strategy 4: To enrich learning opportunities, utilize multi-sensory methodology in appropriately meeting the individual strengths of each student.

Strategy 5: Incorporate C.L.A.S.S. strategies into the curriculum

- Key points
- Learning styles

Local Assessment:

- Rubrics
- Standards-driven progress checklists
- Goal-setting Timelines/Targets for student progress
- Teacher-made Pre/Post tests for specific skills (aligned with Indiana Standards).
- SSP (Student Success Program) Assessments

Art

Strategy 1: Implement quarterly research/writing projects in art-related areas.
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Strategy 2: Integrate unit work with general education goals and strategies for research and projects.

Strategy 3: Incorporate C.L.A.S.S. strategies into the curriculum
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| <ul style="list-style-type: none"> • Key points • Learning styles |
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Local Assessment:

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| <ul style="list-style-type: none"> • Rubrics • Standards-driven progress checklists • Goal-setting Timelines/Targets for student progress • Teacher-made Pre/Post tests for specific skills (aligned with Indiana Standards) • SSP (Student Success Program) Assessments |
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Music/Fine Arts

Primary Strategy 1: Implement quarterly research/writing projects in music-related areas.
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Primary Strategy 2: Integrate unit work with general education goals and strategies for research and projects.

Strategy 3: Incorporate C.L.A.S.S. strategies into the curriculum
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| <ul style="list-style-type: none"> • Key points • Learning styles |
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Intermediate Strategy 1:

Utilize North White Staff Development Vocabulary Resource Handbook to reinforce music vocabulary.

- Graphic organizers
- Vocabulary Games

Intermediate Strategy 2: Incorporate C.L.A.S.S. strategies into the curriculum

- Key points
- Learning styles

Local Assessment:

- Rubrics
- Standards-driven progress checklists
- Goal-setting Timelines/Targets for student progress
- Teacher-made Pre/Post tests for specific skills (aligned with Indiana Standards)
- SSP (Student Success Program) Assessments

**Physical
Education/Health**

Primary Strategy 1: Utilize the 5-step process for teaching vocabulary, over a yearlong project.

Primary Strategy 2: Utilize North White Staff Development Vocabulary Resource Handbook to reinforce music vocabulary.

- Graphic organizers
- Vocabulary Games

Primary Strategy 3: Utilize effective teaching strategies from Robert Marzano's *A Handbook for Classroom Instruction that Works*

Primary Strategy 4: Incorporate C.L.A.S.S. strategies into the curriculum

- Key points
- Learning styles

Intermediate Strategy 1:

Utilize North White Staff Development Vocabulary Resource Handbook to reinforce music vocabulary.

- Graphic organizers
- Vocabulary Games

Intermediate Strategy 2: Utilize effective teaching strategies from Robert Marzano's *A Handbook for Classroom Instruction that Works*

Intermediate Strategy 3:

Utilize the 5-step process for teaching vocabulary, over a yearlong project.

Intermediate Strategy 4: Incorporate C.L.A.S.S. strategies into the curriculum

- Key points
- Learning styles

Local Assessment:

- Rubrics
- Standards-driven progress checklists
- Goal-setting Timelines/Targets for student progress
- Teacher-made Pre/Post tests for specific skills (aligned with Indiana Standards).
- SSP (Student Success Program) Assessments

Standardized Assessments Utilized to Measure This Goal:

- ISTEP+ -Administered Fall of Grades 3-6
- Northwest Evaluation Association: MAP (NWEA)-Testing-administered by computer beginning spring of Kindergarten and continuing each spring for grades 1-9
- PPVT
- Grade Level pre/post tests
- SSP (Student Success Program) Assessments

Corporation Assessments:

Kindergarten	<p>NWEA skills checklist</p> <ul style="list-style-type: none"> • Aug/Sept. first administration • By Jan. 30-second administration • Spring administration-NWEA Primary Assessment
Title I/High risk Kindergarten students	<ul style="list-style-type: none"> • Ongoing use of NWEA skills checklist (administered by Title I staff) • Corporation designed assessments : <ul style="list-style-type: none"> -Upper case letters -Lower case letters -Colors -Name -Draw a person • PPVT
Kindergarten Writing	<ul style="list-style-type: none"> • North White quarterly collection for monitoring writing progress aligned with ISTEP+ rubrics • NWSC Writing Rubric
Grades 1-5	<ul style="list-style-type: none"> • NWEA (number of administrations and testing window to be determined-minimum of one per year)
Grades 3-5	<ul style="list-style-type: none"> • ISTEP+
Grade 1	<ul style="list-style-type: none"> • NWEA assessment skills checklist for all students Aug/Sept. • Second collection by Jan. 30th • Survey with goals, spring
Grade 2	<ul style="list-style-type: none"> • NWEA short survey Aug/ Sept. • Survey by Jan. 30th • Survey with goals, spring administration
Any new student	<ul style="list-style-type: none"> • NWEA short survey administered by Title I staff beginning with grade two
Title I Assessment Tools	<ul style="list-style-type: none"> • IRI (Burns and Roe) administered Aug./Sept. • IRI (Burns and Roe) administered by Jan. 30th • IRI (Burns and Roe) administered by end of year • Research another IRI as a backup
Writing Rubrics Grades 1-5	<ul style="list-style-type: none"> • Corporation rubrics, aligned with ISTEP • ISTEP rubrics

Resources Which Support the Strategies

- Purdue Institute for Differentiated Curriculum
- Wabash Valley Education Center Professional Development -Conferences
- Corporation Professional Development Schedule
- Corporation Study Groups
- Five Year Corporation Technology Plan
- C.L.A.S.S. training sessions

Goal 2: The percentage of Grades 3-6 Monon Elementary students meeting or exceeding the Math standard on ISTEP+ in will increase by at least 1% each school year for the next three years: : 2009-10, 2010-11, 2011-12. Our long range goal: 90% of students pass the Math sections of ISTEP+
Supporting Goal Focus: Number Sense and Problem Solving

Grade Level or Department: *Kindergarten – Grade 5*

Strategies for Completion

**Mathematics
K-5**

Strategy 1: Analyze student performance data for curricular and instructional adjustments.

- ISTEP+ Math scores
- NWEA Math scores
- Teacher created Pre/Post tests
- SSP data

Strategy 2: Develop yearly grade level strategies for improving student mastery of benchmark skill development in whole number sense and Problem Solving, as indicated on Indiana Academic Standards and North White School Corporation Curriculum. For example:

- Individual student goal-setting, skill building plan
- Student incentive programs for math mastery
- Student competitions for math skill development

Strategy 3: Develop, implement, and communicate to parents a clearly defined set of grade level expectations for mastering math skills and computation skills, building-wide tracking system to monitor student mastery of math facts K-5.

Strategy 4: Develop and implement a school wide tracking system for monitoring individual student mastery of addition, subtraction, multiplication, and division of math facts, which will be maintained by the classroom teacher at each grade level. This record will progress with the Student from Kindergarten through Grade 5.

- SSP data tracking

Strategy 5: Align and implement Vocabulary component of the North White School Corporation Curriculum Guide content to classroom instructional work.

- Utilize best practices from A Handbook for Classroom Instruction that Works by R. Marzano, et. al.
- Implement specific steps for teaching math vocabulary

Strategy 6: Following analysis and monitoring of student performance intervene and remediate, addressing individual need, as indicated.

- SSP (Student Success Program)

Strategy 7: Incorporate C.L.A.S.S. strategies into the curriculum

- Key points
- Learning styles

Local Assessment:

- Rubrics
- Standards-driven progress checklists
- Goal-setting Timelines/Targets for student progress
- Teacher-made Pre/Post tests for specific skills (aligned with Indiana Standards)
- SSP assessments

Language Arts

Strategy 1: Utilize assessment tools currently in place to clarify how rubrics, check lists, and rating scales will be used with standardized achievement data to continually evaluate student performance for the purpose of adjusting instruction.

Strategy 2: Maximize Professional Development

- Teacher participation in NWCIT initiatives
- Demonstration of Best Practices in daily instructional delivery

Strategy 3: Utilize assessment tools currently in place to clarify how rubrics, check lists, and rating scales will be used with standardized achievement data to continually evaluate student performance for the purpose of adjusting instruction.

Strategy 4: To enrich learning opportunities, utilize multi-sensory methodology in appropriately meeting the individual strengths of each student

Strategy 5: Incorporate C.L.A.S.S. strategies into the curriculum

- Key points
- Learning styles

Local Assessment:

- Rubrics
- Standards-driven progress checklists
- Goal-setting Timelines/Targets for student progress
- Teacher-made Pre/Post tests for specific skills (aligned with Indiana Standards).
- SSP (Student Success Program) Assessments

Science

Strategy 1: Utilize assessment tools currently in place to clarify how rubrics, check lists, and rating scales will be used with standardized achievement data to continually evaluate student performance for the purpose of adjusting instruction.

Strategy 2: Maximize Professional Development

- Teacher participation in NWCIT initiatives
- Demonstration of Best Practices in daily instructional delivery

Strategy 3: Utilize assessment tools currently in place to clarify how rubrics, check lists, and rating scales will be used with standardized achievement data to continually evaluate student performance for the purpose of adjusting instruction.

- SSP Assessments

Strategy 4: To enrich learning opportunities, utilize multi-sensory methodology in appropriately meeting the individual strengths of each student

Strategy 5: Incorporate C.L.A.S.S. strategies into the curriculum

- Key points
- Learning styles

Local Assessment:

- Rubrics
- Standards-driven progress checklists
- Goal-setting Timelines/Targets for student progress
- Teacher-made Pre/Post tests for specific skills (aligned with Indiana Standards).
- SSP Assessments

Social Studies

Strategy 1: Utilize assessment tools currently in place to clarify how rubrics, check lists, and rating scales will be used with standardized achievement data to continually evaluate student performance for the purpose of adjusting instruction.

Strategy 2: Maximize Professional Development

- Teacher participation in NWCIT initiatives
- Demonstration of Best Practices in daily instructional delivery

Strategy 3: Utilize assessment tools currently in place to clarify how rubrics, check lists, and rating scales will be used with standardized achievement data to continually evaluate student performance for the purpose of adjusting instruction.

Strategy 4: To enrich learning opportunities, utilize multi-sensory methodology in appropriately meeting the individual strengths of each student

Strategy 5: Incorporate C.L.A.S.S. strategies into the curriculum

- Key points
- Learning styles

Local Assessment:

- Rubrics
- Standards-driven progress checklists
- Goal-setting Timelines/Targets for student progress
- Teacher-made Pre/Post tests for specific skills (aligned with Indiana Standards).
- SSP Assessments

Special Education

Primary Strategy 1: Align special needs student goals in the Individualized Educational Plan (IEP) and daily instructional work with grade level Indiana Academic Standards and benchmark skills.

Primary Strategy 2: Maintain continual formal and informal communication with general education teachers regarding student programming needs, instruction, and monitoring of progress. For example:

- Sharing of weekly lesson plans
- Shared weekly teaming
- Scheduling for exclusionary and pull-out sessions, as indicated

Primary Strategy 3: Support individual student needs in organizational and study skills to encourage maximized student learning.

Primary Strategy 4: To enrich learning opportunities, utilize multi-sensory methodology in appropriately meeting the individual strengths of each student.

Local Assessment:

- Rubrics
- Standards-driven progress checklists
- Goal-setting Timelines/Targets for student progress
- Teacher-made Pre/Post tests for specific skills (aligned with Indiana Standards).
- SSP Assessments

Art

<p>Primary Strategy 1: Incorporate math standards into art lesson plans</p>
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| <ul style="list-style-type: none"> • Utilize <i>Classroom Instruction that Works</i> by Robert Marzano |
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<p>Primary Strategy 2: Maximize Professional Development</p>

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| <ul style="list-style-type: none"> • Teacher participation in NWCIT initiatives • Demonstration of Best Practices in daily instructional delivery |
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<p>Primary Strategy 3: Incorporate C.L.A.S.S. strategies into the curriculum</p>

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| <ul style="list-style-type: none"> • Key points • Learning styles |
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<p>Intermediate Strategy 1: Incorporate math standards into art lesson plans</p>

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| <ul style="list-style-type: none"> • Utilize <i>Classroom Instruction that Works</i> by Robert Marzano |
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<p>Intermediate Strategy 2: Maximize Professional Development</p>
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| <ul style="list-style-type: none"> • Teacher participation in NWCIT study group work on Best Practices • Demonstration of Best Practices in daily instructional delivery |
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<p>Intermediate Strategy 3: Incorporate C.L.A.S.S. strategies into the curriculum</p>
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| <ul style="list-style-type: none"> • Key points • Learning styles |
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<p>Local Assessment:</p>

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| <ul style="list-style-type: none"> • Rubrics • Standards-driven progress checklists • Goal-setting Timelines/Targets for student progress • Teacher-made Pre/Post tests for specific skills (aligned with Indiana Standards). • SSP Assessments |
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Music

Primary Strategy 1: Incorporate math standards into music lesson plans

- Utilize *Classroom Instruction that Works* by Robert Marzano

Primary Strategy 2: Maximize Professional Development

- Teacher participation in NWCIT initiatives
- Demonstration of Best Practices in daily instructional delivery

Primary Strategy 3: Incorporate C.L.A.S.S. strategies into the curriculum

- Key points
- Learning styles

Intermediate Strategy 1: Incorporate math standards into art lesson plans

- Utilize *Classroom Instruction that Works* by Robert Marzano

Intermediate Strategy 2: Maximize Professional Development

- Teacher participation in NWCIT study group work on Best Practices
- Demonstration of Best Practices in daily instructional delivery

Intermediate Strategy 3: Incorporate C.L.A.S.S. strategies into the curriculum

- Key points
- Learning styles

Local Assessment:

- Rubrics
- Standards-driven progress checklists
- Goal-setting Timelines/Targets for student progress
- Teacher-made Pre/Post tests for specific skills (aligned with Indiana Standards).
- SSP Assessments

**Physical Education/
Health**

Primary Strategy 1: Incorporate math standards into P.E. lesson plans

- Utilize *Classroom Instruction that Works* by Robert Marzano

Primary Strategy 2: Maximize Professional Development

- Teacher participation in NWCIT initiatives
- Demonstration of Best Practices in daily instructional delivery

Primary Strategy 3: Incorporate C.L.A.S.S. strategies into the curriculum

- Key points
- Learning styles

Intermediate Strategy 1: Incorporate math standards into P.E. lesson plans

- Utilize *Classroom Instruction that Works* by Robert Marzano

Intermediate Strategy 2: Maximize Professional Development

- Teacher participation in NWCIT study group work on Best Practices
- Demonstration of Best Practices in daily instructional delivery

Intermediate Strategy 3: Incorporate C.L.A.S.S. strategies into the curriculum

- Key points
- Learning styles

Local Assessment:

- Rubrics
- Standards-driven progress checklists
- Goal-setting Timelines/Targets for student progress
- Teacher-made Pre/Post tests for specific skills (aligned with Indiana Standards).
- SSP Assessments

Standardized Assessments Utilized to Measure This Goal:

- ISTEP+ administered Fall of Grades 3-6
- Northwest Evaluation Association: MAP or NWEA Testing administered by computer beginning spring of Kindergarten and continuing each spring for grades 1-9

Resources Which Support the Strategies

- Purdue Institute for Differentiated Curriculum
- Wabash Valley Education Center Professional Development -Conferences
- Corporation Professional Development Schedule
- Corporation Study Groups
- Five Year Corporation Technology Plan
- C.L.A.S.S. training sessions

Student Performance Goals

Goal 3: Eighty percent (90%) of Monon Elementary Limited English Students, who were administered the Northwest Evaluation Association Reading subtest, from the Spring of Grade 1 to the Spring of Grade 5, will increase their RIT score by at least 18 points.

Supporting Goal Focus: Reading/Reading Comprehension

Grade Level or Department: *Grades K-5*

In order to integrate English Language Learners (ELL) seamlessly into the learning environment, we will focus on meeting the needs of each child with appropriate and effective programming

Strategies to be implemented in Each Content Area:

Reading Language Arts

Strategy 1: Analyze student performance data for curricular and instructional adjustments.

- ISTEP+ Language Arts Data
- NWEA Language Arts Data
- Teacher created Pre/Post tests
- ETS Criterion Writing Scores

Strategy 2: Develop strategies for involving parents in strengthening grade level Reading skills. For example:

- Parent Home-School Learning Packets
- Incentive programs
- Parent-Student contracts
- Parent volunteer time
- Parent awareness workshops

Strategy 3: Implement enrichment reading programming for all students, including:

- Accelerated Reader
- Reading is Fundamental
- Recreational reading programming/SSR
- Summer reading programming

Strategy 4: Align and implement Vocabulary component of the North White School Corporation Curriculum Guide content to classroom instructional work.

- Utilize best practices from *A Handbook for Classroom Instruction That Works* by R. Marzano, et. al.
- Implement specific steps for teaching reading vocabulary

Strategy 5: Target goals for student growth expectancy for all students, Grades 1-5, using NWEA results each fall, and spring.

- Use the NWEA Learning Continuum to create flexible grouping for more efficient and effective instruction.

Strategy 6: Implement Daily Oral Language activities in each classroom, Grades 1-5, for daily reinforcement of life skills utilizing Language Arts content.

Strategy 7: Incorporate C.L.A.S.S. strategies into the curriculum

- Key points
- Learning styles

Local Assessment:

- Rubrics
- Standards-driven progress checklists
- Goal-setting Timelines/Targets for student progress
- Teacher-made Pre/Post tests for specific skills (aligned with Indiana Standards).
- SSP Assessments

Math

Strategy 1: Align and implement Math Vocabulary component of the North White School Corporation Curriculum Guide content to classroom instructional work.

- Utilize best practices from *A Handbook for Classroom Instruction that Works* by R. Marzano, et.al

Strategy 2: Maximize Professional Development

- Teacher participation in NWCIT initiatives
- Demonstration of Best Practices in daily instructional delivery

Strategy 3: Incorporate C.L.A.S.S. strategies into the curriculum

- Key points
- Learning styles

Strategy 4: To enrich learning opportunities, utilize multi-sensory methodology in appropriately meeting the individual strengths of each student.

Local Assessment:

- Rubrics
- Standards-driven progress checklists
- Goal-setting Timelines/Targets for student progress
- Teacher-made Pre/Post tests for specific skills (aligned with Indiana Standards).
- SSP Assessments

Social Studies

Strategy 1: Align and implement Social Studies Vocabulary component of the North White School Corporation Curriculum Guide content to classroom instructional work.

- Utilize best practices from *A Handbook for Classroom Instruction that Works* by R. Marzano, et.al

Strategy 2: Maximize Professional Development

- Teacher participation in NWCIT initiatives
- Demonstration of Best Practices in daily instructional delivery

Strategy 3: Incorporate C.L.A.S.S. strategies into the curriculum

- Key points
- Learning styles

Strategy 4: To enrich learning opportunities, utilize multi-sensory methodology in appropriately meeting the individual strengths of each student.

Local Assessment:

- Rubrics
 - Standards-driven progress checklists
 - Goal-setting Timelines/Targets for student progress
 - Teacher-made Pre/Post tests for specific skills (aligned with Indiana Standards).
- Strategy 3:** Implement enrichment reading programming for all students, including:

- Accelerated Reader
- Reading is Fundamental
- Recreational reading programming/SSR
- Summer reading programming
- SSP Assessments

Science

Strategy 1: Align and implement Science Vocabulary component of the North White School Corporation Curriculum Guide content to classroom instructional work.

- Utilize best practices from *A Handbook for Classroom Instruction that Works* by R. Marzano, et.al

Strategy 2: Maximize Professional Development

- Teacher participation in NWCIT initiatives
- Demonstration of Best Practices in daily instructional delivery

Strategy 3: Incorporate C.L.A.S.S. strategies into the curriculum

- Key points
- Learning styles

Strategy 4: To enrich learning opportunities, utilize multi-sensory methodology in appropriately meeting the individual strengths of each student.

Local Assessment:

- Rubrics
- Standards-driven progress checklists
- Goal-setting Timelines/Targets for student progress
- Teacher-made Pre/Post tests for specific skills (aligned with Indiana Standards).
- SSP Assessments

Special Education

Strategy 1: Align special needs student goals in the Individualized Educational Plan (IEP) and daily instructional work with grade level Indiana Academic Standards and benchmark skills.

Strategy 2: Develop individual student packets and incentive programs which extend beyond the work of general educational classroom initiatives for skill building mastery.

Strategy 3: To enrich learning opportunities, utilize multi-sensory methodology in appropriately meeting the individual strengths of each student.

Local Assessment:

- Rubrics
- Standards-driven progress checklist
- Goal-setting timelines for measuring student progress
- SSP Assessments

Art

Strategy 1:

Implement quarterly research/writing projects in art-related areas.

Strategy 2:

Integrate unit work with general education goals and strategies for research and projects.

Strategy 3: Incorporate C.L.A.S.S. strategies into the curriculum

- Key points
- Learning styles
- Agendas

Local Assessment:

- Rubrics
- Standards-driven progress checklists
- Goal-setting Timelines/Targets for student progress
- Teacher-made Pre/Post tests for specific skills (aligned with Indiana Standards).
- SSP Assessments

Music/ Fine Arts

Strategy 1: Implement quarterly research/writing projects in music-related areas.

Strategy 2: Integrate unit work with general education goals and strategies for research and projects.

Strategy 3: Incorporate C.L.A.S.S. strategies into the curriculum

- Key points
- Learning styles
- Agendas

Local Assessment:

- Rubrics
- Standards-driven progress checklists
- Goal-setting Timelines/Targets for student progress
- Teacher-made Pre/Post tests for specific skills (aligned with Indiana Standards).
- SSP Assessments

**Physical
Education/Health**

Strategy 1: Implement quarterly research/writing projects in physical/kinesthetic-related areas.

Strategy 2: Integrate unit work with general education goals and strategies for research and projects.

Strategy 3: Incorporate C.L.A.S.S. strategies into the curriculum

- Key points
- Learning styles
- Agendas

Local Assessment:

- Rubrics
- Standards-driven progress checklists
- Goal-setting Timelines/Targets for student progress
- Teacher-made Pre/Post tests for specific skills (aligned with Indiana Standards)

Standardized Assessments Utilized to Measure This Goal:

- Northwest Evaluation Association: MAP or NWEA Testing-Administered by computer beginning spring of Kindergarten and continuing each spring for grades 1-9
- Las Links Language Assessment-administered in spring

Corporation Assessments:

Kindergarten	<p>NWEA skills checklist</p> <ul style="list-style-type: none"> • Aug/Sept. first administration • By Jan. 30-second administration • Spring administration-NWEA Primary Assessment
Title I/High risk Kindergarten students	<ul style="list-style-type: none"> • Ongoing use of NWEA skills checklist (administered by Title I staff) • Corporation designed assessments : <ul style="list-style-type: none"> -Upper case letters -Lower case letters -Colors -Name -Draw a person • PPVT
Kindergarten Writing	<ul style="list-style-type: none"> • North White quarterly collection for monitoring writing progress aligned with ISTEP+ rubrics • NWSC Writing Rubric
Grades 1-5	<ul style="list-style-type: none"> • NWEA (number of administrations and testing window to be determined-minimum of one per year)
Grades 3-5	<ul style="list-style-type: none"> • ISTEP+
Grade 1	<ul style="list-style-type: none"> • NWEA assessment skills checklist for all students Aug/Sept. • Second collection by Jan. 30th • Survey with goals, spring
Grade 2	<ul style="list-style-type: none"> • NWEA short survey Aug/ Sept. • Survey by Jan. 30th • Survey with goals, spring administration
Any new student	<ul style="list-style-type: none"> • NWEA short survey administered by Title I staff beginning with grade two
Title I Assessment Tools	<ul style="list-style-type: none"> • IRI (Burns and Roe) administered Aug./Sept. • IRI (Burns and Roe) administered by Jan. 30th • IRI (Burns and Roe) administered by end of year • Research another IRI as a backup
Writing Rubrics Grades 1-5	<ul style="list-style-type: none"> • Corporation rubrics, aligned with ISTEP • ISTEP rubrics

Resources Which Support the Strategies

- Purdue Institute for Differentiated Curriculum
- Wabash Valley Education Center Professional Development -Conferences
- Corporation Professional Development Schedule
- Corporation Study Groups
- Five Year Corporation Technology Plan
- C.L.A.S.S. training sessions

Professional Development Goal: *Monon Elementary will provide teachers and support staff with ongoing professional development opportunities. These opportunities will be comprehensive, with systemic foundation. Curricular and instructional focus is aligned with Indiana State Standards and designed to support high student performance.*

2009-2010

Professional Development Initiatives:

- Continue to align and map instruction and assessment to Indiana State Standards in all content areas.
- Continue to implement quarterly district-level assessment tools for guaranteed learning in Math; Loop 1-2 re-teaching and assessment will support student mastery of skill development.
- Implement quarterly district-level assessment tools for guaranteed learning in Language Arts; Loop 1-2 re-teaching and assessment will support student mastery of skill development.
- Implement designated assessment/monitoring procedures and timelines, as determined by the NWSC Elementary Literacy Committee for NWSC Literacy Dashboard efforts.
- Continue professional growth opportunities embedded in Project C.L.A.S.S. and NWCIT initiatives for continually improved teaching and learning. For example:
 1. C.L.A.S.S. Coaching Days—Each Elementary Teacher
 - 1 Off-Site Workshop Day/Year (Behavioral or Best Practice)
 - 2 Half-day On-Site Coaching Days/Year
 2. Steve Benjamin & Associates—Each Elementary Teacher
 - 3 Half-day On-Site Coaching Days/Year—Student Success Process (SSP), with focus on Language Arts; Plan on a Page; Teacher Dashboards; Systems-to-Systems (S2S), Quality Rubrics
 - 3 Half-day On-Site Coaching Days/Year—Literacy Coaching
- Analyze student data to direct instruction to improve student achievement
- Utilize available resources to increase Migrant/ESL student achievement
- Continue to utilize meaningful, standards-based curriculum and design strategies to improve student performance
- Utilize DOE resources (Migrant/ ESL workshop)
- Teacher Leader Literacy Group work

2010-2011**Professional Development Activities:**

- Continue to update and align curriculum in the curricular cycle to Indiana State Standards
- Organize meaningful, standards-based curriculum and design strategies to improve student performance
- Continue professional growth opportunities embedded in Project C.L.A.S.S. and NWCIT initiatives for continually improved teaching and learning. For example:
 - * Research-based study groups
 - * Thematically-integrated curricular work
 - * Implementation of Best Practices; Vocabulary Development focus, etc.
 - * Corporation Writing Initiatives
- Implement assessment tools to measure and report individual student achievement and continual progress
- Analyze data for growth, learning trends, and goal setting
- Assess professional growth initiatives

2011-2012**Professional Development Activities:**

- Revisit, evaluate, and refine curriculum in the curricular cycle to Indiana State Standards
- Continue to utilize meaningful, standards-based curriculum and design strategies to improve student performance.
- Continue professional growth opportunities embedded in Project C.L.A.S.S. and NWCIT. Initiatives for continually improved teaching and learning. For example:
 - * Research-based study groups
 - * Thematically-integrated curricular work
 - * Implementation of best practices, current research-based practice, etc.
 - * Corporation Writing Initiatives
- Continue to utilize assessment tools to measure and report individual student achievement and continual progress
- Continue to analyze data for growth, learning trends, and goal setting
- Assess professional growth initiatives.

Evaluation of Professional Development:

- **Self-evaluation**
- **Faculty/Staff surveys and Needs Assessment**
- **Rating/Comment sheets for teacher/study groups, In-service activities and other structured professional development opportunities**
- **Student achievement data**