

**The Elberfeld Elementary School Improvement Plan
was developed by the undersigned personnel.**

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Elberfeld Elementary School

PL 221 Document

I. Introduction

A. Narrative Description of the School and the Community

Elberfeld Elementary School is one of ten elementary schools in the Warrick County School Corporation. Elberfeld Elementary School is located in the northwest corner of Warrick County at 45 S. Fifth Street in Elberfeld, Indiana 47613. The principal of the school is Holly Arnold. The current facility was erected in 1994. It is a two-section school and houses kindergarten through sixth grades in addition to art, music, speech, and learning resource classes. The school currently has a faculty and staff of 30, including 14 teachers, 4 instructional aides, a part-time Youth First Counselor, nurse, health aide, a secretary, a half-day library aide, 4 cafeteria personnel, 3 bus drivers, and 2 custodians. There are 204 students enrolled at this time.

The faculty and staff constantly promote a "positive mental attitude" in order to enhance every child's self-esteem. In addition, every teacher strives to see that each student learns real-life application of skills taught in each grade level.

Elberfeld is a rural community located in Southwestern Indiana with a population of approximately 800. It holds fast to traditional values. It is a close-knit community that supports school based activities and programs.

B. Curriculum-Description and Location

Teachers use the Indiana College and Career Readiness Standards (ICCRS) to guide and plan the curriculum of Elberfeld Elementary. These standards are considered the minimum requirement for student achievement. Every teacher has a copy of their grade level standards as well as a Warrick County School Corporation Curriculum Guide. The curriculum coordinator schedules meetings to relay information and curriculum updates from the corporation to the teachers. The WCSC administration office keeps current copies of all curriculum available for parent and community perusal.

C. Assessment Instruments Available

ISTEP+

IREAD

STAR Reading and Math

Data binders

NWEA

Unit and Chapter Tests

DIBELS: Reading and Math

CoGAT

ISTAR

LPT Test of Language Processing

TOLD-P 4: Test of Language Development

TAPS -Test of Auditory Processing

TOPS-Test of Problem Solving

TOPL-Test of Pragmatic Language

CELF-Clinical Evaluation of Language Fundamentals

PLS-4 Preschool Language Scale (ages 6-11)

PPVT-Peabody Picture Vocabulary Test

TOSS-P Test of Semantic Skills-Primary

TOSS-P Test of Semantic Skills-Intermediate
WORD Test- for Expressive Language and Semantics
HELP Test- for Expressive Language and Semantics
OWLS-Oral and Written Language Test
Lollipop Test
Kindergarten Readiness Checklist
Mid-Term Reports
Report Cards
Teacher-Made Tests
Classroom Observations
Rubrics
Checklists
Rating Scales/Behavior Checklists
Performance Assessments
Weekly Book Logs
Accelerated Reader
Anecdotal Records

II. Mission Statement

The mission of the Warrick County School Corporation is to provide a positive and safe instructional environment, which promotes the intellectual, physical, emotional, and social growth of the individual and to encourage each student to become a lifelong learner and contributing member of society.

The Elberfeld Elementary School Mission Statement is as follows:
Elberfeld Elementary School: Where every day is an opportunity for success.

III. Summary of Data, derived from an assessment of the current status of educational programming

A. See charts and graphs in Appendix A.

B. Data related to performance indicators other than that included in the annual performance report in Appendix B.

IV. Conclusions about the current educational programming, derived from an assessment of the current status of educational programming

A. Data

Based on the most recent ISTEP+ Scores, the majority of Elberfeld Elementary School students exceed the state average in language arts and math.

B. Information about how the school's instructional strategies support the achievement of ICCRS:

1. Math Journals

Math journals are used to enable students to record, remember, and apply math rules and logic taught during the school year. The use of math journals allows students to see relationships that naturally occur in math as well as using these concepts in their math at school and home.

2. Reading in the Content Areas

Teachers use a wide variety of methods and strategies to teach reading in the content area. Strategies used are

SQ3R, partner reading, maps, charts, graphs, outlining, indexes, dictionaries, encyclopedias, graphic organizers, tables, diagrams, almanacs, note taking, glossaries, parts of the book, atlas, sticky notes, cause/effect and summarizing. Reading instruction is supplemented by websites such as Reading A-Z, ReadWorks.org, close reading, and adopted textbook websites.

3. Daily Language

Daily Language and You're the Teacher are strategies used to introduce and reinforce the ICCRS in English/Language Arts. New skills are introduced and practiced daily with the teacher. Teachers teach grammar/language skills as mini-lessons in writing blocks. Daily Language influences the writing of every student. As skills are introduced, reinforced, and mastered, the students are expected to use these skills correctly in their writing. However, EES students are at various stages in the mastery process so many skills must be continually reviewed and reinforced each year until mastery is attained.

4. Graphic Organizers

Graphic organizers have been shown to be effective in helping students construct meaning visually. Those used are webs, charts, Venn diagrams, story maps, problem/solution charts, vocabulary organizers, predictable charts and event maps.

5. Teachers Read Daily to Their Students

Classroom teachers read 10-20 minutes daily to their students. All genres are read. Books are read as a resource to a current unit and for pleasure.

6. Word Wall

Teachers use an area or wall in their room to alphabetically display high frequency words that are used in daily writing and spelling.

Kindergarten uses the high frequency words called "popcorn words" to increase the literacy in the classroom.

Other word banks and math vocabulary walls are also displayed. In addition, classrooms display word families and monthly or seasonal vocabulary. Art and Music teachers display terminology in their classrooms.

The majority of the word lists are added to daily or weekly.

7. Modeling Reading and Writing Strategies

Teacher modeling of strategies is very important to student success in both reading and writing whether the process is guided, cooperative, or independent.

Examples of reading strategies modeled by teachers are summarizing, clarifying, predicting, questioning, making words, using main idea, inference, finding cause and effect, using context clues, doing picture walks, character studies, identifying story elements, voice inflection, word analysis

and meaning, using anticipation guides, retelling, and using sticky notes/number notes.

Examples of writing strategies modeled are editor's checklist, basic writing process, sentence writing, grammar, paragraphs, introductions/conclusions, persuasive, descriptive, narrative writing, drafting, proofreading, prewriting and revision.

8. Literacy Block

The language block is divided into areas of writing, working with words, guided reading, and self-selected reading.

In the Self-Selected Reading Block, the block begins with a teacher "read aloud." Then, children read books that are on their own level. The teacher has conferences with the children to monitor their choice of books and to ask questions pertaining to story elements that were taught during Guided Reading. Lastly, children share what they have read.

The Writing Block begins with a mini-lesson. Children write daily on their choice or a focused lesson. The last part of the block allows children to share their writing. The writing skills are to be taught in context daily rather than isolated skills/drills.

During the Guided Reading Block, comprehension skills are introduced. Basal readers and/or trade books are used to meet this need. There are three sections to this block with activities that enhance comprehension skills.

The Working with Words block combines the phonics and spelling portions of language arts. The Word Wall is an integral part of this block.

9. Accelerated Reader

The Accelerated Reader Program is a nationally recognized program that encourages recreational reading for students at all levels. This program promotes reading comprehension and self-esteem as well as positive reinforcement through the use of computer testing on books the students have read. Reading level placement tests (S.T.A.R.) are given biannually to ascertain improvement of the students' reading comprehension. Throughout the school year, students are encouraged to meet pre-determined individualized reading goals and are recognized for their efforts. Accelerated Reader reports are utilized to monitor student progress toward goals and notify parents about their child's progress.

10. Reading Logs

Teachers require that their students read at home. Students are strongly encouraged to complete their reading logs and grades may be given on a weekly basis.

11. Writing

Journals are another tool to develop fluent writing. Journal writing is multi-leveled and starts in Kindergarten, so children can gain self-confidence with their writing ability. At times teachers let the students choose their own topics. Sometimes an entire class writes from prompts about events. Students are to use correct grammar and

mechanics in their writing.

Writing helps prepare students for ISTEP+. Language and grammar skills are covered in context.

12. Multi-Leveled Books Used in Classroom

Children within each classroom can be at different literacy levels. Multi-level books are provided as support for those who struggle and give additional challenges for those who read and comprehend above grade level.

With the adoption of Language Arts material, the school has received a basal reading program as well as leveled libraries at each grade level. Students have access to a school library and a public library bookmobile service. Most teachers have leveled, independent classroom libraries in their rooms.

Books have been purchased by teachers, earned from book club points, purchased along with the reading series by the county, and, recently, grants have provided funds for more classroom libraries.

13. Technology

Elberfeld Elementary School staff integrates technology into the daily instructional practices. Laptop computers provide teachers with the opportunity to enrich and enhance daily lessons. Teachers utilize various internet web sites that can be used in enhancing the learning that takes place in the classroom lessons.

The following is a list of technology available at EES.

- Renaissance Learning Software
- Synergy Grade Book Software Program
- DOE Website
- LCD Projectors
- Interactive Boards
- Wireless Mobi
- Document Cameras
- Classroom iPads & iPad Lab (Music Class)
- School Website
- Two 30 Station Computer Labs
- Laptops
- Wireless
- DOJO Classroom Behavior Management

14. Math Manipulatives

Students are provided with a basic set of manipulatives that enable them to have a "hands on" experience in math.

Students have access to the following:

- Scales
- Fraction Bars & Cuisenaire Rods
- Play Money
- Protractors
- Compasses
- Tangrams
- Place Value Blocks
- Thermometers
- Graduated Cylinders
- Calculators
- Dice
- Clocks
- Dot Cards

- Number Tiles
- Solid Figures
- Two-Sided Chips
- Mirrors
- Real Money
- Dominoes
- Ribbons
- Playing Cards
- Number Cubes
- Counter
- Yard Sticks & Rulers
- Uni-Fix Cubes
- Hands-On Equations Kits
- Sorting Manipulatives

The main emphasis in math is to develop problem solving skills. The students are given a problem and they choose how to approach the problem with the reasoning skills acquired through mathematics. As students strengthen their reasoning skills in mathematics, their critical thinking skills will improve.

15. Art/Language Arts

Themes and historical topics read about, written about, or talked about in language arts classes are often emphasized in hands-on construction of art projects.

For example, many classes study Native Americans. Basket weaving, coiling, paper weaving (various methods), weaving with yarn, molds, sewing Native American medicine pouches are a few studio activities covered on this theme. Two-dimensional drawings and three-dimensional forms are

created when studying particular subjects in history and science: drawings or prints of butterflies, insects, dinosaurs, and flowers, story quilts and dioramas.

Students become familiar with what an illustrator does. Books are written and illustrated by the students. Some language arts books have included pictures of art masterpieces. Many of these artists who have created these masterpieces are discussed in art class, along with the pictures being analyzed.

The students' two-dimensional and three-dimensional art work is displayed regularly throughout the school. An Art/Craft Night is held twice a year. This gives families the opportunity to create artworks together.

16. Art/Math

Vocabulary words are stressed in art as well as in other curriculum areas. Lines, symmetry, pattern, geometric shapes/organic shapes, repetition, balance, and 3-dimensional forms are just a few of the examples of vocabulary words in the art curriculum. Studio activities for these vocabulary words include:

- Cut-paper patterns using the basic geometric shapes
- Patterned prints using paint with found objects
- Incorporate familiar symbols ($+$-) into patterns
- Symmetrical designs (numerous activities)
- Positive/negative designs
- Designs within geometric shapes
- One and two-point perspective to heighten perceptual powers
- 3-dimensional forms created through the use of paper,

- clay, and yarn
- Tessellations
- Drawing with a grid
- Fractions (dividing paper, yarn, shapes in halves, fourths, etc.)
- Line designs using crayons
- Yarn painting to stress the use of line
- Radial symmetry, which includes dividing a circle into 12 equal parts
- Quilt patterns using geometric shapes

17. Resource Services

Learning Disabled, Mildly Mentally Disabled, Emotionally Disabled, and Other Health Impaired students qualify for services in the Resource program using federal and state guidelines. A licensed school psychologist using a multi-disciplinary approach evaluates students. All special education records are stored in a locked cabinet in the school's office.

At various times during the school year, the resource teacher may evaluate students' progress using an Informal Reading Inventory, general education classroom grades, STAR Reading Test scores, STAR Math Test scores, EasyCBM, and Accelerated Reader test scores.

Inclusion, as well as a pull-out program, is provided for qualified students. A licensed special education teacher and a teacher assistant work with students daily.

Less formal methods of evaluation used are teacher-made-tests, teacher observation, daily/weekly check lists,

assignment sheets, written or oral performance, and parent/teacher reports.

18. Student Conferences

Teachers at Elberfeld Elementary utilize conferencing to discuss student achievement in school. Teachers make instructional decisions based on these conferences. Conferences are held throughout the year, as needed.

19. Editor's Checklist

The editor's checklist is a valuable tool that aides the student in evaluating his own writing. Based on the grade level, teachers model how to use the editor's checklist to evaluate writing. As each new task is introduced the students become responsible for their own learning. The checklists are aligned vertically within the curriculum so that student learning is consistent. All classrooms display a common editor's checklist to insure consistency among grade levels.

20. Music

The music education program seeks to provide a quality education that includes artistic, expressive, and cultural, as well as intellectual, emotional, physical, and social development.

The music program incorporates language arts through reading, writing, and understanding musical lyrics.

Music reinforces the math curriculum through studying note

values, meter signatures, and the fractional breakdown of musical meter.

21. Early Literacy

Our goal for kindergarten is to create an interactive student based learning environment and we feel we have achieved this in our kindergarten full day program by using DIBELS and M-Class scores to ability group students for their instruction. During reading blocks, Tucker Sign Language is used to teach letters and their sounds. As the year progresses, Tucker Sign is used as a tool to help sound out words while reading. Using TRC scores, leveled readers are assigned to the groups and we use that as our main source for comprehension and fluency. These are the two main components of the reading block. The other two components are seat work and centers. The seat work is based off of the child's individual needs. Centers are teacher created and their focus is grammar, phonemic awareness, fluency, comprehension and retell. Centers are aligned with the academic standards and coincide with the theme and topics currently being taught. M-Class Scores are used to ability group for Math and we rotate groups between math centers, technology stations and small group teacher instruction. Our Math Curriculum is based on 4 units of teacher created lessons that are aligned with the standards and we use My Math as a supplement to daily independent instruction. Zaner-Bloser is the method of handwriting we teach and it is used daily. Using the Dibels and M-Class scores, the groups within the classroom are able to be adjusted every two weeks based off progress monitoring results. Our main goal with ability grouping is to provide students with a lower student to teacher ratio and

focus on their true areas of weakness. The center and individual stations of both reading and math block focus on their strengths as they are able to work on them with little guidance.

22. 90 Minute Reading Block

All grades have a 90 minute reading block. In this time period, the five components of reading are taught. Teachers utilize a variety of reading strategies.

23. Literacy Centers

Literacy Centers strengthen language arts/content area skills by engaging students in meaningful activities. Literacy Centers allow the teacher to interact with students in small flexible groups and individually. These allow children the opportunity to explore, discover, and create. Students practice and apply skills previously taught, problem solve, use critical thinking skills, become independent learners, and cooperatively work with each other.

24. Remediation

Based on student performance on DIBELS, ISTEP+, NWEA and teacher recommendation; students work with remediation aides throughout the school year. Specific skills are re-taught, in small pull-out groups, to help students master ICCRS.

Additional time is given for the remediation of students that were unable to pass the IREAD3 test. They are

remediated in a small group by a certified teacher. The remediation revolves around the skills students were lacking on the test.

At-Risk (IREAD3) students are offered the opportunity to participate in an after school remediation program leading up to the test. This program is funded by a grant from the YMCA.

NWEA offers pre-K through grade 12 assessments that accurately measure student growth and learning needs, professional development that fosters educators' ability to accelerate student learning, and research that supports assessment validity and data interpretation.

Teacher Observations are used to determine time-on-task behavior of individual students, areas of student weaknesses and concern, and social interactions of students. Observations can provide immediate assistance in the remediation of student deficiencies based on academic expectations.

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is a set of procedures and measures for assessing the acquisition of literacy skills from kindergarten through sixth grade (implemented in grades k-1). They are designed to be short (one minute) fluency measures used to regularly monitor the development of early literacy and early reading skills. Areas tested and remediated through the DIBELS program include Initial Sound Fluency, Letter Naming Fluency, Phoneme Segmentation, Nonsense Word Fluency, Oral Reading Fluency, Retell Fluency, and Word Use Fluency.

MCLASS Math is a program used in kindergarten through first grades to evaluate student progress using both curriculum-based measures (CBM) and diagnostic interviews to evaluate students' conceptual and expressive understanding of key mathematical principles. Areas tested and remediated include Counting, Number Identification, Quantity Discrimination, Missing Number, Next Number, Number Facts, Computation, and Concepts.

Teachers utilize NEWSOLA, Reading A-Z, Read Works, and other websites to enhance the curriculum.

Student progress is carefully monitored throughout the school year. Students are tested using NWEA, DIBELS, Easy CBM, STAR, and various other informal assessments and checklists.

25. Response to Instruction (RTI)

The RTI committee meets at least once a month (depending on student need) to determine and assess the needs of students who are not making adequate progress in the general education classroom. The committee consists of general education teachers, a special education teacher, an administrator, the school psychologist, a remediation aide, and other specialized personnel as needed. A variety of assessment instruments are used to determine what areas are insufficient in students. These assessments may include DIBELS, ISTEP+, STAR Reading, STAR Math, Conners Rating Scale, MClass Math, and reading series assessments. Speech, Language, Occupational Therapy, and Physical Therapy evaluations may also be utilized. The system-wide

approach ensures that all students' needs are addressed through early intervention which determines if students are progressing adequately when provided with high quality instruction and intervention. This team approach is supported by research-based data and legislation with the understanding of the essential RTI components (tiered). The school psychologist also utilizes academic and behavior screeners throughout the school year.

26. Teacher Collaboration

Teachers meet monthly to collaborate. Discussions focus on classroom interventions, PL221 goals, curricular strategies, best practices, and professional development. K-2 teachers meet as a group and 3-5 teachers meet as another group. Additional collaboration times are provided to allow teachers to discuss, review, and establish remediation groups based on the test results of DIBELS and NWEA.

27. Summer Enrichment Program

A summer enrichment program is tailored to the needs of each grade level. Activities and suggestions are sent home with all students. Those students who complete the program receive special recognition at the beginning of the following school year. The activities and suggestions are focused directly on the school's PL221 goals.

28. Youth First Social Worker

A part-time social worker is provided by Youth First of Southern Indiana. The social worker works with individual students, small groups, and whole classes. Classroom presentations, play therapy groups, anti-bullying programs,

social group sessions, parent consultations, and referrals to outside agencies are among the services provided by Youth First.

C. Analysis of student achievement based on ISTEP+ and other assessment strategies.

Based on previous ISTEP+ trends, students and teachers will continue to work to improve reading literature and vocabulary and writing conventions of standard English.

D. Parental participation in the School

1. Parent-Teacher Communication

Teachers schedule individual parent-teacher conferences on an as-needed basis. Conferences may be conducted in person or on the telephone. In addition, teachers utilize email, parent notes, newsletters, and agenda books to communicate about a student's academic progress. All forms of contact with parents is documented.

2. Field Trip Chaperones

Parent chaperones are invited to attend and assist with classroom field trips. These chaperones are beneficial to students for small group activities and for the extra physical assistance that is needed on the trip itself.

3. Reading Garden

The Elberfeld Elementary School parents purchase items

needed to enhance and maintain an outdoor reading classroom. It is an area outside of the school library that is conducive to reading and learning.

4. Grandparents Week

Grandparents are invited to eat lunch with students. Each grade level is assigned a certain day of the week. After eating lunch, many grandparents tour the building and even participate in recess.

5. Elberfeld Parents, Teacher, Student Association (EPTS)

a. Fall Festival

Parents are asked to volunteer to work at the Fall Festival. Parents can volunteer to work in the game booths, ticket sales, clean-up, and auction. Families are also asked to bring in cakes, soft drinks, pies, and candy that are used in the game booths.

b. Teacher Appreciation

Every year the EPTS forms a committee for Teacher Appreciation Week, which is held in May. The parents on this committee plan extra-special treats for the teaching staff all week.

c. Teacher Wish List

Parent volunteers coordinate the Teacher Wish List. All teachers are given the opportunity to

make a list of items needed for their classrooms. This is done in lieu of students purchasing traditional Christmas gifts for their teachers.

d. Celebrations

Parents plan two separate holiday parties (one for primary grades and one for upper grades). These parties are held on the last day before Winter Break. They also plan and help run a Field Day at the end of the school year.

e. Other

Other activities in which parents participate are Field Day and Hospitality/Refreshment Committee.

E. Technology as a Learning Tool

Elberfeld Elementary staff utilizes technology daily to promote the ICCRS. Technology used:

- LCD Projectors
- Laptop Lab
- Interactive Boards
- Slide Projectors
- iPads

Electronic information may also be sent to the local news media via the internet to promote school and community relations. The internet is also used as a resource to augment student learning. ICCRS are also reinforced through the use of computers. Computer programs are used to diagnose and remediate students.

Computer software assists in mastering state standards. Teacher e-mail provides another method of communication with parents and staff. Daily announcements are sent to parents through email. Teachers also utilize DOJO and Remind technologies to communicate.

F. Safe and Disciplined Learning Environment

All attempts are made to involve the parents, community and students to be cognizant of the safety precautions and procedures at school. The local law enforcement has implemented "National Night Out" in the town of Elberfeld to build community confidence in the police agency and raise awareness for citizen safety. Faculty and staff are consistently aware of the support from all agencies that can facilitate a safe learning environment.

Our school has taken the following steps to help prevent violent acts from occurring in our school:

1. Access to the building is through a secure entrance.
2. All employees are required to wear I.D. badges and all guests must report to the office to sign in and receive I.D. badges.
3. Faculty and staff consistently enforce policies that deal with security situations. These policies are adopted by the school board and include:
 - a. Student Discipline
 - b. Student Dress Code
 - c. Drug and Weapons Possession on School Property
 - d. Gang Organization
 - e. Reporting of Crimes on School Property to Local Law

Enforcement Agencies

4. The Administrators' Handbook of Procedures in Emergency Situations has been established and revised.
5. Teachers and administrator have been alerted to take all threats seriously and investigate each thoroughly.
6. Students are encouraged to report threats and rumors of violent acts through TipText.
7. Campus is closed during lunch periods.
8. Adult supervision at critical times is provided (before and after lunchtime, and passing time between classes).
9. Students are checked in and out of the building via computerized system in the office.
10. Drug Abuse Resistant Education (DARE) school resource officer is assigned to the school.
11. Teachers are trained by the Warrick County Sheriff's Office in the event that an intruder enters the building.
12. A telephone is available in lobby in the event of a lockdown situation.
13. Tinted doors have been installed in the Kindergarten room.
14. Keyless entry locks are installed on all exterior doors.
15. Faculty and staff are trained in CPR.

16. Emergency drill notifications are given over the school's intercom system.
17. Each classroom door is equipped with a deadbolt lock.
18. Proper lighting has been installed in the parking lot, playground, and west end of the building.
19. Emergency cards have been changed to make them more teacher-friendly.
20. A procedural emergency manual is located in the office.
21. Parent Resource Guides have been printed and made available.
22. Safety information has been taught from health textbooks.
23. Walkie-talkies have been issued to all staff members.
24. Emergency cards are posted in all classrooms for faculty to use in the case of an active shooter/bomb threat.
25. Lock down and earthquake drills are conducted twice each year.
26. Classroom number signs are visible on the exterior of each classroom window.
27. Each teacher has student emergency information readily accessible for emergencies and emergency drills.
28. A behavior intervention committee has been formed.

29. Teachers discuss and practice all emergency procedure drills throughout the school year.
30. Anti-bullying curriculum and building positive peer relations classes are taught by the school social worker. Other topics include overcoming negative labels, making good decisions, consequences of decisions, defense mechanisms, peer pressure, and putting forth your best effort.

Activities and Strategies Presented in 2016-2017:

- Classroom Presentations
- Individual Sessions with Students
- Parent Contacts
- Referrals to Outside Agencies
- Conferences/Team Meetings
- Total Students Served

31. An inspection of the building, the safety equipment, and the playground is conducted monthly by the school custodians.
32. An Emergency Flipchart was created and distributed to all classrooms.
33. All exterior doors are marked by visible signage.
34. Maps of the building have been revised.
35. Teachers debrief with class after emergency drills.
36. Procedural revisions have been made for emergency situations.

37. All rooms are equipped with radios.
38. K-5 students will practice walking to the "Safe Destination."
39. Back-up locations have been established for lock-downs.
40. Signage has been posted.
41. Local police officers have swipe cards to enter the building.
42. Safe area maps have been added to the emergency binders.
43. Safe areas are marked with signage in the classrooms.
44. Students participated in positive behavior programs.
45. Substitute teacher policies and procedures have been updated.
46. The Safety Committee met with local law enforcement.
47. Faculty and staff have been trained on how to work the school's intercom system.
48. Occasionally a police car is parked in the school parking lot.
49. Anti-Bullying posters are displayed in the school building.
50. All Warrick County staff was trained in Standard Response Protocol to have uniform safety procedures throughout the corporation.
51. Local law enforcement officers do an informal walk-through to

familiarize themselves with the building.

G. Professional Development

Professional Development activities are occurring throughout our building. Currently, collaboration sessions are used to build rapport, share information, and develop strategies that promote student achievement and teacher knowledge. Other activities include curriculum meetings, book adoption meetings, discussion groups, conversing with colleagues, planning student activities, curriculum alignment, and helping to design a curriculum plan. Each teacher has a professional growth plan in place.

2016-2017 Professional Meetings

- PL221 Committee Meeting
- Teacher Training
- CPI-Non-Violent Crisis Intervention
- Safety Committee
- Curriculum Coordinators
- Diabetes Education
- Epi-Pen Training
- Technology
- NWEA
- Smekens Reading
- Depth of Knowledge
- IEP/Transition Training
- ADHD
- Growth Mindset
- Student Engagement
- GAFE

H. Cultural Competency in the Educational Environment

Faculty and staff at Elberfeld Elementary are keenly aware of the lack of diversity in the student body. In recent years, the faculty and staff have been trained in some aspects of cultural differences. Through technology our students have gained a better understanding of many diverse cultures. We provide additional learning experiences while promoting respect for and understanding of cultural diversity. In addition, teachers expand the awareness of cultural diversity across all grade levels by incorporating social studies lessons, and classroom presentations that align with the ICCRS.

V. Analysis of Student Achievement Derived from ISTEP+ and other Assessment Strategies

A. Attendance Rate

Elberfeld Elementary School has continually shown a higher percentage of attendance than the corporation and state averages. Elberfeld Elementary School will continue to foster an environment where students value and understand the importance of school attendance. This school will continue to promote programs that offer incentives that will encourage even better attendance. The faculty and staff will continue to express to parents the importance of attendance.

B. Percentage of Students Meeting Academic Standards under the ISTEP Program

For the year 2016-2017, 67% of third grade students passed the English/Language Arts portion of the ISTEP+ test and 70% of third grade students passed the Math portion of the ISTEP+

test.

For the year 2016-2017, 83% of fourth grade students passed the English/Language Arts portion of the ISTEP+ test and 88% of fourth grade students passed the Math portion of the ISTEP+ test.

For the year 2016-2017, 64% of fifth grade students passed the English/Language Arts portion of the ISTEP+ test and 85% of the fifth grade students passed the Math portion of the ISTEP+ test.

For the year 2016-2017, approximately 71% of all students taking ISTEP+ passed the English/Language Arts portion of the ISTEP+ test and 81% on the Math portion of the ISTEP+ test.

VI. Specific Areas For Continuing Improvement

I-Step + scores indicate a need for continued focus on reading literature and vocabulary and writing conventions of standard English.

VII. Benchmarks for Progress that Specify How and to What Extent the School Expects to Make Continuous Improvement in All Area of the Education System

A. ISTEP+ scores will improve in Reading: Literature and Vocabulary.

B. ISTEP+ scores will improve in Writing: Conventions of standard English.

VIII. Proposed interventions based on school improvement goals for reading literature and vocabulary and writing conventions

1. Teachers will support and use standards binder or checklist, Close Reads, and Accelerated Reader program.
2. Teachers will collaborate among grade levels once a month.
3. Teachers will communicate with parents about how to improve their child's achievement through timely newsletters.
4. Literary text, vocabulary, and writing conventions will be a focus during the 90 minute reading block.
5. Teachers will model strategies to develop literary text skills, vocabulary, and writing conventions.
6. Resource teacher will utilize the Read Well and Triumphs program to complement the general education teachers' efforts.
7. Special Education students will be targeted and given intense remediation.
 - a. Utilize Tucker Signing
 - b. Analyze ISTEP+ data to determine a target group.
 - c. Remediate target group consistently and intensely.
 - d. Streamline curriculum to address power standards.
8. Teachers will emphasize literary text, vocabulary, and writing convention strategies included in the Journeys reading series.
9. Teachers utilize differentiated instruction with small groups.

10. Teachers will continue to implement close reading strategies in the classroom.
11. Teachers will use collaboration time to research additional resources to improve student achievement in literary text, vocabulary, and writing conventions.

IX. Strategies to Assess Proposed Interventions

1. Teachers will continue to use ISTEP+ results to evaluate student performance and guide instruction in literary text and non-fiction text.
2. Teachers will utilize a checklist of Indiana College and Career Readiness Standards.
3. Teachers will utilize ISTEP+ Instruction and Assessment Guidance and Blueprint to prioritize instructional practices.
4. The administration will continue to facilitate and document collaboration time for teachers.
5. DIBELS assessment will aid in the identification of reading strengths and weaknesses for K-1 students.
6. Journeys resources will be kept available for weekly, diagnostic, and culminating assessments.
7. STAR reading tests will be utilized to track student progress.
8. NWEA assessments will aid in the identification of reading strengths and weaknesses for 2-5 students.

9. Teachers utilize DEAR Log to guide discussion of literary text, vocabulary, and writing convention strategies used in the classroom.

10. Teachers will use curriculum maps of language arts and math in their classrooms.

X. Professional Development that is coordinated with proposed interventions and that support sustainable school improvement efforts.

Our teachers realize the importance of professional development and will use it as a vehicle to bring about needed change. We recognize that change is both an individual and organizational process. This process will be implemented in small steps that will ensure success.

Our goals for our professional development program are for educators to engage in an effective learning process that impacts classroom practice. Teachers will become more knowledgeable about language arts best practices which will be used to better meet the needs of our students.

Each teacher has a professional growth plan in place. One goal must be directly related to the school improvement plan. Each goal has at least one learning activity associated with it.

Desired outcomes of professional development:

1. Teachers will develop strategies and strengthen teaching practices and various lessons as knowledge is built from current research.
2. Teachers will collaborate to review collective data for the

- purpose of individualizing classroom instruction.
3. Teachers and staff will become more reflective in current practices of education in order to have a clear focus on student needs.
 4. Teachers will design and improve curriculum to ensure that it is aligned with the ICCRS.
 5. Teachers will research strategies to address student needs in the areas of literary text, vocabulary, and writing conventions.

Timeline for Strategic and Continuous Improvement:

The above mentioned interventions and strategies will be ongoing. The school improvement team will continue to meet regularly to assess data, strategies, and effectiveness of instruction and make changes as needed to meet the needs of our students.

Appendix A