

Yankeetown Elementary School



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School Improvement & Professional Development Plan Fall 2017

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Parents & Community

Mrs. Maria Woodworth

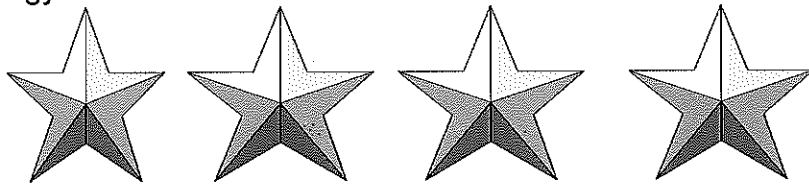
Maria Woodworth

(1)

(A) Narrative Description of the school, community, and the educational programs.....

Yankeetown Elementary School was constructed in 1960 on a twenty acre site five miles east of historic Newburgh, Indiana on highway 66 near ALCOA, Warrick Operations. The building houses 2 sections of kindergarten, second, third, fourth and fifth with three sections of first. There are 300 students, and a faculty consisting of one administrator, 16 teachers, along with 16 support staff. The staff, in addition to 13 regular education teachers, includes a full time Learning Disabilities teacher, part time Speech teacher, part time ESL instructor, 3 program assistants, 1 special education assistants, and a part time social worker/home school advisor. Most of the students are bused to and from school on a daily basis. Some of our students have the option of going to either Boonville Middle or Castle North Middle School upon completion of the fifth grade.

The one-story building is constructed of concrete block with a steel panel and buff brick exterior. Situated along two doubled-loaded corridors are 17 general classrooms, library, lounge, remedial reading room, counseling and speech offices, learning disability room, art and music classrooms, two computer labs, kitchen, dining room, nurse's office, four restrooms and an administrative office area. The gymnasium has a wooden floor and at the north end is a stage.



Yankeetown Elementary School was remodeled in 2001-2002. At that time 14,000 square feet of space was added, including five classrooms, conferencing area, remedial classrooms, and additional restroom facilities. Thermo pane windows were installed to improve the efficiency of the new heating and air conditioning units. A new media center was completed with a mini computer lab, along with an ultra-modern office/reception area. The playground has been updated and will continue to be through the efforts of the Yankeetown Elementary School Parent-Teacher Organization.

Indiana Four Star School

- 94-95**
- 95-96**
- 98-99**
- 05-06**
- 09-10**
- 10-11**
- 12-13**
- 14-15**

The staff of Yankeetown Elementary is committed to excellence in education. Teachers participate in a wide variety of workshops and programs throughout the year to improve their teaching strategies. A number of teachers have been trained in DIBELS and NWEA to improve their academic delivery method. Most notably Yankeetown Elementary was recognized as one of the top 94 Indiana schools

to score above 89.5% on both English Language Arts and Math areas of the 2011 ISTEP+ test. Yankeetown was recognized as a Model School for Technology by the State of Indiana in the year 2004. Yankeetown has been recognized as an exemplary school under PL221.

Community support for the school has always been strong. Most families participate in a variety of school activities. Community organizations donate monetary gifts and incentives for student programs. The Yankeetown Elementary School Parent-Teacher Organization aids in the sponsorship of contests and projects, and provides adult interaction, as well as field trips and field days.

ALCOA, Warrick Operations, is actively involved in the school through the outdoor educational environment, Yankee Hollow. Their Land Office assists in the management of the environmental area.

Collegial and supportive describes the climate within the school community. Visitors note a sense of belonging when they arrive. Some anxiety and apprehension is apparent as students enter the school for the first time, but these feelings quickly dissipate as families discover a warm and caring atmosphere among the staff and students. In an effort to alleviate anxiety; all new families receive a personal tour of the facility from the office staff. *Meet the Teacher Night* takes place right after school starts in the fall.

Presently, the 300 students are closely divided between male and female. Minorities represent 10% of the school population; and less than 1% of the school population is in the English as a Second Language program. During the 2016-2017 school year, the average daily attendance was 97%. Of the student population, 32% participate in the free and reduced lunch program.

(B) Description and location of curriculum.....

Yankeetown Elementary School is committed to student success by providing a collegial and collaborative environment where teaching and learning is the focus. Yankeetown Elementary School is a professional learning community in which the staff continually strives for best practice within all curricular areas. The College and Career Readiness Standards identify what students should know and be able to do at each grade level. The teacher teams discuss and develop curriculum that is aligned with these standards. Grade level meetings provide a stimulating environment for streamlining instruction through the development of cross-curricular connections. Teacher tools include textbooks, curricular guides, and the College and Career Readiness Standards for math, language arts, science, social studies, health, physical education, music, art and computer science.

Professional materials to guide teachers in their preparation are located in the school library, principal's office and teacher's lounge. A variety of journal articles including instructional techniques, subject matter; and topics related to student development are made available to staff members. Currently, teachers note CCRS Standards, student objectives, description of activity and a follow up description in their daily lesson plans. During the 2017-2018 school year, the Yankeetown staff will utilize curriculum mapping for College and Career Readiness Standards alignment. Each classroom has a set of teacher manuals and support materials available for lesson planning and delivering.

(C) Titles and descriptions of assessment instruments to be used in addition to Indiana statewide testing for educational progress plus (ISTEP+).....

Kindergarten students are given the Lollipop Readiness test at enrollment, along with pre-screening testing as provided by the Warrick County Special Education Services. Students in grades kindergarten through two take benchmark tests three times a year in the areas of reading utilizing Amplify. Students in grades two through five take NWEA three times a year in areas of language arts and math. Simple Six checklists address the appropriate standards in the writing area. Students take part in the STAR Math as an additional assessment to monitor students' growth. Students take part in the STAR Reading test for reading placement, and then continue on their own pace with Accelerated Reader. Additionally, many students participate in the Moby Max individualized learning program to improve competence in Language Arts, Vocabulary, Mathematics, and Test Preparation. Extra math is used to show student progress in the area of fact fluency. Mid-term reports are sent to parents every four and a half weeks while report cards are issued every nine weeks. The school corporation uses an Internet viewing tool for parents to view their student's grades instantaneously as well as monitoring progress of Accelerated Reader. The school corporation also requires the WIDA test to be administered for the ESL students during the year.

(2)

Statement of mission, vision, or beliefs.....

Yankeetown Elementary School promotes:

Achieving Excellence Is Our Ultimate goal.

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.

Goals

To ensure a safe, drug free, and disciplined school atmosphere conducive to learning.

To create high academic standards for all students and staff and high expectations in every measure of educational achievement.

To promote life-long learning through ongoing communication with the entire school community.

To maintain an effective corporation technology plan.

To support professional development for all staff.

(3)

Summary of data, derived from an assessment of the current status of educational programming, including the following:

- (A) Data, including graphs, from the annual performance report**
- (B) Data related to performance indicators other than those included in the annual performance report**
- (C) Other information about educational programming and the learning environment**

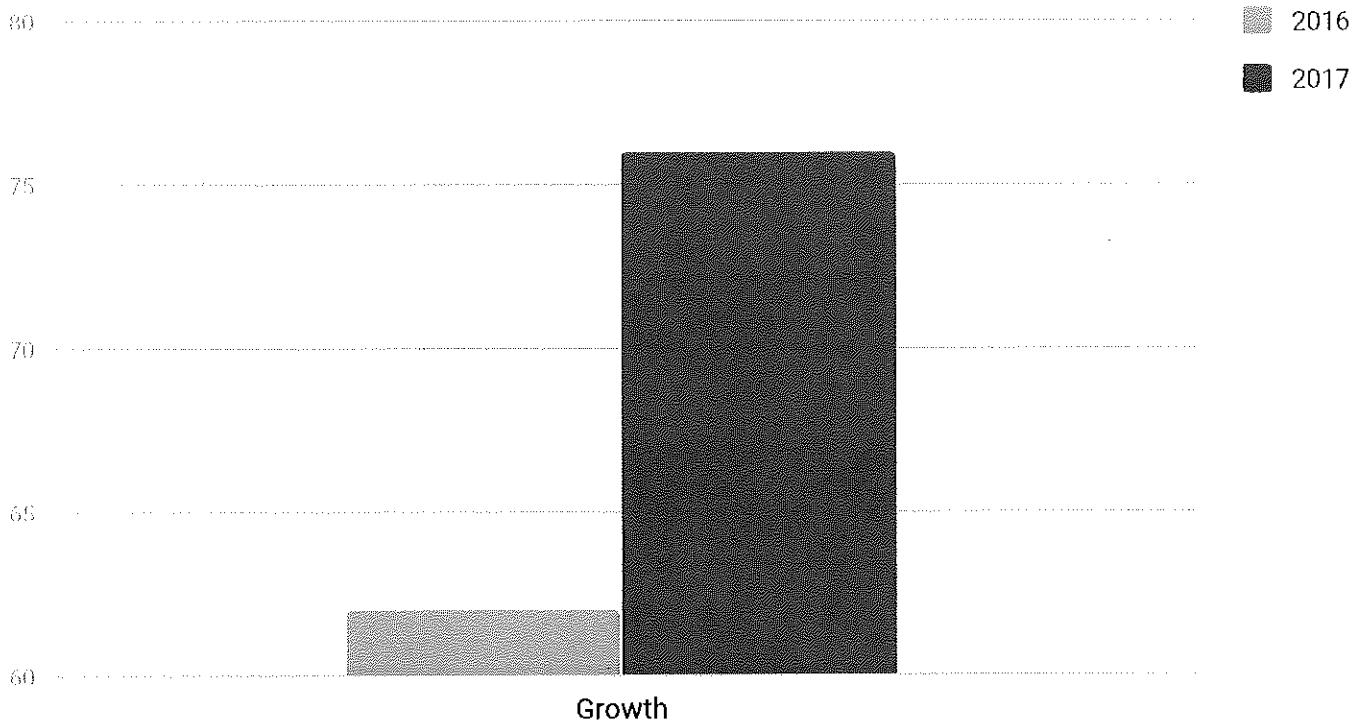
Analysis of Student Achievement

The Yankeetown staff's objective was to analyze data from the *2017 ISTEP+ Test* administered to the 3rd, 4th, and 5th grade students. The committee's intent was to identify areas of mastery and non-mastery in ISTEP+ English/Language Arts and Mathematics, Acuity math and language arts tests.

Notable areas of achievement found were:

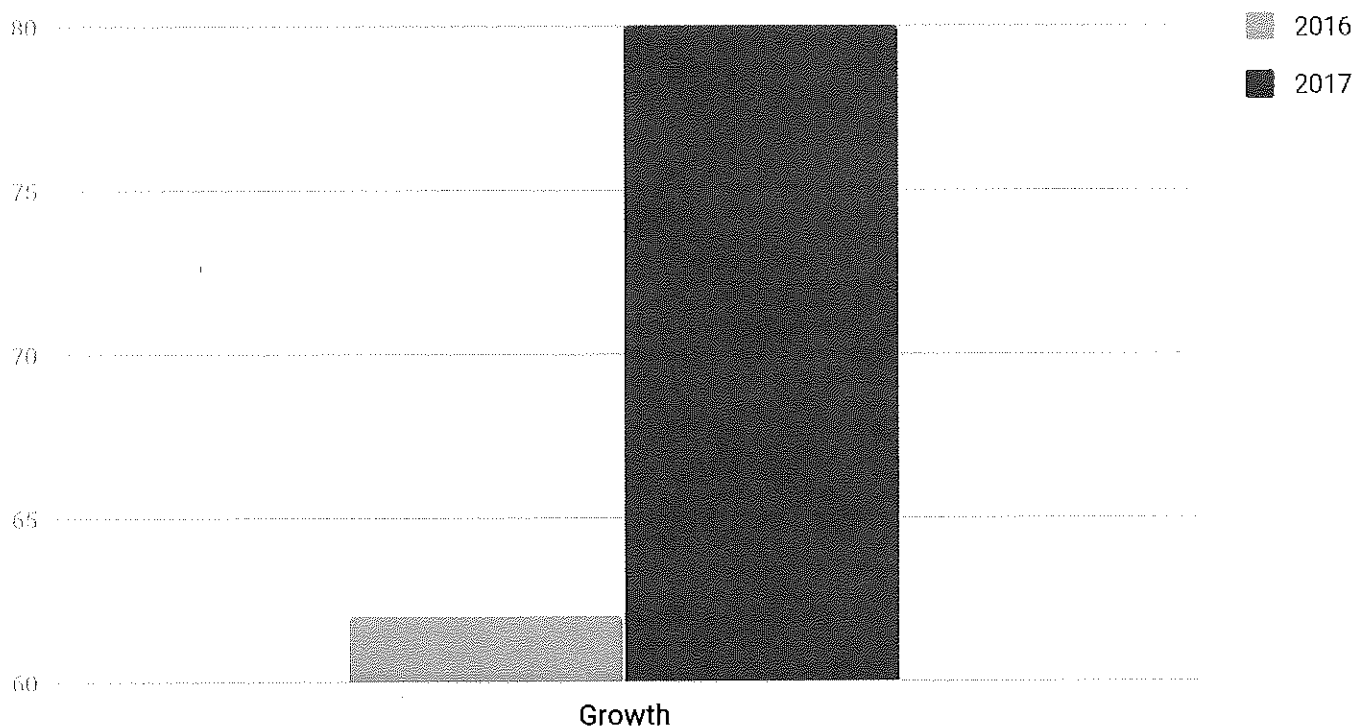
According to 2017 ISTEP+, last year's 5th grade students improved their Math scores by 14% from the previous year.

5th Grade Math ISTEP+ Results



Based on 2017 ISTEP+, 80% of students passed ELA and Math.

Increase in students passing both ELA and Math



Focus Areas based on preliminary ISTEP+ results:

Grades 3, 4, & 5:

Based on 2017 ISTEP+ results for E/LA, 83% showed mastery in the Literature and Vocabulary.

Grades 3, 4, & 5:

Based on 2017 ISTEP+ results for math, 75% showed mastery in the Geometry and Measurement.

Educational Program Evaluation

The educational program at Yankeetown Elementary School offers many different components. Student progress is monitored through:

- Response to Intervention
- ISTEP+
- DIBELS/Amplify
- STAR
- NWEA
- IREAD
- Classroom performance
- Moby Max
- Xtramath

Notable areas of achievement found were:

The special needs students are integrated into the general education setting using their least restrictive environments. In the third, fourth, and fifth grades, special needs students are part of a co-teaching environment in the area of mathematics. There is collaboration between grade levels and the special education teacher through weekly meetings and curriculum mapping.

In correlation with the state mandated ninety-minute literacy block, the staff at Yankeetown has designed reading curriculum to meet this requirement. Differentiated grouping is one of the practices being implemented at Yankeetown.

Focus Areas:

Teachers will research best practices in the instruction of Literature and Vocabulary. Additionally, teachers will receive training in the instruction of geometry and measurement.

Curriculum and Instruction

The curriculum and instruction was examined to determine teaching methodologies for math, writing, and language arts instruction by the teachers at Yankeetown Elementary School. Data collection began with reviewing students' performance on a variety of assessments including: DIBELS, STAR reading and math, Acuity, and ISTEP.

Notable areas of achievement found in Reading/Math:

The majority of Yankeetown students that performed below testing expectations

- are remediated for math and/or reading
- are included in intervention activities
- are differentiated based on ability

Focus areas in Reading/Math:

Classroom teachers will

- Utilize curriculum maps based on the College and Career Readiness Standards.
- Implement an uninterrupted reading block (K-5).
- Research best practices for reading and math instruction.

Focus areas for Writing:

All teachers will

- Provide 90 minutes or more of writing instruction per week
- Provide a written response to literature each semester to evaluate student growth and/or concerns. Grade level appropriate rubrics will be used to score the writing prompts by the grade level team.

Professional Development

The PL221 Committee's objective focused on professional development opportunities.

Notable areas of achievement found:

The teachers at Yankeetown Elementary took advantage of the large range of opportunities to further their individual professional development. The opportunities that teachers took advantage of include, but are not limited to:

- Book studies
- Collaborative meetings
- Professional Development training given by WCSC
- Training in depth of knowledge and rigorous teaching techniques
- ADHD Training
- Professional Development for new math series
- Google Training

Focus areas:

The teachers at Yankeetown Elementary will research and utilize best practices to strengthen their knowledge of effective teaching strategies.

School Climate

The primary objective is to evaluate overall school climate. Areas that the committee looked at specifically were safety and discipline.

Notable Areas of achievement found:

Teachers at Yankeetown Elementary implemented the usage of

- Synergy (computer based discipline referral)
- Classroom doors locked at all times
- Two way radios when outside the classroom
- Security cameras
- Additional personnel on recess and cafeteria duty
- Entry doors locked requiring security badge for entrance
- Visitor sign-in software in office
- Differentiated rules during recess for grade levels
- Teacher accountability for all students during disaster drills
- Updated school wide safety plan
- Class Dojo
- Bullying Prevention
- Character Counts

Focus Areas:

Teachers at Yankeetown Elementary will

- Participate in training for prevention of bullying
- Continue to utilize the character counts program to increase positive behavior

Parent Participation

Parental participation at Yankeetown Elementary School is excellent. Their contribution revolves around the Yankeetown Elementary School Parent/Teacher Organization. This group actively supports our school. Parents are involved in Fall and Spring fundraising, playground improvements, classroom activities, parent work-days, Santa Secret Shop, field trip sponsorship, and after-school activities. Yankeetown Elementary School continues to improve its image by providing the best possible education to its students on a daily basis through an expanded parent participation program. Our school provides a variety of communication tools with parents.

Technology

Technology is utilized in the K-5 curriculum to aid instruction and increase student engagement.

Notable areas of achievement:

The teachers at Yankeetown Elementary:

- Use technology as an instructional tool, such as promethean boards, LCD projectors, document cameras, and iPads
- Use the Internet for lesson plan ideas and resources
- Download pictures, sounds, and/or documents from the Internet
- Email to communicate with staff and parents
- Social Media (i.e. Facebook, Class Dojo)
- Websites
- Use Planbook.com for lesson planning

Students at Yankeetown are expected to use technology in a variety of ways such as

- Learning keyboarding
- Using PowerPoint
- Using word documents
- Using internet for research and testing
- Using web based reading programs

Focus area:

The teachers at Yankeetown Elementary will continue professional development to integrate new types of technology to instruct students, including but not limited to

- Google Docs
- iPad applications
- Class Dojo

(4)

Conclusions about the current educational programming, include the following:

(A) Information about how the school's curriculum supports the achievement of College and Career Readiness Standards.

The curriculum at Yankeetown Elementary strongly supports the achievement of the College and Career Readiness Standards. On a weekly basis in their lesson plans, teachers record the curriculum-standard that aligns with the subject area of language arts, math, science, and social studies. Web-based programs used in the computer lab reinforce College and Career Readiness Standards. Warrick County School Corporation Curriculum maps are used to create weekly lesson plans. Teachers revisit the standards weekly and are involved in collaborative curriculum meeting discussions focusing on College and Career Readiness Standards.

(B) Information about how the school's instructional strategies support the achievement of College and Career Readiness Standards.

Yankeetown staff uses instructional strategies that support the achievement of College and Career Readiness Standards. Teachers analyze test results from AMPLIFY and NWEA to drive their instruction. Teachers focus on using best practices as they model math, reading, and thinking strategies by the use of charts, LCD projectors, document cameras, promethean boards, iPads and other visual aids. They teach sub-skills, ask questions requiring the students to explain their thinking, use graphic organizers, surround students with a wide variety of printed materials, read aloud to students daily and provide time to read silently. Students participate in activities such as comparing story elements, and retelling or enacting events of the story. Students frequently engage in writing for uninterrupted periods of time after teachers have modeled writing techniques. Students conference together using peer written work and teachers review and/or edit student writing. Teachers spend time discussing with their students prior knowledge and problem solving techniques used in mathematics. This includes students explaining how they derived the answers to problems and the reasoning behind their answers. The teachers continually look for opportunities to extend math and integrate subject areas. Moby Max, a web-based program, includes activities to reinforce skills in language arts and math. Xtramath, a web-based program, allows opportunity to build fluency in math computation. Teachers frequently use the internet to enhance curriculum and instruction. In addition, students use technology to help master academic standards.

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

Analyzing student achievement at Yankeetown primarily relies on the ISTEP+ scores that can be used as baseline data. The staff also administers Amplify for grades K through second and NWEA for grades two through five. The results from these tests are used to plan remediation and grouping of students. The STAR Reading test is also administered as a pre and post assessment of independent reading level with Accelerated Reader quizzes used as a weekly monitoring tool for student reading progress. The scores from these tests are utilized to help plan instruction in individual classrooms.

(D) Parental participation in the school

Technology is a vital tool for communicating with parents at Yankeetown Elementary. Weekly bulletins are sent via email to parents as are calendars, lunch menus and newsletters. The Yankeetown PTO also communicates with parents using Facebook. Parents and teachers use email to communicate. Parents can monitor student's academic performance by using Synergy and Renaissance Learning. Parents can also access textbooks online. Some teachers use Class Dojo to keep parents informed of their student's behavior.

(E) Technology as a learning tool

Technology is an integral part of the Yankeetown learning environment. Through the services of two computer laboratories, the students at Yankeetown Elementary utilize technology as a learning tool. The school is equipped with over sixty stations, which are all internet accessible (connected to a school-wide server). Teachers use the school computer laboratories 30 minutes or more every week. Grades 2-5 also have 40 minutes of instructional time in the computer lab where instruction is given to prepare students for computer based learning and testing. A large variety of interactive learning software programs are used by the students such as Moby Max, Accelerated Reading, document cameras, Promethean Boards, Google tools, and Xtramath. The networked programs are also available on the iPads found in each classroom. The instructional staff of Yankeetown Elementary School is committed to the use of technology. They currently utilize an email system, Synergy, Google tools, and the Internet for lesson planning. Daily lesson plans, which are aligned to College and Career Readiness Standards, contain a variety of ways that technology facilitates student learning. Various other technological devices are used to enhance student learning such as digital cameras, scanners, computer microscopes, and LCD projectors. The paraprofessional staff is actively engaged in the use of technology, utilizing Moby Max, Accelerated Reader, Rosetta Stone, Amplify, NWEA, and BURST. The remedial/ESL classroom has 4 computers available for student use. Realizing the importance that technology integration has for our students, the faculty and staff of Yankeetown School have been actively involved in technology training for a number of years.

(F) Safe and disciplined learning environment

Yankeetown Safety Committee has reviewed and revised the school safety plan to ensure the safety of students, faculty, and guests. Certified and non-certified staff members are trained in fire prevention, bloodborne pathogen safety, suicide prevention, and bullying prevention using the online Safe Schools training. Security cameras monitor hallways and outside areas for the protection of students and staff. Scanner systems are used at all entries to limit unauthorized access to the building.

(G) Professional Development

The Yankeetown faculty participates in a variety of academically related professional development opportunities. Training is sought in technology workshops, textbook utilization, web-based testing, and post-graduate college courses.

(5)

Student achievement objectives, derived from an assessment of the current status of educational programming, including the following:

(A) Attendance rate

Yankeetown Elementary School will strive for a 0.3% improved attendance rate throughout the three year improvement period by:

1. Assigning staff members as a mentor to students with chronic attendance issues.

2. The Social Worker and Principal monitor students with attendance concerns and conducts home visits when necessary.
3. The Warrick County School Corporation attendance policy is strictly enforced on 10, 20 and 30-day absence notifications.
4. Stressing the importance of regular daily attendance.
5. Addressing the responsibility of each individual to be on time and at school every day.
6. Acknowledging students with a perfect attendance certificate quarterly

(B) Percentage of students meeting academic standards under the ISTEP+ program

Yankeetown Elementary School will continue to improve ISTEP+ scores in E/LA and Math by 3% during the three year improvement period through:

1. Addressing the needs of professional development for teaching staff, especially concerning literature and vocabulary in E/LA and geometry and measurement in math .
2. Remediation for students not mastering the NWEA Formative Assessment.
3. Remediation for students (grades 4-5) that did not pass the ISTEP+ during the 2016-2017 school year.
4. Utilizing the curriculum maps developed by the WCSC in language arts and mathematics.
5. Improved instructional methodologies.
6. Using data to pinpoint focus areas of need.

(6)

Specific areas where improvement is needed immediately

School Improvement Goals

- I. **The professional teaching staff will work to improve mastery ISTEP+ levels by 3% during the three year improvement period by addressing their methods of instruction for literature and vocabulary.**
- II. **The professional teaching staff will work to improve mastery ISTEP+ levels by 3% during the three year improvement period by addressing their methods of math instruction with a focus in geometry and measurement.**
- III. **The professional teaching staff will work to improve attendance by 0.3% during the three year improvement period by addressing chronic absences and acknowledging perfect attendance.**

(7)

Benchmarks for progress that specify how and to what extent the school expects to make continuous improvement in all areas of the educational system.

Benchmarks will include mastery levels on ISTEP+ and continued improvement on the NWEA assessments. Our school will make continual improvement based upon the strategies outlined in our goals for improvement and our Professional Development Plan.

(8)

Proposed interventions based on school improvement goals

School Professional Development Plan - A general summary of interventions are:

- Continuation of collaboration among teaching staff.
- Utilizing examples of and researching best practices for response to literature and vocabulary.
- Investigating resources to improve student's mastery in geometry and measurement.
- Differentiated grouping for grades 1-3 in language arts based on the Amplify assessment.
- Recognize classes with perfect attendance

(9)

Professional development that is coordinated with proposed interventions and that supports sustainable school improvement efforts.

Proper funding is essential to the success of any initiative. When academic success for all students is the ultimate goal, then the following should be considered:

- Continual training in best practices for mathematics and reading
- Continuing to Investigate options for computer instruction
- Collaboration time for grade-level teachers to meet and discuss Amplify and NWEA assessment data to drive instruction.

(10)

Statutes and rules to be waived.

None

(11)

Three (3) year timeline for implementation, review, and revision

A. Implementation
School Improvement Plan

B. Review and Revision

A PL 221 Review Subcommittee will revise and update the report annually. Faculty meetings and teacher team meetings will be used to review and consequently update data. The PL 221 School Improvement Plan is regarded as a working document that guides continuous growth for the entire school community.

(Appendix A)

2017 ISTEP+ Scores for Students at Yankeetown Elementary

Language Arts

	2015	2016	2017
Third Grade	85	88	87
Fourth Grade	81	87	88
Fifth Grade	72	75	78

Math

	2015	2016	2017
Third Grade	71	79	82
Fourth Grade	56	63	70
Fifth Grade	78	56	76

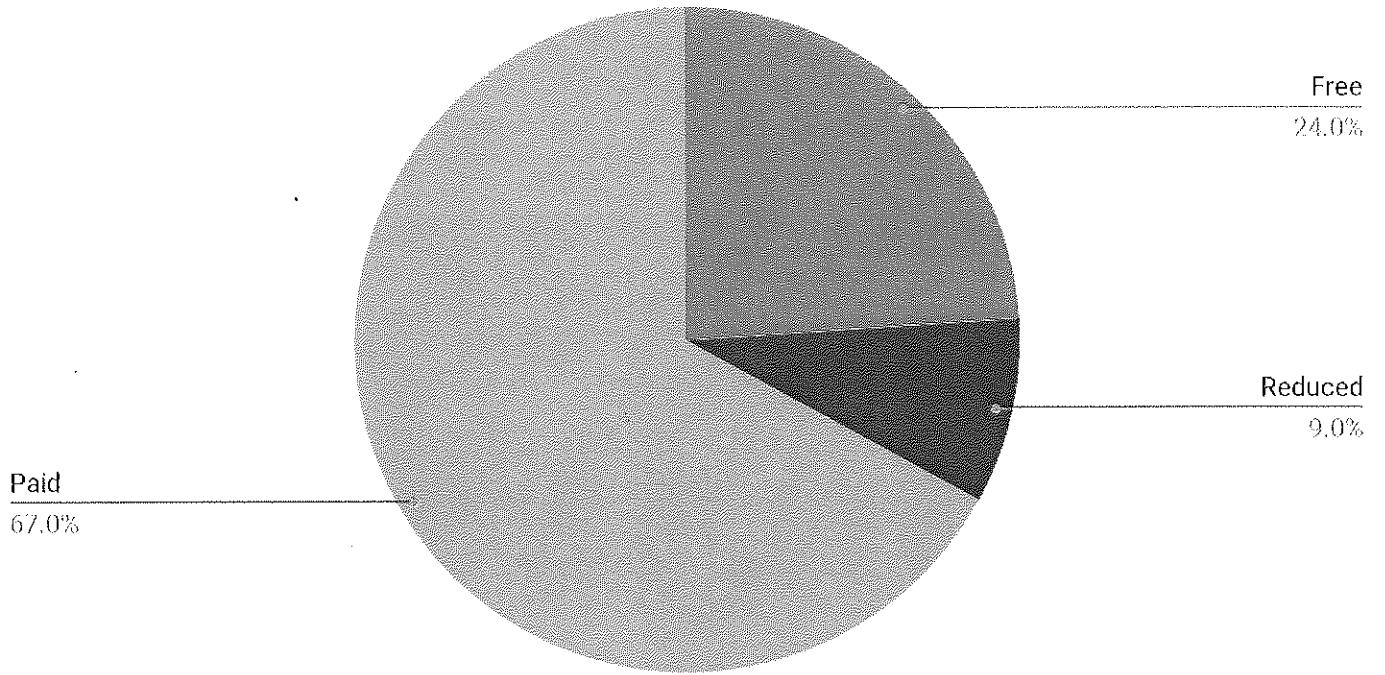
Language Arts & Math

	2015	2016	2017
Third Grade	62	75	83
Fourth Grade	52	60	77
Fifth Grade	67	54	80
Total	60	63	80

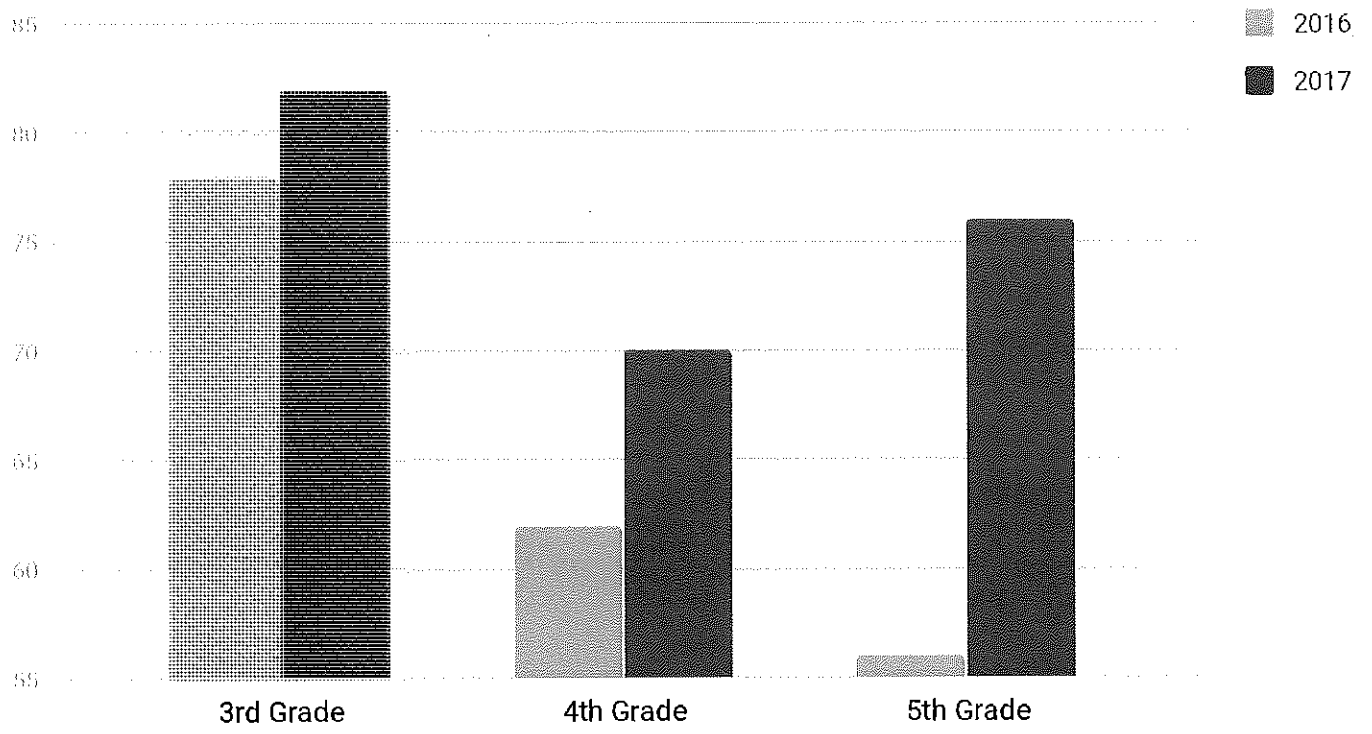
Yankeetown Elementary School (8761)

2016-17

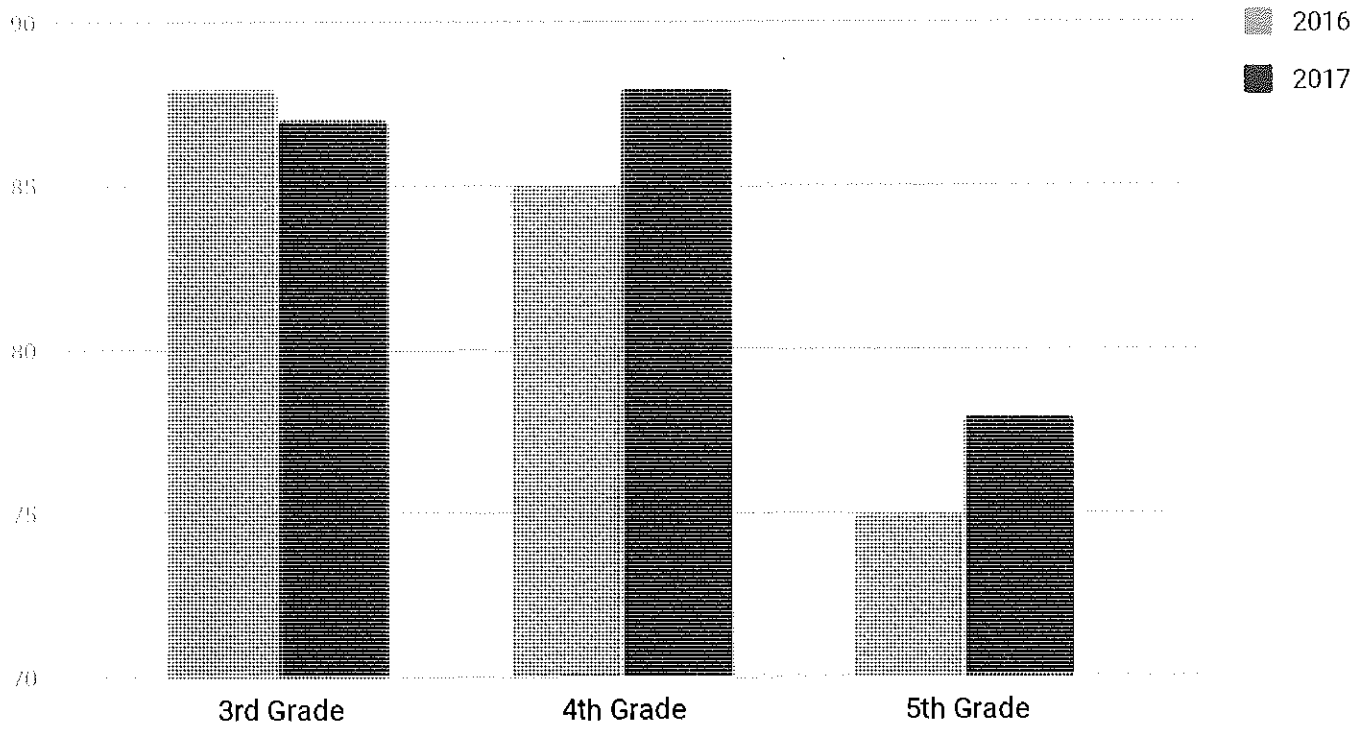
Enrollment 2016-2017 by student's receiving Free/Reduced Price Meals



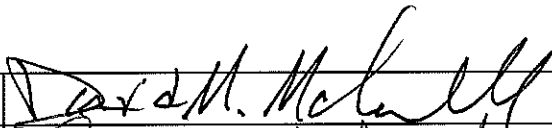
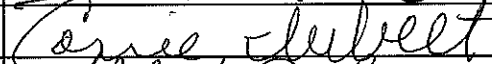
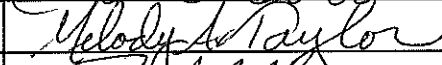
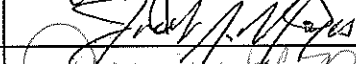
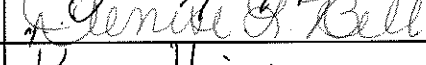
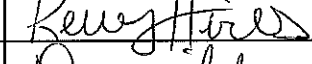
Comparison of 2016-2017 ISTEP+ Math Results



Comparison of 2016-2017 ISTEP+ ELA Results



Signature Page:

Mr. David McConnell, Principal	
Mrs. Corrie Iubelt, 1 st grade teacher	
Mrs. Melody Taylor, 4 th grade teacher	
Mr. Jake Moyes, 5 th grade teacher	
Mrs. Denise Bell, Sp. Ed. Teacher	
Ms. Kelley Hires, 2 nd grade teacher	
Mrs. Danielle Kelly, 3 rd grade teacher	