

North Harrison Elementary School Improvement Plan



Shining, Thinking, Achieving, Reaching, Soaring

Prepared by the Faculty and Staff of North Harrison Elementary School
for submission to the Indiana Department of Education
in fulfillment of PL-221
Effective August, 2008 through May, 2013

North Harrison Elementary School
Principal, Lisa Jones
1115 West Whiskey Run Road NW
Ramsey, Indiana 47166

ACTION PLAN

Goal 1

Academic Skill Proficiency

GOAL:

All students will improve academic skills across the curriculum, increasing schoolwide proficiency in all areas to 85%.

DATA:

ISTEP+ Scores
 Classroom Assessments
 Staff Self-Analysis and Discussion

INTERVENTION 1:

Teachers will create grade-level checklists of the Indiana Academic Standards to ensure that standards are met. Standards will be documented as they are taught via these checklists and weekly lesson plans.

RESEARCH:

See attached sheet

ACTIVITIES	TIMELINE
1. Grade-level checklists of the Indiana Academic Standards will be included in each teacher's lesson plan book for easy reference and consistent use.	Weekly, beginning August 2008
2. Teachers will meet twice weekly with grade level peers to discuss lesson plans and consistent implementation of academic standards in instruction.	Twice weekly per Master Schedule, beginning August 2008
3. Teachers will observe within grade levels no less than four times per year to ensure consistency in instructional practices and to assess progress in curriculum alignment.	October, November, February, April of each school year, beginning 2008-09 school year
4. Teachers will observe at different grade levels once each semester to assess relationships between academic standards and instructional practices across the grade levels.	October and February, beginning 2009-10 school year
5. Teachers will use professional development time to engage in curriculum mapping schoolwide.	March and April, as per corporation calendar, beginning 2008-09 school year and continuing into 2009-10
6. Teachers will use professional development time to analyze ISTEP+ scores and classroom assessment results to determine areas of strength	February, March, and April, as per corporation calendar, beginning 2008-09 school year

<p>and weakness, in order to alter instruction accordingly.</p> <p>7. Teachers will complete a synopsis of each student's strengths and weaknesses at year's end to relay information to teachers at the next grade level.</p> <p>8. At the beginning of each year, teachers will review assessment data for each student from the previous year, in order to identify target areas and specific skills.</p>	<p>April 2009, 2010, 2011, 2012, 2013</p> <p>August 2010, 2011, 2012, 2013</p>
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INTERVENTION 2:

Teachers will align instructional practices across grades and grade levels throughout the school.

RESEARCH:

See attached sheet

ACTIVITIES	TIMELINE
1. Teachers will meet twice weekly with grade level peers to discuss lesson plans and to develop consistency in instructional practices across grade levels.	Twice weekly per Master Schedule, beginning August 2008
2. Teachers will observe within grade levels no less than four times per year to ensure consistency in instructional practices and to assess progress in curriculum alignment.	October, November, February, April of each school year, beginning 2008-09 school year
3. Teachers will observe at different grade levels once each semester to assess relationships between academic standards and instructional practices across the grade levels.	October and February, beginning 2009-10 school year
4. Teachers will use professional development time to determine common vocabulary in each academic area and will then use that vocabulary consistently in instruction.	September, October, November, February, March, and April, as per corporation calendar, beginning 2008-09 school year
5. Teachers will determine the test-taking skills students need in order to improve performance on assessments and will then devise and include instruction and practice consistently in content areas regarding those skills.	Weekly grade level meetings, beginning January 2009; instruction and practice beginning February 2009
6. Teachers will determine the test-taking format knowledge students need in order to improve performance on assessments and will then devise and include instruction and practice consistently in content areas regarding that knowledge.	Weekly grade level meetings, beginning January 2009; instruction and practice beginning February 2009
7. Teachers will use professional development time to analyze ISTEP+ scores and classroom assessment results to determine areas of strength and weakness, in order to alter instruction accordingly.	September, October, November, February, March, and April, as per corporation calendar, beginning 2008-09 school year

ASSESSMENT:

- ISTEP+
- Classroom Assessments in Mathematics, Language Arts, and Reading administered three times per year
- Saxon Math unit assessments
- Scott Foresman Reading/Language Arts Benchmark Assessments

RESPONSIBLE PERSONS:

All Teachers

Principal

RESOURCES:

- Indiana Academic Standards
- Scott Foresman *Reading Street* Teachers' Editions (2007)
- *The Teacher's Guide to the Four Blocks* by Patricia M. Cunningham, Dorothy P. Hall and Cheryl M. Sigmon (1999)
- *The Teacher's Guide to Building Blocks* by Dorothy P. Hall and Elaine Williams (2000)
- *Reading and Writing for Kindergarten* by Dorothy P. Hall and Patricia M. Cunningham (1997)
- *Best Practice/New Standards for Teaching and Learning in America's Schools* by Steven Zemelman, Harvey Daniels, Arthur Hyde (1998), Best Practice in Writing (Chap. 3), second edition, pp.55-82
- *School Leadership That Works: From Research to Results* by Robert J. Marzano, Timothy Waters, and Brian A. McNulty
- *Making Standards Useful in the Classroom* by Robert J. Marzano
- *6 + 1 Trait Writing: A Model that Works* from Carson-Dellosa Publishing
- Indiana Writing Initiative Materials
- *Recognizing Gifted Potential: Planned Experiences with the KOI* (training manual) by Dr. Bertie Kingore (2008)

STAFF DEVELOPMENT:

- Data Analysis Training and Updates – Professional Development, November 2008
- Curriculum Mapping – Professional Development, February 2009

ACTION PLAN

Goal 2

Multi-Step Mathematics Problem Solving

GOAL:

All students will improve academic skills in solving multi-step mathematics problems, increasing proficiency at all grade levels to 85%.

DATA:

ISTEP+ Scores
Classroom Assessments
Saxon Math Unit Assessments

INTERVENTION 1:

Instructional time will be dedicated to modeling, coaching, guiding, and explaining the process needed to solve multi-step mathematics problems. Weekly practice and journaling will be incorporated at each grade level.

RESEARCH:

See attached sheet

ACTIVITIES	TIMELINE
1. Teachers will determine and define common vocabulary to be used throughout the grade levels with regard to problem-solving activities.	Grade level meetings, beginning August 2008
2. Specific activities and practice will be developed and conducted to build students' mastery of common mathematical terms.	Grade level meetings, beginning August 2008
3. Teachers will model the process needed to solve multi-step mathematical problems and will develop corresponding activities to enable students to identify the individual parts of each problem and to identify the necessary sequence of action needed to arrive at the solution.	Weekly, beginning October 2008
4. Teachers will model and facilitate the use of graphic organizers to arrange information used to solve multi-step problems.	Weekly, beginning October 2008
5. Teachers will facilitate for students the development of common associations between different types of problems.	Weekly, beginning October 2008
6. Students will keep a weekly mathematics journal in which they will practice solving problems and will write descriptions of the process used for each.	Weekly, beginning October 2008

<p>7. Teachers will facilitate comprehension of problem-solving situations by providing students with opportunities and materials to physically act out problem scenarios.</p>	<p>Weekly, beginning October 2008</p>
<p>8. Teachers will conduct regular exercises within classrooms to improve students' auditory comprehension skills.</p>	<p>Weekly, beginning October 2008</p>

INTERVENTION 2:

Teachers will provide specific practice in test format variations specifically aimed at mathematics computation items.

RESEARCH:

See attached sheet

ACTIVITIES	TIMELINE
1. Teachers will align classroom assessments to ISTEP+ format in order to provide practice throughout the year.	Weekly, beginning October 2008
2. Teachers will define test-taking skills to be targeted at each grade level and will practice those skills with students on a weekly basis.	Grade level meetings, beginning August 2008
3. Teachers will model effective test-taking strategies weekly.	Weekly, beginning October 2008
4. Using ISTEP+ practice problems released for use on the Indiana Department of Education website, teachers will provide regular skills practice.	Weekly, beginning October 2008
5. We will pilot Accelerated Math in each applicable grade level to increase targeted practice in mathematics computation.	Beginning August 2008

ASSESSMENT:

- ISTEP+
- Classroom Assessments in Mathematics
- Saxon Math unit assessments

RESPONSIBLE PERSONS:

All Teachers
Principal

TIMELINE:

See attached sheet

RESOURCES:

- Indiana Academic Standards
- *Best Practice/New Standards for Teaching and Learning in America's Schools* by Steven Zemelman, Harvey Daniels, Arthur Hyde (1998), Best Practice in Writing (Chap. 3), second edition, pp.55-82
- *School Leadership That Works: From Research to Results* by Robert J. Marzano, Timothy Waters, and Brian A. McNulty
- *Making Standards Useful in the Classroom* by Robert J. Marzano
- Accelerated Math materials
- Released ISTEP+ items on Indiana Department of Education website at www.doe.in.gov

STAFF DEVELOPMENT:

- Teacher research in grade levels regarding problem-solving strategies and graphic organizers – Professional Development Day, September 2008
- Training in Auditory Comprehension Skill-Building Activities, Professional Development Day, October 2008

ACTION PLAN
Goal 3
Language Conventions and Process Writing

GOAL:

All students will improve academic skills in the areas of language conventions and process writing, increasing schoolwide proficiency in all grade levels to 85%.

DATA:

ISTEP+ Scores
 Classroom Assessments
 Scott Foresman Benchmark Assessments

INTERVENTION 1:

Teachers will provide instruction daily in the writing process which includes skills lessons, coaching, modeling, writing, revising, editing, conferencing, and publishing.

RESEARCH:

See attached sheet

ACTIVITIES	TIMELINE
1. Grade-level checklists of the Indiana Academic Standards will be included in each teacher's lesson plan book for easy reference and consistent use.	Weekly, beginning August 2008
2. Teachers will meet twice weekly with grade level peers to discuss lesson plans and consistent implementation of academic standards in instruction.	Twice weekly per Master Schedule, beginning August 2008
3. Teachers will include a daily writing block in their lesson plans.	Weekly, beginning September 2008
4. Grade levels will revisit locally-developed benchmark writing prompts and edit to facilitate increased student proficiency.	October Professional Development Day per grade level, 2008
5. Teachers will use professional development time twice yearly to evaluate benchmark writing pieces according to the locally developed rubric congruent with that used for ISTEP+ and to collaborate regarding instructional practices to target identified areas of weakness in student writing.	October and May, beginning 2008-09 school year
6. Teachers will use anchor pieces of student writing to illustrate performance at each of the rubric levels.	Weekly, beginning September 2009

<p>7. Teachers will use professional development time to analyze ISTEP+ scores and classroom assessment results to determine areas of strength and weakness, in order to alter instruction accordingly.</p>	<p>September, October, November, February, March, and April, as per corporation calendar, beginning 2008-09 school year</p>
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INTERVENTION 2:

Teachers will provide specific practice specifically aimed at the use of language conventions.

RESEARCH:

See attached sheet

ACTIVITIES	TIMELINE
1. Teachers will provide practice with single draft writing activities targeted to a prompt 2 times each month.	Two times per month, beginning October 2008
2. Teachers will incorporate daily mini-lessons into writing instruction focusing on language conventions.	Daily, beginning September 2008
3. Teachers will use student writing samples to reinforce mini-lessons on language conventions.	Weekly, beginning November 2008
4. Teachers will align classroom assessments to ISTEP+ format in order to provide practice throughout the year.	As appropriate, beginning August 2009
5. Teachers will define test-taking skills to be targeted at each grade level and will practice those skills with students on a weekly basis.	September, October, November, February, March, and April, as per corporation calendar, beginning 2008-09 school year
6. Teachers will model effective test-taking strategies weekly.	Weekly, beginning October 2008
7. Using ISTEP+ practice problems released for use on the Indiana Department of Education website, teachers will provide regular skills practice.	Weekly, beginning October 2008

ASSESSMENT:

1. ISTEP+
2. Classroom Assessments in Language Arts and Reading administered three times per year
3. Scott Foresman Reading/Language Arts Benchmark Assessments

RESPONSIBLE PERSONS:

All Teachers
Principal

TIMELINE:

See attached sheet

RESOURCES:

- Indiana Academic Standards
- Scott Foresman *Reading Street* Teachers' Editions
- *The Teacher's Guide to the Four Blocks* by Patricia M. Cunningham, Dorothy P. Hall and Cheryl M. Sigmon (1999)
- *The Teacher's Guide to Building Blocks* by Dorothy P. Hall and Elaine Williams (2000)
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- *Making Standards Useful in the Classroom* by Robert J. Marzano
- *6 + 1 Trait Writing: A Model that Works* from Carson-Dellosa Publishing
- Released ISTEP+ items on Indiana Department of Education website at www.doe.in.gov

STAFF DEVELOPMENT:

- 6 + 1 Writing Traits Model Review – September, 2009
- Review of Anchor Papers and Use via Scott Foresman *Reading Street* materials – August, 2009