

**Pinewood Elementary School
School Improvement Plan
2017-2020**



**Melinda Shaw, Principal
Victoria Hays, Academic Dean
3420 East Bristol Street
Elkhart, Indiana 45614
Phone - 574-262-5595
Fax- 574-262-5745**

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Narrative Description of the School and Community

Overview of School and Community

The city of Elkhart is located in north central Indiana approximately 100 miles due east of Chicago and 130 miles north-northeast of Indianapolis. The population of Elkhart in 2016 was 55,221. The most significant increase in population has been in the Hispanic segment, which is now over 30,000 for Elkhart County. Elkhart is known for the manufacture of mobile homes, recreational vehicles, and band instruments. It also has 13 industrial parks. Major employers include Forest River, Coachman Industries, Elkhart General Hospital, Fairmont Homes, and Elkhart Community Schools.

Many colleges and universities as well as vocational training facilities are within a 30-mile radius of Elkhart. These include Associated Mennonite Biblical Seminaries, Bethel College, Davenport College, Goshen College, Indiana University-South Bend, Ivy Tech, St. Mary's College, and the University of Notre Dame.

Elkhart Community Schools include fourteen elementary schools, three middle schools, two high schools, an alternative school, and an area career center. Pinewood Elementary School is on the northeast side of Elkhart, and serves an economically diverse population of students in grades kindergarten through sixth.

The overall student enrollment at Pinewood has fluctuated; in 2003 the enrollment was 490 and then PEP program was added in 2006 increasing the enrollment. The current and official enrollment as of September 16, 2016, is 705 students. Pinewood Elementary School's ethnic breakdown has shifted somewhat in the past few years. Our White students make up our largest percentage accounting for 55% of our population. Hispanic students are our second largest group with 29% followed by Multi-racial at 7.4%, Black at 6.8%, American Indian and Asian/Pacific Islander make up less than 2%.

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Free and Reduced	56.8%	61%	60%	58%	58.6%
English Language Learners	21%	20%	19%	16%	13.4%
Special Education	14%	11%	10%	12%	13.8%
High Ability	23%	24%	22%	23%	22.2%

Pinewood was a C.L.A.S.S. (Connected Learning Assures Successful Students) school 1990-2011. Teachers were trained and updated on climate, community, and curriculum components while working collaboratively with the CLASS coach and colleagues. Pinewood focuses on the use of the Lifelong Guidelines and LifeSkills as models for building character education. Although we did not have the professional development funding for this program, we continued to adhere to its principles and included the components in our school climate. During the 2016-2017 school year, we used our mental health grant money, in partnership with Oaklawn Mental Health Services, (herein called PBIS) to give our staff a refresher course for the reimplementation of C.L.A.S.S. We provided our staff the opportunity to attend workshops off site using this PBIS fund. Supplemental resources and programs are provided to the children to enhance their development as lifelong learners and socially responsible, contributing citizens. Parents and community volunteers are an integral part of this process.

Pinewood has self contained high ability classrooms for grades 1 through 6. The students are identified using CogAT and NWEA scores. Students who are identified as High Ability in only one area (ELA or Math) in grades 4 – 6 will be included in that core instruction within a high ability classroom. Students who are identified as high ability who wish to transfer from their home school to Pinewood are provided transportation by the district.

Free & Reduced Lunch Report

The percentage of Pinewood students who received free or reduced lunches went from 28% in 1996-97 to 58.6% for the current school year. This percentage has shown a significant increase in the last ten years. This past year the percent of free and reduced lunches actually decreased due to increased employment opportunities in our area.

Year	Paid Lunch	Reduced Lunch	Free Lunch
2016-2017	46.8%	11.8%	41.4%
2015-2016	42%	9%	49%
2014-2015	40.3%	10%	49.7%
2013-2014	39.2%	8.2%	52.6%
2012-2013	40.8%	11.7%	47.5
2011-2012	43.2%	8.5%	48.2%
2010-2011	45.1%	8.3%	46.5%

Mission, Vision, or Beliefs

Pinewood School Beliefs

We believe all students in the Pinewood Elementary School must be provided an equal opportunity for optimal educational growth regardless of individual differences.

We believe:

- All children can learn at a high level
- Education is a lifelong process
- Learning proceeds in stages
- The home and community share the responsibility for developing children
- Wellness is essential for learning to occur
- Development of Life Skills and Lifelong Guidelines improves social climate
- Children need to be challenged at their own levels
- Education creates opportunities
- An enriched and non-threatening environment makes learning meaningful and is brain compatible

School Mission Statement

The Pinewood School Community develops all students to be lifelong learners; each prepared to be a socially responsible, contributing citizen in our changing world.

School Vision

The Pinewood School Community's vision is stated in our Pinewood School Creed that is recited every day. We ask that every member of our school community make this pledge:

Student Creed

- I will make education my number one priority.
- I will be the best that I can be and achieve at my highest level.
- I will be honest and fair.
- I will set a good example for myself and others.
- I will treat all people and myself with respect and dignity.
- I will come to school on time and be well prepared.
- I will solve challenges without arguing or fighting.
- I will treat my school and my home with care and pride.
- I will make a contribution to my school and my country.
- I will believe in myself.

District Mission

Every student is known by name, challenged and supported by a highly effective staff, and in partnership with the community, will graduate career/college ready and life ready.

District Philosophy

We believe...

- All students in the Elkhart Community Schools must be provided an equal opportunity for optimal educational growth regardless of age, race, creed, national origin, disability, gender, or economic status.
- The school shares with the home, the church, and community agencies the responsibility for developing in all students a lifetime love of learning and the knowledge, skills, habits, understandings, attitudes, and character traits essential for choosing and participating in a vocation; creating good human relationships; achieving responsible, contributing citizenship; and enriching one's personal life.

District-Wide Goals

Elkhart Community Schools...

Strengthens its educational focus and image through:

- commitment to a model of continuous school improvement employing standards-based learning and data driven decision-making
- an accountability system that is fair, meaningful, comprehensive, and effectively connects academic standards, performance reports, and recognition of success
- an expectation of excellence, equity, and diversity in decisions affecting the selection and evaluation of staff, design of programs, selection of learning materials, and enrollment in programs
- improved communications, improved patron involvement, and greater community utilization of facilities

Expects students to achieve their best by providing them educational opportunities to leave each grade demonstrating grade-appropriate competencies:

- by providing curriculum and instruction which challenge individual potential; and
- by providing programs which help students

- recognize the importance of learning
- improve achievement and attendance
- reinforce skills
- set personal, academic, and career goals
- develop self-discipline and responsibility
- and works with and within the community
- to provide a safe, disciplined environment free of drugs and violence and conducive to learning
- to help children enter school well prepared
- to provide high quality learning options
- to provide community education programs, and
- to increase graduation rates

Description and Location of Curriculum

Overview of Curriculum Offerings and Programs

Instruction at Pinewood follows district curriculum maps and instructional calendars in the areas of Language Arts and Math written by a committee of teachers working with the Curriculum and Instruction Department. These maps incorporate Indiana’s Academic and Common Core Standards. They are continually being revised and updated to ensure that all standards are covered. The curriculum maps and instructional calendars are provided to each teacher and a complete set is available from the principal and available online.

The Elkhart Community Schools adopted the Everyday Math curriculum in the year 2002 for K-6. There is also a problem-solving piece, which is incorporated into the curriculum maps and instructional calendars. Five Easy Steps is a math program that most teachers have been trained in to address the rigor of Common Core Standards. The High Ability Program uses the Math Trail Blazers series in grades 2-4 which has problem-solving focus and in grades 5-6, they use Connected Math.

Pinewood implemented the 8 step process in August 2012. The team analyzed ISTEP+ scores from the past three years and found that students were making significant gains in English Language Arts but students were not making the same growth in Math. The 8-step team determined that Math would be the area of focus for the 2012-2013 school year and has continued to be since. In the 8 step process, the students are given a pre and post test in Math to determine areas of strengths and weaknesses according to specific standards in each grade level. Teachers then meet with the principals in Learning Log meetings to place students in re-teach, maintenance, or enrichment groups. These Success groups focus on the standards that were taught in Window 1, Tier One instruction. The Success groups meet for three to four weeks and then students are regrouped according to the standards taught in Window 2. As a result of the 8 step process, the student’s math scores increased from 79% to 85% on the I-STEP + standardized test. Pinewood students maintained the passing rate of 85% in the spring of 2014. Due to changes in testing, all scores were down statewide for the 2015-2016 school year. Pinewood had a passing rate of 71.2%, which was the highest in the school district (district average was 52%). The state average was 61% passing. Pinewood’s passing rate for the 2016-2017 decreased to 60%, which is still the highest in the school district.

Math continued to be our focus as one of our instructional priorities for the 2016-2017 school year for grades 1-6. Data teams monitored the growth on math assessments. The 8-step process provided remediation and enrichment for our students based on the data from the math window assessments. To ensure the most recent 5-Easy Step training was implemented with fidelity, we focused on daily math reviews and problem solving (poster method). Teachers supplemented the math program with an online resource IXL.

In 2011-2012 school year, Elkhart adopted the Journeys series by Houghton Mifflin Harcourt as the core reading program. This K-6 reading program provides a focused instructional component that aligns with the instructional calendar, curriculum maps, and Common Core standards. It provides for whole group, small group, individual practice, and both Tier 2 and Tier 3 interventions. There are many resources for the teachers and students and this program provides a strong framework for language arts instruction. The 120-minute language arts block includes reading, writing process instruction, grammar, and spelling. Ninety minutes of the block is dedicated to reading instruction. It is an uninterrupted reading block for K-6 to meet the Indiana Reading Framework expectations. ESL, Special Education Resource, and intervention staff will also be using this program along with other components such as Journeys Interventions, Early Reading Intervention (ERI), and Wilson. Other special reading opportunities happen throughout the week with cross-grade level “Reading Buddies”, and technology based programs such as RAZ Kids, and Brain Pop.

Based on our ISTEP applied skills results and the increased expectations for cross-curricular writing in Indiana Academic Standards, teachers increased the focus on writing this year. They used ESC progression charts, unwrapped the Indiana Academic writing standards and had students publish writing pieces 3 times per year in grades K-6. Additional writing occurred across the curriculum in all content areas.

The science curriculum is “hands on” using science kits through the Carolina Biological Company and implemented with the collaboration of ETHOS, a community-based science program. Science liaisons were identified at Pinewood, and these staff members received special days of science curriculum training. Sixth grade teachers were trained in the SEPUP science program in 2011. This is a program that focuses on explorations. The writing component for the Science kits were aligned to the Indiana Academic writing standards.

Technology is being implemented whenever possible within the classrooms. Teachers attended voluntary iPad trainings in anticipation of the corporation becoming one to one by the year 2020. This allowed teachers who completed the training to receive 10 iPads to utilize apps and engage students in their own learning process. RAZ Kids, Brain Pop, and IXL math are available on student computers as are other programs used in student center activities in the classroom. Two self-contained computer labs and wireless computer labs provided weekly opportunities for each student to learn keyboarding skills, explore Brain Pop, work on writing projects, or do Internet research projects. In the 2011-2012 school year, all teachers in grades 3-6, High Ability, and Special Ed had Smart Boards installed in their classrooms to use for instruction. Ongoing SMARTBOARD training was available from the district. The district is developing new technology curriculum to implement into these technology classrooms for the 2016-2017 school year. The district is providing a half day of technical support per building. Pinewood has moved into a Google based document sharing platform to improve collaboration and communication.

Students are released from school 45 minutes early every Wednesday so that teachers can participate in staff meetings, learning log meetings, and professional development opportunities. Teachers have a 50-minute prep time within the instructional day, but it cannot be used for professional development.

In 2016-2017, Pinewood had four sections of kindergarten and through second grade, six sections of third grade, five sections in fourth and fifth grade, and four sections in sixth grade. The high ability program has self contained classrooms in grades 1-6.

Pinewood has an "English Language Learner" (ELL) program taught by two certified teachers. Grade levels will be collaborating with ELL teachers to focus on purposeful planning and using the can do lists from WIDA.

There are two Special Education Mild Disabilities/Learning Disabilities classrooms taught by two certified teachers and supported with three instructional assistants. Special education teachers provide additional support in reading, math and content areas through various programs.

Specialized teachers give instruction in art, music, physical education, and technology. Sixth grade students receive instruction for band and orchestra prior to the start of the school day. Pinewood also has a speech therapist, nurse, part time school psychologist and a full time social worker to provide services to students.

Specialized Programs

In 2012, Pinewood implemented the 8-Step Process based on the work by Patricia Davenport. A team of eight teachers and two administrators were trained in the summer of 2012 and created an action plan for Pinewood. The team analyzed ISTEP+ data and found the greatest area of need was Math.

2015-16 Standardized Test Data

ISTEP+	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016*	2016-2017*
Language Arts	83%	79%	82%	73.2%	66%	59%
Mathematics	79%	85%	85%	71.2%	66%	60%

- New test vendor and alignment to Indiana Academic Common Core Standards 2015-2016
 - Significant Changes to test administration and content 2016-2017

ISTEP+ - COHORT GROUPS

	ELA 2014	ELA 2015	ELA 2016	ELA 2017	Cohort Results	Math 2014	Math 2015	Math 2016	Math 2017	Cohort Results
3	81%	77%	62%	57%		82%	63%	63%	52%	
4	86%	78%	70%	63%	+1	75%	73%	71%	59%	-4
5	75%	64%	71%	48%	-22	92%	73%	74%	73%	+2
6	82%	75%	68%	67%	-4	86%	76%	58%	56%	-18

- Overall Pinewood's I-Step + scores are declining.
- Our scores in both Math and ELA were above the other elementary schools in our district by a slim margin
- We were unable to maintain our state grade of 'A' for the 2016-2017 school year, and we were rated a 'B' due to a lack of adequate growth in the lower 25% in ELA.

Cohort Data ELA:

- The strongest cohort was from third grade to fourth grade

- The least successful cohort was from fourth grade to fifth grade.

Cohort Data Math:

- The strongest cohort was from fourth grade to fifth grade
- The least successful cohort was from fifth grade to sixth grade.

ISTEP+ ELA							ISTEP+ Math					
	Pinewood		District		State		Pinewood		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17	15-16	16-17	15-16	16-17	15-16	16-17
3rd	62%	57%	46.5%	46.3%	69.0%	69.4%	63%	52%	38.8%	36.5%	60.1%	57.8%
4th	70%	63%	52.2%	47.0%	68.2%	65.9%	71%	59%	46.3%	46.3%	62.4%	62.0%
5th	71%	48%	48.7%	41.8%	63.4%	62.4%	74%	73%	58.5%	51.5%	65.6%	65.8%
6th	68%	67%	56.0%	55.3%	66.3%	66.5%	58%	56%	52.9%	50.2%	59.8%	59.6%

At this point we do not have disaggregated ISTEP+ data to report.

Focus Points:

- PAWS – refocus on PAWS implementation to support Tier 1 instruction in mathematics in grades 3-6.
- PAWS – focus on early literacy skills and Tier 1 instruction in English Language Arts in primary grades.
- Look at our data on special education and ELL students and focus on growth.
- High ability instruction – Increase rigor to increase percentage of students Pass+.
- Reading interventions –for the students who do not respond to Tier 1 instruction.
- PLC disaggregated data focus to improve Tier 1 instruction through the Essential Standards.

Other Program Information

Olweus Anti-Bullying program

In 2008, Pinewood implemented the **Olweus Anti-Bullying** program. The goals of the program are to reduce both direct and indirect bullying, achieve better peer relationships at school, and create conditions that enable victims and bullies to function better in and out of the school setting.

Minds in Motion

Pinewood implemented **Minds in Motion** in 2009, a movement maze program, in grades K-6 to improve individual student’s eye tracking and focus, body balance systems, and therefore make a difference in reading skills. All students in grade K-6 participate in the maze every day.

	Pre – 2011-2012	Post – 2011-2012	Pre – 2012-2013	Post- 2012-2013	Pre- 2013-2014	Post 2013-2014	Pre- 2014-2015	Post - 2014-2015	Pre – 2015-2016	Post – 2015-2016
Kindergarten eye tracking	34%	79%	30%	83%	40%	73%	17%	63%	30%	82%
Kindergarten convergence	73%	95%	73%	99%	61%	99%	85%	95%	60%	90%

- New students are easily recognized by their lack of MIM skills
- MIM is making a difference both academically and anecdotally (handwriting samples, details in student writing)
- Teachers are reporting that it is helping students in a number of ways such as focus, organization and writing details in a story.
- This program has a good fit with the information found in “Teaching with Poverty in Mind” by Eric Jensen

Therapeutic Listening

Minds-in-Motion has been successful in helping our students develop visual and motor skills that are integral to their school success. A pilot program in Therapeutic Listening was instituted in the 2012-2013 school year as a Tier-3 intervention to address auditory integration issues with greater intensity. Due to the student gains observed in the pilot course, the program has been extended to include more students.

Differentiated Instruction

Accommodations for individual academic needs are met through the efforts of resource teachers, classroom teachers, volunteers, and parents who collaborate to ensure that developmentally appropriate practices are utilized. English Language Learners (ELL), Speech and Language students, and Special Education students have Individual Education Plans (IEP) or Individual Language Plans (ILP). The General Education Intervention Team (GEI) has teacher members that are trained in the process of interventions and

modifications for general education students. Data is kept on interventions and student progress is charted in student data binder kept by the classroom teachers. Students also keep an individual data folder to monitor their own achievement and growth. All students also kept an individual classroom data folder to chart and monitor their own growth. Teachers keep anecdotal notes and instructional reflections for each guided reading group. High ability students receive individualized curriculum instruction based on their specific identification (general high ability, math high ability or reading high ability). Each three to four weeks, students are grouped based on a Tier 1 instruction post-test (in math). Based on these scores, students either receive remediation, maintenance or enrichment instruction in their PAWS groups. This cycle is repeated for new skills in each window.

Pinewood has implemented daily 30-minute interventions for students in grades K-6 in reading based on student achievement data such as Journey's, NWEA and SRI. Groups were monitored and regrouped after the assessments are given. Instructional assistants are scheduled to "push in" to the classrooms during Tier II interventions.

Titles and Descriptions of Assessment Instruments

Indiana Statewide Testing for Educational Progress Plus (ISTEP+)

ISTEP+ is an annual standardized, criterion-referenced test mandated by the state for all students in grades 3 through 10. It is used as the basis for the state to determine school grades in growth and achievement.

IREAD-3

IREAD-3 is based on the Indiana Academic Standards. The Indiana Reading Evaluation and Determination (IREAD-3) Assessment is a summative assessment that measures foundational reading standards through grade 3. Students who do not pass IREAD-3 are required to attend summer school. If they pass at the end of the summer session, they may advance to 4th grade. Otherwise, they will remain in 3rd grade. Some exemptions apply for special education and some ESL students.

Building Level Window Assessments

These "window" assessments in math are pre- and post- assessments that focus on specific standards as identified by the Indiana Academic Standards and math instructional calendar. Post-test data will be used to regroup for 8-step process interventions (PAWS).

NWEA

A diagnostic computer based assessment based on Indiana State Standards. NWEA is given three times a year and test students in grade K-6 in English Language Arts, Math, and Reading. Results can be used to drive classroom instruction and plan for interventions. NWEA is also used to help identify high ability students.

SRI (Scholastic Reading Inventory)

A diagnostic tool used to benchmark students in grades 3 – 6 four times a year. All tests are nationally normed and provide teachers with information about each student's reading abilities. Progress monitoring is done in grades 3 – 6 using SRI for the bottom 25% in every classroom.

Writing Prompts and Rubrics

AT the end of each Journeys unit, K-6 students will publish a writing piece. Writing is evaluated using the Journeys rubric. Scored rubrics will be included in students' data folders to show growth through the year.

WIDA

ACCESS is an annual standardized, criterion-referenced test mandated by the state for all students whose Home Language Survey indicates a language other than English. It is used as the basis for establishing the student's English proficiency level and for determining Adequate Yearly Progress under Federal Title III.

Plan for Submission of plan to the governing body

The Action Plan was presented to the teachers at a staff meeting and copies of the final School Improvement plan will be posted to the common drive. This allows all teachers to have access to the school wide plan so that the plan may be discussed at staff meetings. The School Leadership Team will meet monthly to review the action plan, student management system and building level interventions. They will also review and analyze the student achievement data, and revise the plan at the end of the year.

Members of the Reading/School Leadership Team 2017 - 2018

- Julie DeWit, Kindergarten Teacher
- Wendy Armour, First Grade Teacher
- Janice Fuller, Second Grade Teacher
- Michael Thompson, Third Grade Teacher

- Dionne McKaskle, Fourth Grade Teacher
- Joni Peak, Fifth Grade Teacher
- Ryan Smaka, Sixth Grade Teacher
- Pauline Reinking, Speech Teacher
- Rickie Meyers, Special Education
- Melinda Shaw, Principal
- Victoria Hays, Academic Dean
- Fran Fitzgerald, Community Representative

Attendance Rate

The Pinewood daily student attendance rate for 2016-2017 was 95.8%. Elkhart County has a school attendance program which tracks the attendance of students as they move around the county school districts. This is a leveled program where letters are sent, building-based meetings are held, and if necessary parents are called to appear in city court. Tardies are a concern that needs to be addressed to ensure that students are on time and ready to learn.

The school district has implemented an automated calling system that makes a phone call to parents if their child is absent from school and the parent has not called in the absence. The assistant principal, office assistant, and social worker strive to be aware of all attendance issues. They respond to teacher referrals of poor attendance patterns by contacting parents by phone or making home visits.

Safe and disciplined learning environment

Pinewood prides itself on being a safe environment for students and adults because of our participation in the C.L.A.S.S. program over the years. The LifeSkills are embedded in our daily school life through building displays, common language, community circles, monthly awards, and morning announcements. Principals hold procedure meetings with grade level groups the first day of school to review “the way we do things around here”. Teachers use community circles on a daily or weekly basis in their classrooms to discuss classroom conflicts and curriculum. Having a full time social worker in the building has positively added to the culture of our building. Our social worker regularly meets with students to counsel, facilitate groups and implement behavior plans. The social worker is also an integral part of our Behavior Intervention Team.

“Voice Levels” are used throughout the building and students are trained the very first day of school on the different levels used in the hallways, restrooms, cafeteria, classrooms, and playground. Signs are posted throughout the building as reminders. The lunch and recess schedule has been restructured so that only one grade is outside at one time on the playground. This increases the time that students are supervised by their classroom teacher. With this change, the amount of playground referrals decreased.

We have a behavior intervention team that consists of Mindy Shaw (principal), Victoria Hays (academic dean), Lindsey Burnett (social worker), Rickie Meyers (special education teacher), (), an Oaklawn representative and Gina Piraccini (school psychologist). We will invite teachers to join us as necessary. This team meets bi-weekly to discuss behavior concerns and to determine the best course of action to support teachers/students/families. There is a student office referral form used by staff for discipline concerns. We are piloting an online Google doc referral to help track student behaviors. Students with multiple office referrals may be suspended for one day out of school. There are cafeteria referral slips which may result in a noon detention. Teachers are encouraged to use a buddy room to provide students a time out to deescalate behaviors.

The Olweus Bullying Curriculum provides the Bully Free Curriculum and teachers have access to over fifteen lessons to use during community circle to teach student the anti-bullying rules. The first ten days of the student year, the teachers spend the 30 minute PAWS devoted to the Olweus curriculum, No Bully Rules and classroom/school procedures. These lessons are used to review and re-teach this curriculum. Mary Yoder Holsopple is the District Olweus trainer. Each September 21st, the International Day of Peace, Pinewood has a “Hippie Peace Day” to kick off our No Bully program. We have an all-school assembly that features books, poems, and songs.

Pinewood underwent construction in the fall of 2014 to enclose all open classrooms and the library.

The school building has a card security system to monitor visitors to the school. All outside doors are locked except for the main entrance where visitors enter foyer and are buzzed into the building. Visitors entering the building are scanned into the Raptor system which alerts office staff to any pedophiles who may try to access students. We follow all district guidelines and procedures for storm drills, fire drills, and lockdowns. Pinewood has a Crisis Team with established protocols for emergency situations. We conducted a full review of our security plan this year.

Student Discipline Data 2016-2017

2015-2016	# of students	# Students with Referrals*	# of Referrals*	% of population	% of referrals
Black	58	39	101	8%	23%
Hispanic	201	49	87	28%	19%
Multi-racial	56	19	42	8%	9%
White	389	120	231	54%	49%
American Indian/Pacific Islander	0	0	0	0%	0%
Asian	11	0	0	0%	0%
TOTAL	715	227	461		

- 31% of total population had a referral
- May include bus referrals (15% of referrals came from bus incidents in 2015/2016)

Action Plan for Behavior Interventions

- Full time social worker will be refocused to work with student in crisis management, preventative discipline behaviors and any other factors influencing academics and behavior groups (as appropriate to needs).
- All staff will be involved in check in/check out for behavior monitoring.
- Behavior intervention team will meet twice monthly. This team will include Oaklawn representative, principal, academic dean, social worker, special education teacher, and school psychologist. This information will be shared with the classroom teachers and the school leadership team.
- Minds in Motion is a Tier 1 intervention to help with sensory integration and behavior management.

Student Programs

Pinewood offers after school clubs for various grade levels in the areas of Math Bowl, Happy Day Club, after school sports (grades 5 – 6), Girls on the Run, Boy Scouts, Girl Scouts, Spelling Bee, Spell Bowl, and Robotics.

Parental/Community Involvement

Our active Parent Teacher Organization (PTO) conducts fundraisers to provide special opportunities for our Pinewood students including Riley Penny Day, study trip scholarships, technology software for the computer labs and classrooms, and enhancement of classroom academic activities. PTO plans parent involvement events such as Back-to-School Night, Family Game Nights and Skate Nights. Parents volunteer many hours in classrooms and the school library. Proceeds from Scholastic Book Fairs were donated for classroom books and eye-catching library rugs. Attendance at the parent teacher conferences are consistently above 95%.

The School Improvement Committee is made up of teachers, administrators, and community representatives. They are the decision-making committee that meets quarterly and oversees the school instructional programs.

The C.A.R.E.S. (Communities Actively Relating to Elkhart Schools) program provides over 60 community volunteers, who service 67 students. Many of the volunteers are current and former Pinewood parents, who serve as tutors and mentors for many of our students on a weekly basis.

Parents are kept informed of their child's progress through quarterly grade cards, parent teacher conferences, phone calls, emails, class dojo points, newsletters and parent meetings. They receive standardized test results through the postal service and have access to all student data through the computerized program Power School. NWEA reports are available to parents three times during the school year.

Plans for assisting children to transition into and out of our school

Pinewood has a Kindergarten Kick-off in the spring where forms are filled out and information on transportation, immunizations, schedules and lunches are provided in a comfortable atmosphere. Future kindergarteners get to participate in activities such as listening to stories, singing together, and drawing a picture. Parents and kindergarteners are given a passport to Pinewood where they get stamps at various locations throughout the school (i.e., gym, library, computer lab). Students are screened during this vision to determine their basic skills level and preparedness for kindergarten. They get to climb aboard a school bus also.

Sixth grade students are visited by middle school counselors and former Pinewood students to discuss the middle school experience. The middle schools provide an Open House in the late summer for incoming students. Students with special needs and their parents are often provided special visitations to the middle school prior to the beginning of the school year.

Opportunities for teachers to be included in decision-making related to the use of academic assessments results

Elkhart implemented the data team process through the leadership of Dr. Doug Reeves from the Leading and Learning Consortium. Every teacher works in grade level data teams as well as other monthly meetings for the specific purpose of reviewing and analyzing data to make instructional decisions and monitor student growth. The teachers meet by grade level every three to four weeks in a learning log meeting with the principals to discuss math window assessment results and to plan for differentiated interventions.

Early Release Wednesday

On Early Release Wednesdays, teachers meet in grade level groups to discuss math and reading data, receive district level professional development and meet with principals in a staff meeting. Teachers involved in district level instructional teams also use Early Release Wednesday's to meet and collaborate for specific subject areas (i.e., social studies, math, ELA, etc.). Specials teachers (physical education, music, art, computers and library) also attend monthly collaboration within their specific domains. District level collaboration opportunities are also available to special education teachers.

Pinewood 8-step team attended training from IDOE in June of 2012. With the new Window assessments, teachers will regroup their intervention groups based on those post-test results. The pre test scores will be used to determine data team goals. The teachers will meet by grade level every 4 weeks with the principal to discuss assessment results and plan timely interventions.

Activities to ensure that students having difficulty mastering proficient and advanced academic achievement are provided with effective and timely additional assistance

Implementation of the data team process provides the foundation for the support and scaffolding that students need to progress successfully through our grade levels.

The GEI team also provides support for classroom teachers, parents and students.

Classroom teachers provide small flexible group instruction in guided reading groups based on student assessments developed in data teams.

The 8-step process is a research-based program that provides timely re-teaching for mastery of concepts based on district assessments in four-week windows. It is aligned to the math instructional calendar.

The High Ability teachers had their own data team and a unique perspective. They were able to monitor the cohort growth of their students both past and present because the students in that program progress as a classroom in grades two through six.

Cultural Competency

The C.L.A.S.S. program includes the Lifelines (character education) and builds on classroom climate and school wide procedures. Class meetings are a regular part of our curriculum that focuses on academics and building relationships between students and teachers. The Olweus program guides us in the identification of bullies and their victims in order to intervene and restore healthy relationships between students. Several staff members, including classified, are being trained in cultural diversity training through the district by Anita Rowe.

The Behavior Intervention Team consists of administrators, behavior specialist and social worker to discuss student issues and ways to build relationships between teachers and their students of all economic and ethnic backgrounds. This team helps teachers develop and implement behavior plans, community circles and check-in/check-out plans.

We disaggregate our test scores by our three largest student minority populations: Hispanic, Free/Reduced Lunch (poverty) and Multiracial. We plan to continue to monitor the academic performances of these students in data teams.

Rationale

School: Pinewood Elementary		Focus Area: English Language Arts	
Goal: All students in grades K-3 will read at or above grade level as measured by IREAD. All students in grades 3-6 will score proficient as measured by ISTEP+.			
Data Statements Indicating a Need for the Goal		Guiding Principles Leading to Strategies	
<p>STRENGTHS</p> <ul style="list-style-type: none"> • 97% of parents attend the winter parent/teacher conferences. • 100% of teachers meet in grade level professional learning community teams weekly to analyze student data, research and implement instructional strategies, and work together to improve instruction. • 100% of teachers have been trained in Effective Teaching Strategies, Data Teams, and Making Standards Work. Building personnel in each of these areas to serve as building resources. • 97% attended the Journeys training on the new Core Reading program by Houghton Mifflin Harcourt when the program was adopted. • Implemented interventions for grades K-6, 30 minutes a day, 5 days a week • Implemented instructional calendars and district window assessments • Pinewood received a letter grade of a B for the 2016-2017 school year <p>CHALLENGES</p> <ul style="list-style-type: none"> • The percent of ILP and IEP students taking ISTEP+ has increased • The gap remains substantial between limited language and non-limited English language students on the English/Language Arts ISTEP+ • There is a consistent gap in passing scores between students on free/ reduced lunch and paid lunch students on English Language Arts on ISTEP+ • Special Ed. Students continue to score below general ed. students on English Language Arts on ISTEP+. • There is an increase in the number of students transferring into and out of Pinewood. 		<ul style="list-style-type: none"> • Research based vocabulary instruction results in improved reading comprehension and overall academic success. • Explicit, intensive and systematic literacy interventions along with early identification for at-risk students will promote success throughout school and life. • Teachers using research-based practices, and students independently using these strategies, accelerate vocabulary building, reading comprehension and active participation. • Relationships between teachers, students and parents affect student growth. • Differentiated instruction enhances all students learning. • Effective and systematic teacher collaboration results in student academic growth. 	

Pinewood Action Plan 2017-2020 - Reading

GOAL (SUMMATIVE GOALS)
<ul style="list-style-type: none"> • By spring of 2018, 50% students in grades K-2 will be proficient on NWEA for each individual grade level benchmark. • By spring of 2019, 55% students in grades K-2 will be proficient on NWEA for each individual grade level benchmark. • By spring of 2020, 60% students in grades K-2 will be proficient on NWEA for each individual grade level benchmark • By spring of 2018, 92% students not eligible for exemption in grade 3 will read at or above grade level as measured by IREAD. • By spring of 2019, 93% students not eligible for exemption in grade 3 will read at or above grade level as measured by IREAD. • By spring of 2020, 94% of students not eligible for exemption in grade 3 will read at or above grade level as measured by IREAD. ▪ By spring of 2018, 70% students in grades 3-6 will score proficient as measured by ELA ISTEP. ▪ By spring of 2019, 72% students in grades 3-6 will score proficient as measured by ELA ISTEP. ▪ By spring of 2020, 74% students in grades 3-6 will score proficient as measured by ELA ISTEP.
BENCHMARKS (FORMATIVE GOALS)
<ul style="list-style-type: none"> ▪ Students in grades K-2 will achieve benchmarks set by NWEA for each individual grade level using percentages listed above in the goals. ▪ Students in grade 3 will achieve benchmarks set by SRI reading standards in each quarter to meet the above IREAD goals. ▪ Students in grades 3-6 will achieve benchmarks set by NWEA ELA standards in each administration to meet the above ISTEP goals.

Begin Date	Teacher Action Steps	Person Responsible	Professional development	Person Responsible	Evidence of Implementation	Evidence of Impact
	GENERAL – ALL STUDENTS					
8/16	Reading: Instruct following the scope and sequence of Indiana Academic Standards (resources may be Journey’s, curriculum maps, and selected literacy studies)	Teachers	-Teacher driven data teams -Professional development for new teachers	-Data team coordinator -District leadership	Focus wall Lesson planning	NWEA data
8/17	Increased focus on early literacy skills for grades K-2	Teachers and Administrators	PLC collaboration	PLC Leader Building and District Leadership	PLC data and collaboration notes	NWEA Data and common assessments
8/16	Speaking and Listening: Implement Indiana Academic Standards	Teachers	WIDA Can-do indicators with district ELL coordinator	-Classroom teachers -ELL Teachers -Speech Pathologist	Admin. Walk through data	WIDA Scores
8/16	Writing: <ul style="list-style-type: none"> • Teach writing process 30 minutes per day based on the Indiana Academic writing standards. • Teachers will have students write across all content areas based on instructional calendars. • Journal entries into science notebooks (4 – 6) • Use constructed response in social studies • Teachers will have students publish a 	Teachers	Teachers will unwrap the Indiana Academic writing Standards	-Building administration -ETHOS trainers in science curriculum -Grade level data coordinator	Student data folders	Writing data on common drive I-Step applied skills scores

	<p>writing piece based on the Journeys instructional focus at the end of each unit K-6.</p> <ul style="list-style-type: none"> Record BOY, MOY, and EOY scores on common drive. Written response that reflects comparison and contrast of paired selections. 					
8/17	<p>LOW ACHIEVERS and HIGH ACHIEVERS (PAWS) 8-STEP PROCESS Provide additional 30 min. of instruction daily based on data from window assessments for all students in grades K-2 (re-teach, maintain and enrich).</p>	<p>Ongoing instructional training for Tier 1 ELA instruction and PAWS assessments</p>	<p>Building Administrators Classroom teachers Instructional Assistants District</p>	<p>Learning Log meetings</p>	<p>8-step window assessments</p>	<p>Literacy levels NWEA</p>

GOAL (SUMMATIVE GOALS)

- By spring of 2018, 50% of students in grade K – 2 will be proficient on NWEA for each individual grade level benchmark
- By spring of 2019, 55% of students in grade K – 2 will be proficient on NWEA for each individual grade level benchmark
- By Spring of 2020, 60% of students in grades K - 2 will be proficient on NWEA for each individual grade level benchmark

- By spring of 2018, 69% students in grades 3-6 will score proficient as measured by Math on ISTEP
- By spring of 2019, 71% students in grades 3-6 will score proficient as measured by Math on ISTEP
- By spring of 2020, 73% students in grades 3-6 will score proficient as measured by Math on ISTEP

BENCHMARKS (FORMATIVE GOALS)

- Students in grades K-2 will achieve benchmarks set by NWEA math using percentages listed above in the goals
- Students in grades 3-6 will score proficient as measured by MATH ISTEP +

Date	Teacher Action Steps	Professional development	Person Responsible	Evidence of Implementation	Evidence of Impact
8/17	<p>GENERAL:</p> <ul style="list-style-type: none"> ▪ K-6 teachers will instruct a 60-minute math block daily using Engage New York curriculum. (Eureka Math) ▪ The math block will include: <ul style="list-style-type: none"> • 15 minute daily Math Review • 45 minute math block • Poster method 2x/month • Problem solving activities and presentation of method. 	Learning logs for Tier 1 focus	<p>Building Administrators</p> <p>Classroom teachers including support staff</p>	<p>Walk through: Posters/student data displayed in classroom</p> <p>Student data folders</p>	<p>NWEA scores</p> <p>ISTEP + scores</p> <p>PAWS pre/post tests</p>
8/17	<p>GRADE LEVEL Professional Learning Communities (PLC)</p> <p>PLC groups will collaborate to analyze student data based on identified Essential Standards from the Indiana State Standards.</p>	Ongoing implementation of PLC process	<p>Building Administrators</p> <p>Grade level PLCs</p> <p>Grade level PLC leader</p>	PLC Collaboration minutes on Google Drive	Student growth and increased collaboration

8/17	LOW ACHIEVERS and HIGH ACHIEVERS (PAWS) 8-STEP PROCESS Provide additional 30 min. of instruction daily based on data from window assessments for all students (re-teach, maintain and enrich).	Ongoing instructional training for Tier 1 math instruction and PAWS assessments	Building Administrators Classroom teachers Instructional Assistants District	Learning Log meetings	8-step window assessments
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Pinewood Action Plan 2016-2019 – Building Wide Initiatives

Begin Date	BUILDING WIDE INITIATIVE	Person Responsible	Professional development	Person Responsible	Evidence of Implementation	Evidence of Impact
8/17	Professional Learning Communities	All Staff Administration District	PLC Conference 7/31/17-8/2/17 for PLC building leaders.	District Administrators	PLC notes	Student achievement Highly effective instruction
8/16	Minds in Motion Provide MIM daily with fidelity; teachers coach students through maze. (K-6) Core body work in PE and speech (kindergarten)	Teachers Speech pathologist Finn/ Reinking as MIM coaches	Recalibration 2x per year to encourage fidelity	Teachers Speech pathologist Finn/ Reinking as MIM coaches	Pre/post K eye tracking and eye convergent data	MIM pre and post data
8/17	Success Room Implement a space that holistically identifies behavioral issues. Focus on Responsibility Centered Discipline.	Special Ed/Speech/ELL/ Social Worker/Admini stration	Staff meeting introduction and training	Reinking	Log entries	Behavioral Data
	LOW ACHIEVERS					
Winter 2017	Admin. provide test talks prior to ISTEP to encourage low achievers	Shaw Hays		Shaw Hays	Parent letters	Parent letters I-Step data
8/16	Provide daily Tier 2 & 3 interventions for students who are not meeting grade level expectations.	Teachers		Special education teacher, Instructional Assistants, ELL teachers and Instructional Assistants	Schedules	Progress monitoring

	Instructional Tiers 2 and 3	Person Responsible	Professional development	Person Responsible	Evidence of Implementation	Evidence of Impact
8/16	GEI process for students not showing growth	GEI Coordinator (Rickie Meyers) GEI Team	District training for GEI team	District	GEI team minutes	GEI data and action plans
8/16	Therapeutic Listening Program used for 30 minutes daily for 12 weeks for students identified as fitting the profile most likely to benefit from this intervention. Behavior Intervention Team looks at behavior data and establishes appropriate behavior interventions for individual students in collaboration with Oaklawn representative.	BIT Oaklawn rep Teacher	Overview of Therapeutic Listening provided to staff	Pauline Reinking	BIT binder	Pre and post data Behavior data
8/16	Teachers will collaborate to analyze previous years NWEA/running records data for their current students and will begin the GEI process for students who did not show adequate growth in Tier 2 and 3 interventions	Teachers/GEI team		Shaw Hays	Posted goals	

Date	High achievers	Person Responsible	Professional development	Person Responsible	Evidence of Implementation	Evidence of Impact
8/16	Provide challenging enrichment activities for students performing above grade level. <ul style="list-style-type: none"> • High ability classes in grades 1-6 will use high ability curriculum to provide appropriate challenge • Cluster students in grades 3-6 will be integrated into the High Ability classroom for 60 min for math/reading instruction according to their areas of strength • Math Bowl, Spell Bowl, Science Bowl, Robotics –after school programs 	Joni Peak Academic Coaches HA teachers	High Ability district training Curriculum writing	District level	Student data binders Lesson plans Data team minutes	COGAT ISTEP NWEA SRI
Date	CULTURAL COMPETENCY	Person Responsible	Professional development	Person Responsible	Evidence of Implementation	Evidence of Impact
8/16	<ul style="list-style-type: none"> ▪ Monitor the achievement and behavior patterns of our subgroups ▪ Develop activities to learn more about our students, their neighborhoods, and their circumstances and develop a greater understanding of and empathy for our students ▪ Behavior Intervention Team will build understanding and support for the diversity of our student body ▪ Label primary classrooms (Spanish and English) ▪ Implement specific strategies in all classrooms that are research driven best practice for ELL ▪ Focus on content specific vocabulary 	District and building level administration ELL staff	Anita Rowe training for selective staff	Social worker Bldg. Admin. School Psych. Resource team GEI team ELL staff	Professional Growth Point documentation	<ul style="list-style-type: none"> • Discipline data • ISTEP • Progress reports

Date	PARENT/COMMUNITY INVOLVEMENT	Person Responsible	Professional development	Person Responsible	Evidence of Implementation	Evidence of Impact
8/16	<ul style="list-style-type: none"> ▪ Hold IREAD informational meetings for parents of 3rd graders ▪ Achieve 95% parent attendance at parent conferences in October ▪ Provide RAZ KIDS passwords to parents K-4 at conferences ▪ Provide Power School passwords to K-6 parents at conferences to track academic progress ▪ Hold "Special Persons' Day" for parents and other family members to visit the classrooms ▪ Hold monthly award assemblies with focus on student recognition and academics ▪ Hold Honor Roll celebration annually ▪ Send school information home in Eng./Spanish ▪ Read-at-home incentive program –Amazing Race 3rd grade program ▪ Increase parent involvement through the PTO ▪ Connect PTO resources/activities to academic areas ▪ PTO to host Family Dance, Family Game Night, March Madness, Fall Festival, Skate parties, Riley Penny Pitch ▪ PTO communicating through social media ▪ Big Brothers/Big Sisters ▪ Cares Mentors ▪ Involvement in Elkhart Education Foundation activities and grants 	Teachers Administration PTO Rotary Club Big Brothers/Big Sisters CARES Mentors			# Parents Attending Reading Screening results # of books/ hours tabulated	
Date	TRANSITIONS	Person Responsible	Professional development	Person Responsible	Evidence of Implementation	Evidence of Impact

8/16	<ul style="list-style-type: none"> ▪ Provide data from previous year (ISTEP, NWEA, and interventions) as part of the beginning of year review of student data to use for planning instruction. ▪ Class performance report on Power School ▪ Kindergarten students and parents are invited to a school program where they are welcomed, fill out paperwork and get a tour of the building ▪ Special Ed. and ENL staff will contact teachers the First full week of school to discuss students' IEP goals and ELL strategies. ▪ New students will be integrated into Pinewood by social worker 	Teachers Social Worker		Building Admin. Resource team	Student handbook Power School reports ELL/SPED/IEP information	Student enrollment
Date	TECHNOLOGY	Person Responsible	Professional development	Person Responsible	Evidence of Implementation	Evidence of Impact
8/16	<ul style="list-style-type: none"> • Weekly 50 minute keyboarding instruction • SMARTBOARDS (3-6) • Projector whiteboards (K-2) • 2 computer labs – scheduled 4 times per month • 3 school-wide portable labs. • 12 laptops per grade level (3-6) • Teach students computer skills aligned with the Indiana Academic Standards – publish • Fully utilize Think Central, Brain Pop, RAZ Kids, and IXL math programs • Three levels of cohorts that will provide district professional development on integrating technology into the classroom – Google, Canvas, etc. 	Teachers Computer lab instructor District level technology trainers	Early Release Day PD	District leadership	Professional Growth Point documentation Teachers involved in cohorts will be given a Chrome Book with the possibility of receiving 10 Chrome Books for classroom use if they complete the cohort training	Implementation of technology in the classroom

Assessment Plan

PINEWOOD ELEMENTARY – MONITORING THE SCHOOL IMPROVEMENT PLAN – 2016-2019

Formative Assessments 2016-2019	What is the evidence we are we doing what we planned to do?
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Implementation District Window Assessment	<ul style="list-style-type: none"> Data team minutes GEI Action Plans CARES sign-in sheets Intervention progress Minds in Motion Survey Social worker report CARES sign in sheets/surveys Review Window Assessments PLC minutes
Impact of Assessment	What are the student results?
	<ul style="list-style-type: none"> Student growth on Essential Standards as developed by the PLC team. Student growth-GEI action plans Post-test data for Minds in Motion K-1 Student Discipline Records NWEA (BOY, MOY, EOY) Student Attendance Records ISTEP+ scores (3 – 6) Writing prompts – quarterly IREAD 3 Behavior Referral Data Behavior charts

PINEWOOD ELEMENTARY
PROFESSIONAL DEVELOPMENT PLAN AND TIMELINE 2017-2020

All professional development is expected to result in implementation of what was learned, and ultimately to result in improved student achievement. The following professional development plan is directly related to the strategies in the School Improvement Action Plan. The PD meets the NCLB and Indiana Department of Education professional development standards including being based on data, based on research, is ongoing, includes teacher collaboration, and provides coaching based on teacher need.

Professional Development	Person Responsible	Evidence of Implementation	Evidence of Impact
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<p>Teambuilding for staff at beginning of staff meetings Facilitation training for PLC teams– beginning of the year Implementation of PLC process</p> <ul style="list-style-type: none"> ○ PLC Process ○ PLC Norms ○ Common assessments 	<p>Principals School Improvement Team Grade-level teams/PLC leaders</p>	<p>PLC minutes</p> <ul style="list-style-type: none"> ● Strategies ● Results indicators ● Step #2 & 5 ● Analysis of student work 	<p>80% proficiency on Tier 1 instruction</p>
<p>Training Minds in Motion for new staff and CARES volunteers. Recalibration days for all students at the beginning of each quarter.</p>	<p>Minds in Motion Team</p>	<p>Schedule lists</p>	<p>Survey results</p>
<p>Provide teachers with Google doc resources to drive intervention activities</p>	<p>Assistant Principal</p>	<p>Intervention schedules</p>	<p>NWEA scores SRI scores I-Step+ scores</p>
<p>Student writing</p>	<p>Classroom teachers Resource teachers</p>	<p>Cross curricular writing samples Published writing narratives Work gallery</p>	<p>Increased scores on writing rubrics Increased scores on open ended I-Step + questions Increased scores on ACCESS test</p>
<p>Flexible grouping strategies for interventions</p>	<p>Principals All staff</p>	<p>Reflection sheets Learning log spreadsheets Intervention groups</p>	<p>Window assessments SRI scores Progress monitoring</p>
<p>Teachers will provide materials for classroom support and communication with the mentors</p>	<p>Principal</p>	<p>Sign-in sheets</p>	<p>CARES volunteer surveys</p>
<p>GEI team coordinator will review procedures at the beginning of the school year for all team members. Determine how to use the meeting times most effectively to maximize the collaboration efforts District assistance in how to plan and implement classroom modifications for students</p>	<p>GEI Team Coordinator GEI Team Principal Assistant principal School psychologist District support staff</p>	<p>Intervention data results New IEP plans New FBA plans</p>	<p>GEI notebook – Google docs Data on student placement</p>
<p>District training for strategies for high achieving students Curriculum writing opportunities</p>	<p>Administrators Building Level High Ability Coordinators</p>	<p>Advanced curriculum for the program</p>	<p>Curriculum based assessments</p>

Analyze school data, practices and procedures Analyze school discipline data Analyze school attendance data Work collaboratively with outside resources – Systems of Support through Oaklawn	K-6 teachers Administrators Oaklawn Representative Behavior Intervention Team	Social worker reports	Discipline referrals Behavior Intervention Team notes – Google doc GEI notebook – Google doc
Technology for staff members – cohort groups	District technology support coordinators Tech Champions	Computer curriculum Computer lab schedules IXL data Lesson plans integrating technology	Lesson plans Student projects
District training on WIDA ‘Can – Do’ indicators	District ELL support coordinator Building ELL instructors Building paraprofessionals Classroom teachers Administration	Lesson plans ‘Can – Do’ graphic organizers	Increase ACCESS test scores Decrease of students stagnant in levels Increase of passing rate for ELL students taking I-Step + and I-Read 3
Early release professional development ELA collaboration Math collaboration Staff meeting District curriculum committees ELL collaboration Technology collaboration Building level collaboration on C.L.A.S.S. NWEA training on the Learning Continuum and analyzing data	ELL District coordinator School Improvement Team District Technology Coordinators Building level administrators Data Team Coordinators – grade level		

APPENDIX

NWEA Comparison Mean RIT Score				
ECS District (All Grades)		Grade Levels	Pinewood School	
W 2015	Sp 2016		W 2015	Sp 2016
144.6	153	Kindergarten ELA	143.8	151.2
141.6	152.8	Kindergarten Math	139.8	149.2
163.7	171.8	Grade 1 ELA	162.8	169.9
165.4	176	Grade 1 Math	160.4	170.3
177.2	184	Grade 2 ELA	179.2	184.3
178.7	186.6	Grade 2 Math	178.9	187.1
189.6	192.2	Grade 3 ELA	191.3	195.4
191.6	197.9	Grade 3 Math	193	200.4

200.3	202	Grade 4 ELA	198.5	203.9
204.8	209.8	Grade 4 Math	203.7	212.8
205.8	205.4	Grade 5 ELA	209.1	209.2
214.8	219.1	Grade 5 Math	219.2	224.9
211.5	211	Grade 6 ELA	209.8	216.2
219.8	223.3	Grade 6 Math	220.5	203.9

Indicates a score higher than district average

Bullying Survey Summary – May 2016

- The number of students who have been bullied 2-3 times per month or more has decreased from 2008 – 2010.
- The number of students who have bullied others has increased slightly for girls and decreased for boys.
- Girls report being bullied for these top 3 reasons – verbally, exclusions, rumors. These have all decreased.
- Boys are being bullied verbally, rumors and exclusion. These have all decreased except for rumors.
- Interventions by teachers or other adults often as reported by students - has decreased slightly; by other students – has also decreased slightly.
- We will talk with teachers about intervening when students report bullying.

Staff Input Process

After each Checkpoint was completed, the plan was emailed to all staff members and time was given for input at staff meetings. All Checkpoints were stored on the common server for reference when needed.

Changes and Challenges for 2017-2018

- Revamp intervention curriculum to support classroom instruction for Indiana Academic Standards
- Implement technology – Google docs and ipads for testing

- Put into action 'Can – Do' indicators for ELL students
- Streamline GEI referral process and use Google docs for documentation
- Transfer BIT information to Google docs
- Transition School Improvement Plan to AdvanceED
- Implementation of C.L.A.S.S. curriculum building wide including thematic instruction
- Implementation of PLC
- Implementation of Engage New York (Eureka) Math
- Implementation of Danielson Model for staff evaluation
- Implementation of Mystery Science curriculum
- Behavioral Specialist reassigned to a different building
- Large Class sizes in K, 2, 4, and 6

First Steps for Fall 2017

- Administer NWEA Fall (K – 6)
- Olweus Anti-Bully program kick-off in September
- Review ISTEP+ data
- Review I-Read 3 data
- Review ACCESS test scores
- Finalize teacher goals for 2017-2018
- Plan with PTO family activities
- C.L.A.S.S. information for all staff, creating a safe environment, agenda boards, thematic instruction, cooperative learning, LifeSkills, and Lifelong Goals.
- Review GEI data
- Review BIT
- Become familiar with new students and implement meaningful strategies for behavior