

# **SCHOOL IMPROVEMENT PLAN**

## **Mary Feeser Elementary School**

26665 CR 4W Elkhart, Indiana  
Phone 262-5586  
Elkhart Community Schools

Mr. Kevin Dean (Principal)  
Mr. Keith Baker (Academic Dean)

2015-2016

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## **Narrative Description of the School and Community**

Mary Feeser Elementary School is a suburban elementary school and one of fourteen elementary schools within the *Elkhart Community School Corporation*. The Mary Feeser community is comprised of low socio-economic housing, middle class housing and upper class housing. There is a variety of business opportunities within Mary Feeser's boundaries from industrial to retail. Unemployment rates have hit Mary Feeser as it has the majority of Elkhart Community Schools.

Mary Feeser has undergone several changes over the past several years. The population increased from 549 students in 2001-2002 to 665 students in May of 2011. The official enrollment for the 2015-2016 school year is 580. Free and Reduced lunch data has seen an increase from 27% in 2001-2002 to 55% in 2009-2010. This is a significant increase of 28%. In the 2014-2015 school year, the rate is 57%

The Mary Feeser School community is comprised of dedicated staff members, parents, administrators and students. Mary Feeser is not a Title I School. Elkhart Community Schools is an "8-Step" district. A team of teachers has been trained in the 8-Step process and will continue to lead the staff through that process. An outline of that process is contained in Appendix 1

Mary Feeser is blessed with a dedicated Parent/Teacher Organization and Community Advisory Board. Mary Feeser's CARES program has been recognized for its excellence in partnering students and dedicated volunteer mentors/tutors. Local businesses contribute time, commitment and positive feedback regarding Mary Feeser Elementary. Students and staff at Mary Feeser are continually encouraged to excel and to participate in community and service projects.

## **Mission, Vision, or Beliefs**

Mission Statement: *"Our mission is to provide an education which enables all students to actively participate in the learning process in order to achieve their fullest potential."*

Belief Statements: We believe all students need to:

- *Comprehend what they read*
- *Communicate effectively through oral and written expression*
- *Perform in an environment that embraces high expectations*
- *Be responsible, be respectful, be a problem solver, be bully free, be a self-directed learner*

To this end, the faculty members of Mary Feeser Elementary have directed their best efforts, time and commitment to educate every student.

### **Statutes and rules the school wishes to have suspended from operation**

Mary Feeser Elementary School is not applying for any waivers.

### **Description and Location of Curriculum**

The Language Arts curriculum is a combination of two distinct programs. Reading follows the Houghton Mifflin basal reading series, *Journeys*. This provides grade-level material, texts for shared reading with an entire class and lessons for word work, grammar and writing development. The Elkhart Balanced Literacy Program is the second program. It provides, writing and word study as does the adopted reading program of Houghton Mifflin. Each program has strengths that enable teachers to provide quality reading activities for all students. Both of these are utilized by Mary Feeser faculty to fulfill the Indiana College & Career Readiness Standards and meet student needs.

The math curriculum is a combination of the materials to meet the Indiana Academic Standards. Everyday Math is the Elkhart Community School's adopted Math Curriculum and Mary Feeser is implementing this program in grades 3-6. With materials such as Math Journals, Math Messages, Home Links, Mental Math Activities as well as games and manipulatives allow the Mary Feeser faculty to address the Indiana Academic Math Standards.

Mary Feeser uses a combination of Science Kits (Gr. K-5) and Science text (Gr. 6) to engage students in Science and to address Science standards required. The kits provide hands-on materials for students to study and experiment with the world around them and to investigate scientific hypotheses.

The Social Studies Curriculum at Mary Feeser is also provided by Scott Foresman. These texts address history, civics, geography, economics, and culture. Additional materials such as maps, leveled reading material and videos engage students and enhance their learning.

The Mary Feeser team welcomes the challenge of providing its students with a solid curriculum that integrates many resources. Educators are very well aware of the Indiana Academic Standards and work diligently to ensure that those standards are met in a variety of ways that will engage and involve all students.

All school wide curriculum materials can be found in the administrative offices as well as individual grade-level standards are in each grade-level classroom. A copy of the Elkhart community school's curriculum is available to all staff and community on the district's website at <http://www.elkhart.k12.in.us> found under Staff resources and then Curriculum and Instruction.

### **Titles and Descriptions of Assessment Instruments**

As assessment is a major component of accountability for any school, Mary Feeser utilizes a wide variety of assessment to obtain student information. These include:

- All grades administer benchmark assessments from NWEA
- Students in the bottom 20% are given progress monitoring assessments every two weeks. The type of assessment depends on the grade level. Students in grades 3-6 are given Dibels Oral Reading Fluency, Daze reading comprehension assessments, & Scholastic Reading Inventory (SRI).
- Every month students are assessed using a grade level created reading test that requires non-fiction writing.
- NWEA quarterly online assessments in Math & Language Arts, will be used with all grades. These assessments are aligned with the Indiana College & Career Readiness Standards.
- ISTEP + will be administered to grades 3-6 in the Spring of 2012. *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 determining Adequate Yearly Progress.
- IREAD reading assessments will be used in grade 3.

### **Plan for Submission/Updating Schoolwide Plan**

Mary Feeser's School Improvement team is comprised of teachers and administrators. The team consists, of Mrs. Becky Yeoman (Kindergarten), Mrs. Carrie Amezquita and Mrs. Susan Stevenson (Grade 1), Mrs. Tammie Hibshman & Mr. Josh Miller (Grade 2), Mr. Ray Caldwell & Ms. Kim Kline (Grade 3), Ms. Amanda Hoke & Ms. Stacey Sailor (Grade 4), Mr. Joe Kominowski & Mrs. Judy Oberlie (Grade 5), Mrs. Amy Petersen & Mrs. Daleanne Woods (Grade 6), Mrs. Jacque Moore (Special Education, Mrs. Nicole Taber (ESL), Mrs. Kim Garner (Music), & Mr. Kevin Dean (Principal)

Feeser's School Improvement Team began the process of developing the new improvement plan in August of 2008 by looking at data in five areas The team met twice with Mr. Dean, Mary Feeser School Principal, before meeting with Mrs. Karen Reynolds, School Improvement Consultant to Elkhart Community Schools. During the first several meetings data pieces were gathered and analyzed by SIP (School Improvement Team) members for a comprehensive needs assessment. The SIP team determined which data was important, how to collect it, and worked on a format for writing formal data statements. Priority needs were identified by the SIP team and school faculty. The Feeser Faculty used an entire Faculty meeting to discuss the data presented and the reasons why certain data was chosen as priority for Mary Feeser. Study Groups were formed based on those priority needs.

Each staff member was able to select a priority area that was of interest to them, they gathered as Study Group Teams to discuss recent research on those areas. When Study Groups concluded their inquiries and discussion, the SIP Team met to correlate the Guiding Principals written by each Study Team and to develop a draft plan for the faculty to look at and revise.

The School Improvement Team meets quarterly to continue to examine priority needs and monitor the implementation of the School Improvement An Assessment Calendar to facilitate the team with meeting times, dates, and data to be analyzed is developed each spring with the revision of the plan. See Appendix 1 for the assessment plan for 2015-2016.

### **Attendance Rate**

Attendance rates saw a steady improvement for 3 years. In 2009-2010 the rate was 95.94%. In 2010-2011 the rate jumped to 96.3%. In 2012-2013 the rate dropped to 95.5%. The rate for 2014-2015 was 96.1%. To help continue to increase the attendance rate back up this year each class is recognized when they have at least 90% of their students present on time for the week. They may earn up to three stars towards Hurricane City a week which keeps track of class attendance. Individual classrooms receive rewards for reaching a predetermined goal. Feeser has an attendance protocol that includes a phone call to home when no communication is received regarding an absent student, and contact from the assistant principal about absences of concern. At the 4<sup>th</sup> absence of concern students may be placed on the first level of countywide attendance program which means legal notice is sent to parents. Further absences could result in Department of Children Services notification, probation, or court involvement. At ten excused absences parents receive a letter of concern. Students with no absences or tardies in a month are given rewards. Students with no absences or tardies for the school year have a party on the last day of school

### **Safe and Disciplined Learning Environment (PBIS)**

The Positive Behavior Support Committee was charged with the responsibility to formulate a creative, focused, positive, all school behavior support program. Current members of the committee are:

|  |  |
|--|--|
| <u>Peggy Powell – Kindergarten</u>         | <u>Courtney Bean-First Grade</u>                 |
| <u>Aliya Caldwell-2<sup>nd</sup> Grade</u> | <u>Kim Wilhelm-Second Grade</u>                  |
| <u>Kris Carpenter-3<sup>rd</sup> Grade</u> | <u>Tamara Patillo-Terry-3<sup>rd</sup> Grade</u> |
| <u>Cindy Smith-4<sup>th</sup> Grade</u>    | <u>Kelly Brown-5<sup>th</sup> Grade</u>          |
| <u>Margie Petersen –Resource Teacher</u>   | <u>Myra Cors – Behavior Specialist</u>           |
| <u>Jason Brewer-Art</u>                    | <u>Scott Asbury-Physical Education</u>           |
| <u>Elizabeth Stroven – Sixth Grade</u>     | <u>Keith Baker (Academic Dean)</u>               |

According to the Positive Behavior Support School-Wide definition, bullying is when a student engages in on-going behavior with intent to manipulate, harm, or control another individual (social isolation, gossip, repetitive confrontation).

According to the adopted Board Policy JCF –(2) item number 8, bullying is when students use overt, repeated acts or gestures, including, but not limited to, verbal or written communications, and/or physical acts, with the intent to harass, ridicule, humiliate, intimidate, or harm other students. This applies to actions which occur on school property; or at any school-sponsored activity regardless of location or when traveling to or from school or any educational activity. Since implementing the PBIS Guidelines, office referrals and suspensions have decreased. Students are educated on being bully free through class meetings and on the daily announcements.

### **Increasing the Amount of Learning Time**

Increasing the amount of learning time for students at Mary Feeser consists of popular academic, after school clubs for students. A Video Club gives students the opportunity to express their creative talents in the video recording arts area. Students learn how to record music, video, and create total video programs. The Robotics Club allows students to learn how to make and program Lego robots and compete in the Lego League robotics competition. There are various reading and book clubs that target our 3<sup>rd</sup> grade students in preparation for the IREAD test. Beginning 2013-14 school year, Elkhart Community Schools lengthened the elementary student day by 70 minutes to allow more time for student learning.

### **Transition Plans**

The transitioning of preschool children from early childhood programs is accomplished at Mary Feeser in several ways. First, if students are identified as in need of Special Education Services, they transition to Kindergarten with an IEP (Individualized Education Plan) already in place from the Pre-School Program and an official IEP meeting is held with the Pre-school personnel, receiving Kindergarten teacher, parents and administration. This enables the Special Education teachers at Mary Feeser to begin early interaction with that student and parents. Other Pre-school children are included in an annual Kindergarten Round-Up program given by the Kindergarten teachers. Parents and students are invited to Mary Feeser where they can ask questions, hear about programs and get their children off to a good school start. During the 2012-2013 school year we began our “Little Hurricanes Academy” that meets once a week with preschoolers and parents to provide educational and school experiences.

Students that have been identified as in need of Special education transition to the Middle school with an IEP in place for them. IEP hand-off days are scheduled so that elementary and middle school special education teachers meet to discuss the needs and programs for these Special Needs students.

Middle School counselors visit the elementary schools towards the end of the school year. Former elementary school students visit with them. During these sessions, students going to middle schools can ask questions and receive pertinent information regarding their educational programs.

### **Opportunities for teachers to be included in Decision-Making**

Teachers at Mary Feeser Elementary all participate in the Data-Team process. Teachers meet as grade level teams to discuss students who are proficient and non proficient in their academic skills. Regular interim assessments are essential in completing this process. Teams meet monthly with the Principals in "Learning Log" meetings to review data and organize Success Groups that are part of the 8-Step process.

All K-6 teachers use NWEA assessments to monitor growth of their students and to guide instruction. Progress monitoring of those students in the bottom 20% of the grade level helps teachers stay focused on student needs using timely data. Teachers in grades 2-6 use reading assessments and a math problem solving task to assess how students are mastering the skills laid out in the instructional calendar.

Teachers in grade 3-6 analyze the annual ISTEP results for trends and specific areas students show as areas need more support instructionally. The NWEA assessments will provide these teachers with timely academic data on standards that have been mastered each quarter. Grade-level collaboration time will be used quarterly to analyze and address areas students need reteaching and interventions.

Teachers also participate on other school committees and teams such as the School Improvement Team, The Positive Behavior Intervention Support Team, etc. These team /committee opportunities offer Mary Feeser teachers the opportunity to a part of the decision-making process for the school.

These committees are lead by teacher leaders with the administrators monitoring discussions and staying informed as to progress etc. Their expectations are that Feeser teachers will utilize their expertise and professional skills to make good decisions. Teachers are also given opportunities to participate in District Data team training sessions during the summer months and throughout the school year.

The focus of all opportunities is to do what is "best" for students at Feeser and to fulfill the goals of the School Improvement Plan.

### **Timely Additional Assistance**

Low achieving students are given support and assistance via a variety of means. Tiered instruction takes place in grades K-6. Each grade level uses student data to place students in groups for tier 2 instruction (aka Success Period) focusing on specific math or reading needs. Each grade level uses paraprofessionals and other support staff to form Success Period groups that meet 30 minutes per day. Students who continue to have difficulty are often identified by individual teachers. Teachers then take the names of those students in need to the Feeser GEI (General Education Intervention) Team. The GEI team discusses, with teacher input, the needs of the identified student. During the discussion, academic interventions are then recommended and implemented in the classroom. Identified students who qualify for Special Education as Emotionally Disabled, Mildly Disabled, or Moderately Disabled receive Special Education per their IEPs. The Feeser GEI (General Education Intervention) team assists with students who do not qualify for added services.

All classroom teachers have “guided reading” groups for all students. In these groups, the students received instruction at their reading level and conferencing is held for the individuals and small groups. Students are placed in the groups based on teacher observation and DIBELS benchmarking that is done 3 times per year.

### **Parental Involvement**

Feeser has an active PTO that supports the school program through volunteers, financial support for field trips, and assistance with a variety of after school events..

Plans to increase parental involvement include extending a special invitation to parents to help us celebrate our reading program as well as reading progress during one week in the fall and one week in the spring. Parents are also encouraged to take advantage of the PTO family nights that include: gym night, bingo for books and Spring Fling.

Parents receive a copy of their child's/children ISTEP+ score sheet in the mail. Enclosed in that ISTEP+ letter is information regarding how to access online reports from the Indiana Department of Education as well as the School District. Parents are given a password to a website where they can view an image of the actual student test, including student answers to constructed and extended response questions or items. Parents also have access to this website so they can view their student's longer writing components (writing prompts) of the test. Teachers are also available to meet with parents to further explain and discuss the ISTEP results.

Information garnered from NWEA is shared with parents by the teaching faculty.

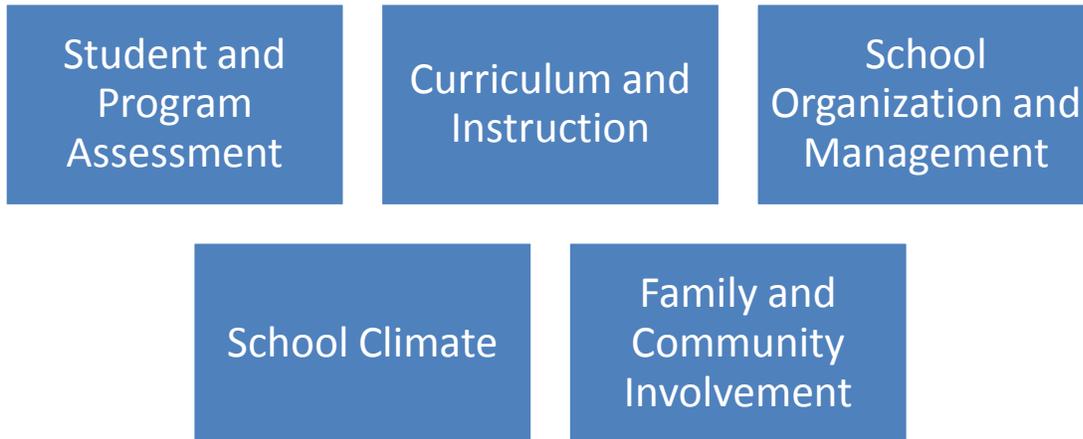
Strategies to involve parents in planning, reviewing, and improving the school wide plan include sharing the school improvement plan with the PTO.

To further increase parent involvement with learning, the PTO worked with administration and recruited volunteers to assist with the Minds in Motion program. This allowed more students to participate and for parents to learn the physical strategies that improve reading and writing.

### **Rationale: Comprehensive Needs Assessment**

At the beginning of the 2008-2009 school year, the School Improvement Team met in order to correlate data to be included in a Comprehensive Needs Assessment of Mary Feeser Elementary The team looked

at five specific areas of data. These included;



Once the team had collected the data in these five specific areas, the criteria for selecting relevant data encompassed; knowing if the data was important and connected to student achievement, does the data provide clear reference points enabling future comparisons, and is the data high quality and representative. An analysis was done by the team in order to garner information to present to the Feeser faculty with regards to uncovering problems that might otherwise remain invisible, confirm or discredit assumptions about students and school practices, get to the root cause of problems, to help Mary Feeser faculty focus on student learning results, provide feedback for teachers and administrators so that they can keep going and stay the course, also to prevent an over-reliance on standardized test scores.

**Professional Development Plan**-Feeser’s School Improvement plan includes professional development. Below is the professional development plan that is taken from the SIP. The PD activities are directly related to the strategies in the plan. The PD plan meets the NCLB and Indiana Standards for professional development by being research-based, job-embedded, held over time and supported and reinforced rather than being a one-shot event, involve teacher collaboration and are aligned with Indiana Academic Standards. See the Action Plan in the Appendix for further information.

**Cultural Competency**-Feeser’s student population consists of the following cultural groups: See Appendix 2 For Achievement Data Organized By Subgroup

| American Indian | Black | Asian | Hispanic | White | MULTIRACIAL | Native Hawaiian or Other Pacific Islander | Free Meals | Reduced Price Meals | Paid Meals | TOTAL ENROLLMENT |
|-----------------|-------|-------|----------|-------|-------------|---|------------|---------------------|------------|------------------|
| 2               | 68    | 21    | 88       | 334   | 45          | 1   | 243        | 34                  | 282        | 559              |
| 0.4%            | 12.2% | 3.8%  | 15.7%    | 59.7% | 8.1%        | 0.2%                                      | 43.5%      | 6.1%                | 50.4%      |                  |

|                          |               |
|--------------------------|---------------|
| <b>Special Education</b> | <b>Gender</b> |
| Students w/IEP’s-11.1%   | Males-52%     |
|                          | Females-48%   |

The culturally appropriate strategies to increase educational opportunities are included in our School Improvement Plan that is part of Appendix 1.

Part of our professional development plan includes areas of increasing our cultural competency. That plan is included in our School Improvement Plan in Appendix 1.

# Appendix



# Elkhart Community Schools

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TO: STATE OF INDIANA TITLE I OFFICE  
FROM: PAMELA S. COZORT  
DIRECTOR OF PERSONNEL  
ELKHART COMMUNITY SCHOOLS  
DATE: 8-24-10  
RE: LEA HIGHLY QUALIFIED PLAN

Elkhart Community Schools' plan to hire and maintain highly qualified staff members is as follows:

## **Teachers:**

- No teacher is hired unless that teacher holds a current IN license to teach the area for which they have been hired.
- Teachers are not hired to teach in an area for which they do not have licensure in that specific area.
- The Personnel Department maintains on-going records of teachers' certification expiration dates.
- The Personnel Department sends out regular and timely communication three times each year to teachers as reminders to re-new licenses.
- The Personnel Department follows up communication with personal phone calls to ensure that all teachers maintain current licenses in the area in which they have been hired to teach.
- Communication from the Personnel Department to teachers concerning licenses states that no teacher will be allowed to start the school year without a current license on file.
- Master contract language in agreement with The Elkhart Teachers Association and Elkhart Community Schools states that any teacher who does not maintain appropriate and current licensure is in violation of their contract and forfeits employment.



**PERSONNEL DEPARTMENT**  
 PHONE: 574-262-5509

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**ELKHART COMMUNITY SCHOOLS**  
 J.C. RICE EDUCATIONAL SERVICES CENTER  
 2720 CALIFORNIA ROAD • ELKHART, IN 46514  
 PHONE: 574-262-5500

**Feeser Elementary**  
**2015 - 2016**

This document has been verified by W. Douglas Thorne  
 Executive Director of Personnel Legal Services.

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| Employee | Job/Position              | How Qualified          |
|----------|---------------------------|------------------------|
| 1        | Academic Dean             | 6 - Praxis II / NTE    |
| 2        | Art - Elementary          | 6 - Praxis II / NTE    |
| 3        | ENL - Elementary          | 6 - Praxis II / NTE    |
| 4        | Grade 1                   | 5 - HOUSSE             |
| 5        | Grade 1                   | 6 - Praxis II / NTE    |
| 6        | Grade 1                   | 6 - Praxis II / NTE    |
| 7        | Grade 2                   | 5 - HOUSSE             |
| 8        | Grade 2                   | 6 - Praxis II / NTE    |
| 9        | Grade 2                   | 6 - Praxis II / NTE    |
| 10       | Grade 2                   | 6 - Praxis II / NTE    |
| 11       | Grade 3                   | 5 - HOUSSE             |
| 12       | Grade 3                   | 6 - Praxis II / NTE    |
| 13       | Grade 3                   | 6 - Praxis II / NTE    |
| 14       | Grade 3                   | 6 - Praxis II / NTE    |
| 15       | Grade 4                   | 6 - Praxis II / NTE    |
| 16       | Grade 4                   | 6 - Praxis II / NTE    |
| 17       | Grade 4                   | 6 - Praxis II / NTE    |
| 18       | Grade 5                   | 5 - HOUSSE             |
| 19       | Grade 5                   | 6 - Praxis II / NTE    |
| 20       | Grade 5                   | 6 - Praxis II / NTE    |
| 21       | Grade 6                   | 5 - HOUSSE             |
| 22       | Grade 6                   | 6 - Praxis II / NTE    |
| 23       | Grade 6                   | 6 - Praxis II / NTE    |
| 24       | Kindergarten              | 5 - HOUSSE             |
| 25       | Kindergarten              | 5 - HOUSSE             |
| 26       | Kindergarten              | 6 - Praxis II / NTE    |
| 27       | Kindergarten              | 6 - Praxis II / NTE    |
| 28       | Music - Elementary        | 6 - Praxis II / NTE    |
| 29       | P.E. - Elementary         | 3 - Not a core subject |
| 30       | Sp Education - Elementary | 5 - HOUSSE             |
| 31       | Sp Education - Elementary | 6 - Praxis II / NTE    |
| 32       | Speech Pathologist        | 0 - Not Applicable     |

So that the Elkhart Community Schools can be in compliance with I.C. 5-14-3-5(b)  
 (8) this information is reported without the disclosure of confidential information.

**WHERE LEARNING HAS NO LIMITS**

**Paraprofessionals:**

- Over the last three years, all currently employed paraprofessionals have been provided a multitude of opportunities to study for and take the Para Pro Assessment through ETS. Elkhart is a computer test site also.
- From January 2002 until the present, any person hired as a paraprofessional had to meet the requirements of two years of college, or an associate's degree, or passing scores on the Para Pro prior to being allowed to apply for a position. This practice continues to date.

## MARY FEESER – ACTION PLAN – 2015-16

| <b>GOAL (SUMMATIVE GOALS)</b>  |   |                        |  |  |                    |  |   |
|--|---|------------------------|--|--|--------------------|--|---|
| <ul style="list-style-type: none"> <li>○ By spring of 2016, 80% of students, grades K-2, will experience a year's worth of growth in reading from MOY to EOY as measured by NWEA</li> <li>○ By spring of 2017, 85% of students, grades K-2, will experience a year's worth of growth in reading from BOY to EOY as measured by NWEA</li> <li>○ By spring of 2018, 90% of students, grades K-2, will experience a year's worth of growth in reading from BOY to EOY as measured by NWEA</li> <li>○ By spring of 2016, 70% of students, grades 3-6, will meet The Indiana College &amp; Career Readiness Standards in English Language Arts as measured by ISTEP+.</li> <li>▪ By spring of 2017, 75% of students, grades 3-6, will meet The Indiana College &amp; Career Readiness Standards in English Language Arts as measured by ISTEP+.</li> <li>○ By spring of 2018, 80% of students, grades 3-6, will meet The Indiana College &amp; Career Readiness Standards in English Language Arts as measured by ISTEP+.</li> <li>▪ All students in grade 3 will read at or above grade level as measured by IREAD.</li> </ul> |   |                        |  |  |                    |  |   |
| <b>BENCHMARKS (FORMATIVE GOALS)</b>  |   |                        |  |  |                    |  |   |
| <ul style="list-style-type: none"> <li>▪ All students will achieve a year's worth of growth from MOY to EOY as measured by NWEA</li> </ul>   |   |                        |  |  |                    |  |   |
| Strategies   |   |                        | Supporting Professional Development and Assessment |  |                    |  |   |
| Begin Date   | Teacher Action Steps  | Person Responsible     | Begin Date   | Professional Development   | Person Responsible | Evidence of Implementation                   | Evidence of Impact on Students                          |
| 8/11   | <b>GENERAL -TIER 1</b><br>Implement the Core Reading Program with fidelity in a time dedicated to ELA following the district instructional calendar K-6.                                | K-6 teacher            | Fall<br>Fall                                       | Grade levels analyze Spring ISTEP 14 results for their current students. Provide samples of ISTEP style writing                    |                    | Admin. Walk-through<br><br>Data Team minutes | DIBELS NEXT<br><br>DAZE<br>ACUITY<br>WRITE-IN<br>READER |
| 8/11   | <b>GENERAL:</b><br>Special area teachers integrate the math and reading focus skills as appropriate into their specials curriculum. Coordinate with ISTEP results<br><br>GP #1&2        | All specials teachers  | Fall 2015  | Review the focus area calendars with the specials teachers   | Bldg. Admin.       | Data team minutes<br><br>Admin. Walk Through | WRITE-IN<br>READER<br><br>MCLASS<br>ACUITY<br>ORF/DAZE  |
| 8/10   | Grades K-6 students read and respond to fiction/non-fiction texts <i>DAILY providing details/evidence from the text to support their oral response (K-1) and writing (2-6).</i><br>GP#2 | All certified teachers | Fall 2015  | <i>Give examples of writing prompts to use in data teams that reflect using writing to show understanding of reading concepts.</i> | Admin.             | Admin. Walk through                          | Writing scores<br><br>ISTEP                             |
| 9/10   | Provide Minds in Motion daily for K-6 based on teacher choice   | All staff              | Fall 2015  |  |                    |  |   |
|  | <b>LOW ACHIEVERS: Tier 2</b><br>Use DAZE, SRI, NWEA, and DORF to identify   | Principal<br>All staff | Fall 2015  | Grd levels collaborate to identify how to organize and staff   | All staff          | Schedule of groups                           | Progress Monitoring                                     |

|                   |  |                             |  |  |   |   |                                       |
|-------------------|--|-----------------------------|--|--|---|---|---------------------------------------|
| 8/13              | Low achievers. Diagnose using additional assessments.  |                             |  | SUCCESS/Tier2 groups to serve  |   |   |                                       |
| <b>Begin Date</b> | <b>Teacher Action Steps</b>  | <b>Person Responsible</b>   | <b>Begin Date</b>                      | <b>Professional Development</b>  | <b>Person Responsible</b>                               | <b>Evidence of Implementation</b>                   | <b>Evidence of Impact on Students</b> |
|                   | K-6 SUCCESS period 30 minutes 4 X per week targeting student skills based on data.<br>GP #3 & #6   |                             |  | needs of low achievers   |   |   |                                       |
| 8/13              | <b>LOW ACHIEVERS:</b><br>Create positive reciprocal relationships & hold high expectations for low achievers.<br><br>Administrators will meet 2X per year with low achievers for test talks.<br><br>Teachers will have test talks and set goals with students about ISTEP & benchmark assessments.<br>GP #5                | All certified teachers      |  |  |   | Student data folders<br><br>Data Walls and Displays |                                       |
| 8/11              | <b>LOW ACHIEVERS – TIER 3</b><br>Meet daily for an additional 30 minutes or 90 minute replacement program to the core as determined by IEP, ILP or GEI.  | Special Ed. or ENL teachers |  |  |   |   |                                       |
| 9/09              | Special ed. teachers collaborate at least weekly with gen. ed. teachers to address needs of the special ed. students.<br><br>GP #7   | Special Ed & K-6 teachers   | Fall 2010<br><br>Aug. 2010             | Clarify responsibilities for curriculum, grading, modifications, adaptations for Spec. Ed./Gen Ed.<br><br>Gen. Ed & Spec Ed. teachers review IEPs collaboratively at the beginning of the year                                     | Principal<br><br>Principal                              | Summary of meetings turned in to the principal      |                                       |
| 9/11              | <b>HIGH ACHIEVERS – TIER 2</b><br>Provide an additional 30 minutes 4 X per week during SUCCESS period of challenging work.   | All K-6 teachers            |  |  |   | Data team minutes                                   | ACUITY DAZE                           |
| 10/09             | <b>HIGH ABILITY:</b><br>Provide independent research & projects that challenge high achievers. GP #3 & 4   | All 1-6 cluster teachers    |  |  |   |   |                                       |
| 8/09              | <b>CULTURAL COMPETENCY</b><br>Address our practices, procedures and cultural awareness of issues that cause over identification of African American students in special education in selected categories and disproportionate number of suspensions.<br>• Monitor discipline data<br>• Implement Positive Behavior Support | PBS team<br><br>GEI team    | Oct. 2011<br><br>Monthly staff meeting | <ul style="list-style-type: none"> <li>▪ Activities learned at PBIS training regarding cultural competency</li> <li>▪ Specific strategies that help avoid or deescalate</li> <li>▪ Situations about student engagement.</li> </ul> | PBIS team<br><br>Staff committees<br><br>Administration | Discipline by ethnic groups<br><br>GEI              | Discipline Data                       |

| Begin Date                           | Teacher Action Steps   | Person Responsible   | Begin Date   | Professional Development   | Person Responsible | Evidence of Implementation         | Evidence of Impact on Students |
|--------------------------------------|--|--|--------------|--|--------------------|------------------------------------|--------------------------------|
|                                      | <ul style="list-style-type: none"> <li>Monitor GEI process–interventions</li> </ul>  |  |              |  |                    |                                    |                                |
| Fall                                 | <b>PARENT INVOLVEMENT</b><br>Send a parent letter at the BOY (1-3) and MOY (3) explaining the state reading law, to inform them of their child’s reading progress, interventions and a way for parents to help at home. Explain it to the parents at conference in Sept.   | 1-3 teachers   |              | Grade level collaboration to agree on the letter format.   |                    |                                    |                                |
| 8/09                                 | <b>PARENT INVOLVEMENT</b><br>Build positive reciprocal relationships with parents so we become partners in the education of their child. GP #5   | All K-6 teachers   |              |  | Principal          | Parent Survey at conferences       |                                |
| 10/10                                | <b>PARENT INVOLVEMENT</b><br>Recruit parents to monitor Minds In Motion  | Administration   |              | Grade levels collaborate to agree on writing expectations, contents of packets and the focus of the parent visits. |                    | # parents attending by grade level |                                |
|                                      |  |  | 9/10         | Train parents how to monitor MIM   | Administrators     | Numbers of volunteers              |                                |
| 4/10<br>8/09<br>8/09<br>4/10<br>4/10 | <b>TRANSITIONS To KDG.</b> <ul style="list-style-type: none"> <li>April round-up - incoming KDG parents</li> <li>Spec. Ed. come with IEP</li> <li>Parent orientation before school starts</li> </ul> <b>TRANSITIONS To Middle School</b> <ul style="list-style-type: none"> <li>Spec. Ed IEP meeting for students age 13 and all ED students</li> <li>MS counselors meet with all 6<sup>th</sup> grade students in the spring</li> </ul> | KDG teacher<br>Spec. Ed teacher<br>6 <sup>th</sup> grade teacher |              |  |                    |                                    |                                |
| 9/13                                 | <b>TECHNOLOGY</b><br>Provide technology classes each week (K-6) for research, keyboarding skills and publishing writing<br><br>Make use of the second computer lab when available after testing  | All K-6 Teachers   | 1/10 ongoing | Provide voluntary technology training opportunities for teachers.  | Carl Rust          |                                    |                                |
| Begin Date                           | Teacher Action Steps   | Person Responsible   | Begin Date   | Professional Development   | Person Responsible | Evidence of Implementation         | Evidence of Impact on Students |
| 11/10                                | Use NWEA for remediation as appropriate.   |  |              |  |                    |                                    |                                |

|      |  |       |  |  |  |  |  |
|------|--|-------|--|--|--|--|--|
| 9/11 | Interactive white board grades 3-6, portable interactive white board             |       |  |  |  |  |  |
| 9/14 | Use YouTube to teach parents how to use MobyMax                                  | Keith |  |  |  |  |  |
| 9/14 | Create links from the school website to student games, videos, etc. for learning | Lori  |  |  |  |  |  |
| 9/14 | Text/email info to parents on their phones.                                      | Keith |  |  |  |  |  |

## MARY FEESER – MATH ACTION PLAN – 2015-16

| <b>GOAL (SUMMATIVE GOALS)</b>  |   |                    |  |   |                    |                                 |                                      |
|--|---|--------------------|--|---|--------------------|---------------------------------|--------------------------------------|
| <ul style="list-style-type: none"> <li>○ By spring of 2016 80% of all students will show growth MOY to EOY as measured by NWEA.</li> <li>○ By spring of 2017, 85% of all students will show growth BOY to EOY as measured by NWEA.</li> <li>○ By spring of 2018, 90% of all students will show growth BOY to EOY as measured by NWEA.</li> <li>○ By spring of 2016, 70% of students, grades 3-6, will meet Standards in Math as measured by ISTEP+.</li> <li>○ By spring of 2017, 75% of students, grades 3-6, will meet Standards in Math as measured by ISTEP+.</li> <li>▪ By spring of 2018, 80% of students, grades 3-6, will meet Standards in Math as measured by ISTEP+.</li> <li>▪ Each year all students in grades 3-6 will show individual growth on their ISTEP score.</li> </ul> |   |                    |  |   |                    |                                 |                                      |
| <b>BENCHMARKS (FORMATIVE GOALS)</b>  |   |                    |  |   |                    |                                 |                                      |
| <ul style="list-style-type: none"> <li>▪ All students will achieve a year's worth of growth from MOY to EOY as measured by NWEA..</li> </ul>   |   |                    |  |   |                    |                                 |                                      |
| Strategies   |   |                    | Supporting Professional Development and Assessment |   |                    |                                 |                                      |
| Begin Date   | Teacher Action Steps  | Person Responsible | Begin Date   | Professional Development                          | Person Responsible | Evidence of Implementation      | Evidence of Impact on Students       |
| 8/13   | Teachers implement grade level math instructional calendars.  | All K-6 teachers   | Fall 2015  | Teacher collaboration During early release weekly | Grade levels       | Learning Logs and Walkthroughs  | MCLASS ACUITY                        |
|  | Explicitly teach problem solving 4X/month <ul style="list-style-type: none"> <li>▪ Daily math review (15 min.)</li> <li>▪ Poster method – 1X/mo.</li> <li>▪ Problem solving assessment 1X/mo.</li> </ul> Problem solving strategy-teacher's choice. | All K-6 teachers   | June and August 2015                               |   |                    | Problem solving data each month | Monthly problem solving task results |
| 8/13   | Data teams analyze math data monthly as determined by grade level.  | All K-6 teachers   |  |   |                    | Problem solving data each month | MCLASS ACUITY                        |
| 8/13   | Analyze problem-solving results monthly.  |                    |  |   |                    |                                 |                                      |
| 8/13   | Assess lowest 20% of students with math CBM 3 times per year  | All K-6 teachers   |  |   |                    |                                 | CBM data                             |



## **FEESER GUIDING PRINCIPLES**

1. Teachers acting as models, coaches, assessors, planners and consultants, while providing multiple opportunities for students to write across all content areas, improve students' writing skills.
2. Teachers who provide students the opportunity to read and write about a wide variety of non-fiction texts help students develop a deeper understanding and learning of the content and improve their writing skills.
3. By using appropriate strategies of managing differentiated instruction in the classroom, a teacher provides an environment of successful learning for all students.
4. Teachers differentiating content, using multiple approaches to cognitive-appropriate materials across the curriculum, increase students' interest and achievement.
5. Teachers who build connections, provide opportunities for students and parents to contribute, build competence in students, nurture more positive relationships and contribute to higher achievement scores for children in poverty.
6. Teachers maximizing the amount of time special education students spend in the general education classroom with accommodations and high expectations improves the achievement of special education students.
7. Collaboration of general education teachers and educational specialists creates success in the classroom for all students and improves academic achievement.

| <b>ISTEP+ Percentage of Students Passing</b> |                                |      |      |      |      |      |
|--|--------------------------------|------|------|------|------|------|
|  |                                | 2011 | 2012 | 2013 | 2014 | 2015 |
| Feeser                                       | % on Free/Reduced Lunch        | 54.2 | 54.8 | 55.2 | 51   | 48.3 |
|  | % English as a Second Language | 11.8 | 11.6 | 8.6  | 6.3  | 10.8 |
| Grade  |                                |      |      |      |      |      |
| 3  | Language Arts                  | 79   | 64   | 74   | 73   | 60   |
|  | Mathematics                    | 75   | 61   | 71   | 63   | 52   |
| 4  | Language Arts                  | 68   | 79   | 72   | 86   | 62   |
|  | Mathematics                    | 71   | 76   | 74   | 71   | 52   |
| 5  | Language Arts                  | 55   | 60   | 73   | 78   | 61   |
|  | Mathematics                    | 77   | 78   | 84   | 90   | 64   |
| 6  | Language Arts                  | 65   | 72   | 82   | 75   | 70   |
|  | Mathematics                    | 81   | 81   | 91   | 95   | 67   |
| All Grades                                   | Language Arts                  | 66   | 69   | 75   | 78   | 63   |
|  | Mathematics                    | 77   | 74   | 81   | 81   | 58   |

### FEESER Data 2015

| 2013 Whole School Data                                 |     |     |     |     |     |     |     |   |     |     |     |     |
|--|-----|-----|-----|-----|-----|-----|-----|---|-----|-----|-----|-----|
| Grade  | k   | 1   | 2   | 3   | 4   | 5   | 6   | Acuity  | 3   | 4   | 5   | 6   |
| SRI  |     |     |     | 43% | 64% | 77% | 66% | Acuity ELA Average Points Obtained                              | NA  | NA  | NA  | NA  |
| DORF   |     |     | 63% |     |     |     |     | Acuity Math Average Points Obtained                             | NA  | NA  | NA  | NA  |
| TRC  | 71% | 67% | 70% |     |     |     |     | Istep Applied Skills Frequency Distribution Max Points Obtained | 3   | 4   | 5   | 6   |
| Dibels Composite                                       | 88% | 57% | 69% |     |     |     |     | ELA   | 18% | 6%  | 12% | 20% |
| 3d Math  | 65% | 45% | 22% |     |     |     |     | Math  | 15% | 20% | 18% | 33% |
| Math CBM   |     |     |     | 88% | 85% | 71% | 83% | Istep Applied Skills Zeroes on CR                               | 3   | 4   | 5   | 6   |
| Istep Overall Passing Percents                         |     |     |     | 3   | 4   | 5   | 6   | ELA   | 17% | 25% | 24% | 25% |
| Language Arts  |     |     |     | 60% | 61% | 61% | 70% | Math  | 37% | 36% | 32% | 28% |
| Math   |     |     |     | 52% | 52% | 64% | 67% | Istep Disaggregation Summary Math                               | 3   | 4   | 5   | 6   |
| Both   |     |     |     | 43% | 43% | 52% | 58% | All Students  | 52% | 52% | 64% | 67% |
| Percent of Student Mastery for Math Academic Standards |     |     |     | 3   | 4   | 5   | 6   | Gen Ed  | 54% | 54% | 68% | 71% |
| Number Sense   |     |     |     | 51% | 52% | 66% |     | Special Ed  | <10 | <10 | <10 | <10 |
| Computation  |     |     |     | 47% | 53% | 70% |     | English Learner   | 36% | <10 | <10 | <10 |
| Algebraic Thinking & Data Analysis                     |     |     |     | 51% | 55% | 65% |     | Non-English Learner   | 54% | 50% | 61% | 63% |
| Geometry & Measurement                                 |     |     |     | 51% | 55% | 64% | 69% | Male  | 49% | 45% | 60% | 75% |
| Number Sense and Computation                           |     |     |     |     |     |     | 71% | Female  | 55% | 60% | 68% | 59% |
| Algebra & Functions                                    |     |     |     |     |     |     | 69% | Paid Lunch  | 68% | 49% | 70% | 76% |
| Data Analysis, Statistics, & Probability               |     |     |     |     |     |     | 66% | Free/Reduced Lunch  | 37% | 56% | 58% | 54% |

| Percent of Student Mastery for ELA Academic Standards |  |  |  | 3   | 4   | 5   | 6   |                                  |     |     |     |     |
|---|--|--|--|-----|-----|-----|-----|----------------------------------|-----|-----|-----|-----|
|   |  |  |  |     |     |     |     | Hispanic                         | 44% | <10 | <10 | <10 |
| Reading: Literature                                   |  |  |  | 57% | 60% | 64% | 71% | Istep Disaggregation Summary ELA | 3   | 4   | 5   | 6   |
| Reading: Nonfiction and Media Literacy                |  |  |  | 63% | 72% | 62% | 71% | All Students                     | 60% | 61% | 61% | 70% |
| Writing: Genres, Writing, & Research Process          |  |  |  | 61% | 61% | 65% | 68% | Gen Ed                           | 54% | 54% | 68% | 71% |
| Writing: Conventions of Standard English              |  |  |  | 62% | 59% | 61% | 69% | Special Ed                       | <10 | <10 | <10 | <10 |
|   |  |  |  |     |     |     |     | English Learner                  | 36% | <10 | <10 | <10 |
|   |  |  |  |     |     |     |     | Non-English Learner              | 54% | 50% | 61% | 63% |
|   |  |  |  |     |     |     |     | Male                             | 51% | 45% | 60% | 75% |
|   |  |  |  |     |     |     |     | Female                           | 68% | 60% | 68% | 59% |
|   |  |  |  |     |     |     |     | Paid Lunch                       | 68% | 49% | 70% | 76% |
|   |  |  |  |     |     |     |     | Free/Reduced Lunch               | 37% | 56% | 58% | 54% |
|   |  |  |  |     |     |     |     | Hispanic                         | 44% | <10 | <10 | <10 |

***Discipline Referrals August 2014-2015***

|                           | <i># of students</i> | <i># of students with referral</i> | <i>% of students with referrals within each race group</i> | <i>% of total pop.</i> | <i>% of referrals</i> |
|---------------------------|----------------------|------------------------------------|--|------------------------|-----------------------|
| <i>Black</i>              | 65                   | 19                                 | 29.2 %   | 12.1%                  | 31.2%                 |
| <i>Hispanic</i>           | 88                   | 10                                 | 11.4%  | 16.4%                  | 8.8%                  |
| <i>More than one race</i> | 42                   | 6                                  | 14.3%  | 7.8%                   | 6.4%                  |
| <i>White</i>              | 320                  | 36                                 | 11.35  | 59.6%                  | 51.2%                 |
| <i>Asian</i>              | 19                   | 3                                  | 15.8%  | 3.5%                   | 2.4%                  |
| <b><i>TOTAL</i></b>       | 537                  |                                    |  |                        |                       |