

SCHOOL IMPROVEMENT PLAN

Roosevelt STEAM Academy

Elkhart Community Schools

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2015-2016

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Narrative Description of the School and Community

Roosevelt STEAM Academy School is located in Elkhart, Indiana, a mid-sized city of approximately 52,000 residents 100 miles east of Chicago, IL. Elkhart is located in Elkhart County, the fifth largest county in Indiana. The economic base for this county is 47.5% employed in manufacturing, 8.2% health, education and social services, and 7.7% in retail trade. With the current downturn in the economy, Elkhart County has been especially hard hit with 3.6% unemployment, the highest in the state.

Roosevelt, one of fourteen elementary schools in the district, and is located in an urban setting. The school serves approximately 636 students in pre-K through grade six. The school zone encompasses a government housing project, a homeless shelter, and many rental homes. Our demographics consist of 43% Hispanic, 45% Black, 10% White, 2% Multiracial, and less than 1% of students from other backgrounds. Approximately 95% of Roosevelt's 636 (including Head Start students and 17 pre K students) students receive free/reduced lunch. All of our students receive free breakfast and lunch.

The staff is comprised of three administrators, one STEAM Coordinator 30 certified classroom teachers, two special education teachers, two ENL teachers, one intense interventions teacher, three fulltime specials teachers (music, art and PE), two music specialist who are working with our third and fourth grade band and orchestra students, and five full time interventions teachers who are mostly focused on reading. Meanwhile, on staff there are also two speech and language specialists, a social worker, and part-time positions for: behavior consultant, systems-of-care provider (Oaklawn), and school psychologist. The office staff includes principal, assistant principals, two secretaries, a nurse, and a translator and a parent support coordinator. Every Wednesday is an early release day for teachers to get extra collaboration time and professional development.

Title 1 Status

Roosevelt Elementary School is school-wide Title One. We are in Title One school improvement status.

Mission, Vision, or Beliefs

Roosevelt STEAM Academy will provide a unique, engaging educational experience that enables every child to realize their full potential with dreams for the future and the skills and abilities to realize those dreams.

Roosevelt STEAM Academy will provide students with the academic and social skills needed to be life-long learners and positive, contributing members of their society.

Goals:

- Teach academic skills necessary to ensure students' ability to thrive in an increasingly competitive world.
- Develop responsible, self disciplined individuals with good decision making skills.
- Students in grades K thru 6 will be exposed to the arts through music.
- 100% of students will meet or exceed grade level standards in grades K thru 6.
- Promote respect for self, others, and property.
- Provide a safe, stimulating environment.
- Develop a partnership among staff, learners, parents and the community.

We believe that children learn best through child centered explorations. We are dedicated to meeting the needs of all children by providing active, developmentally appropriate experiences; creating a positive learning environment; promoting high expectations for students to achieve their highest potential academically, socially and behaviorally; and building partnerships between students, school personnel, families and the community.

Statutes and rules the school wishes to have suspended from operation

Roosevelt Elementary School is not applying for waivers.

Description and Location of Curriculum

Science, student inquiry and hands-on instruction drive learning at our academy. The hands-on curriculum integrates 21st century skills, math, language arts, science, social studies, art, music and physical education. The cornerstones of our curriculum include problem-based learning, student performance and presentation, field trips, parent involvement and community partnerships.

Staff members at Roosevelt STEAM Academy believe the pursuit of excellence teaches students to strive for quality in all areas of their lives. Our distinctive program integrates music and performance concepts across the academic curriculum, beginning in kindergarten. The STEAM curriculum is designed with the intention that students connect to real-life and problem based learning activities, which affect social change in the community and nurture promising futures for students.

The daily schedule for classroom instruction has been designed using scientifically-based, hands-on project based lessons. We have partnered with ETHOS, a non-profit community partner, who has provided our science kits and training.

Language arts, math, and social studies are all integrated into the project based learning activities created by the classroom teachers. The teachers follow curriculum maps provided by the district. These maps provide the teachers with the power standards that they need to cover in their lessons and activities. Everyday Mathematics is implemented in all grades and is a key piece to supporting the math skills that need to be covered in all grades. The Houghton-Mifflin-Harcourt Journeys series has been adopted by our district and is used as a resource in the support of our project-based learning activities.

Teachers will also monitor the impact of their instruction using performance-based rubrics, progress monitoring, Fountas and Pinnell Benchmark Assessment, SRI, NWEA, and ISTEP scores.

Training for all teachers in scientifically-based research of best practice instruction has been provided via district workshops. The training, completed by all certified staff members, addressed effective teaching strategies, standards-based instruction, and the use of data to guide instruction. Teachers are provided with Everyday Mathematics training and on-going literacy follow-up training. The 8 step process, ENL programming, daily intervention groups, the General Education Intervention (GEI) team, and Title One summer school provide an added focus on the needs of at-risk and low-achieving students.

Parental involvement activities and workshops are planned by our parent support coordinator. These activities and workshops include adult ENL classes, and parenting workshops to assist parents with their child's academic achievement.

One Head Start classroom will be housed at Roosevelt STEAM Academy in 2015. All Head Start programs in Elkhart County use the High Scope curriculum with pre-school children. The High Scope curriculum is rich in language development and aligns well with the kindergarten curriculum and the Elkhart Literacy Program.

Titles and Descriptions of Assessment Instruments

District instructional calendars and formative assessments will break core instruction into sets of standards by 3 week windows. Teachers will pre/post assess based on those standards and plan differentiated instruction in response to individual need.

NWEA- is designed to give teachers in grades K through six a formative assessment that will help them better understand the needs of their students in math and reading. The program will provide instructional resources and data that will help make future educational decisions to meet the needs of all learners. NWEA will be administered three times during the year in English Language Arts and math. (See pages 33-47)

Fountas and Pinnell Benchmark Assessment- This is administered one on one to assess students' reading levels. It measures fluency and comprehension. It is designed to help teachers group students for reading instruction, select appropriate text and identify students who need interventions.(See pages 33-39, 44-47 and 52-53)

Scholastic Reading Inventory (SRI)- is a researched-based computer reading assessment program for students in grades three through six. It measures reading comprehension on a Lexile Framework for reading. This program delivers a fast and reliable low-stakes assessment to help inform instruction and make accurate placement recommendations.(See pages 33-39, 40-43 and 48-51)

ISTEP and IREAD(Third Grade) Assessments are annually standardized, criterion-referenced test mandated by the state in grades 3 through 6. They are used to determine progress made by students in those grade levels.

WIDA-

Plan for Submission/Updating Schoolwide Plan

The 2015-2016 School Improvement Team included the following members: teachers from every grade level, instructional interventionist, data coordinator. The members are: Jeff Komins, Tessa Sutton, Paula Grandison, Shawn Jordan, Emily Zitkus, Helenia Robinson, Katie Anderson, Kasey Graber, Nathan Geise, Jennifer Pummill, Annette Kaufman and Sue Ellen Thomas. Every member is responsible for contributing appropriately to any decision or topic of conversation. The Title 1 office, administrators, data coordinator, and coaches supply data from the building and district level, as well as, coordinate professional development. Teachers and parent support provide input and support for the initiatives put into action. All meetings are scheduled and conducted by the school administration and district provided consultant. School improvement data and information are shared with the staff at staff meetings. Every staff member also participates in research-based study groups to develop guiding principles and intervention strategies for increased learning. During the 2015-2016 school year, the SIT and principal will meet quarterly to review and analyze data, review implementation of the Action Plan and its effects on student achievement at Roosevelt STEAM Academy.

Based on the finding of the below school data. A plan was developed to address the needs in each area. The team monitors adherence to the fidelity of implementation of the strategies in the plan and monitors and analyzes student data. Based on the analysis, the plan and strategies are adjusted, revised and refined to address the student needs.

ISTEP Results Spring 2015

ELA Pass #	ELA %	Math Pass#	Math %	Both %
Grade 3	2014/2015	2014/2015	2014/2015	2014/2015
48	52.2/27	38	40.9/25	33.7/20
Grade 4				
25	37.9/37	26	39.4/31	30.3/24
Grade 5				
30	51.7/31	46	79.3/45	51.7/28
Grade 6				
41	63.1/45	44	67.7/37	55.4/27

Attendance Rate

Roosevelt STEAM Academy’s yearly attendance rate is 95.415%. Parents/Guardians are expected to call in and explain the reason for a child’s absence. Office personnel contact any parent who does not call the school. Letters are sent to parents of students who have an undue number of absences. Our parent coordinator will also make home visits or contact parents to resolve any issues they may have with getting their child to school. Excessive absences may result in a placement in the district Levels Program with possible court action taken if necessary. Vacation absences must be approved by the principal at least 2 weeks in advance. Students with perfect attendance and no tardies are recognized each semester.

Safe and Disciplined Learning Environment

The Roosevelt STEAM Academy safety plan is on file with the district. Fire, storm and lockdown drills are practiced regularly. A security system is in place in the school. Anyone entering the building must have an ID swipe card, key or must be let in by the office.

Positive Behavior Supports (PBS) is implemented at Roosevelt Steam Academy. The PBS Committee comprised of teachers, social worker, behavioral consultant, systems of care provider, and an administrator monitor discipline data and review behavioral intervention plans monthly. The staff has created a discipline curriculum (The Roosevelt Way) that is used to teach students appropriate school behaviors. The behavior committee developed and monitors a school-wide reward system. The committee also coordinates group, individual, and off-campus interventions. At the end of the first 17 days of school, a “Peace Walk” is organized to celebrate the school’s anti-bullying efforts and PBS implementation.

A General Education Intervention (GEI) subcommittee has been created to address teachers' requests for support with problem behaviors. The committee includes the social worker, Systems of Care provider, parent support coordinator, and our behavioral consultant. The group creates intervention plans, monitors implementation, and measures its success.

Elkhart Community Schools has adopted the Olweus Bully Prevention program, a research-based school-wide effort that includes individual and classroom components. Teachers conduct weekly meetings with their students to discuss potential bullying activities and how to manage these situations when they occur. The goal of the program is to prevent new, and reduce existing bully behaviors. In addition, it improves peer relationships and the school climate. All Roosevelt staff, bus drivers, and many neighboring community agencies have been trained. Students are surveyed once a year (December) to determine the effectiveness of the program.

A school behavior team is also in place. This team meets weekly to discuss student behaviors and come up with solutions to help the student be more successful in school.

Cultural Competency

The school zone encompasses a government housing project, a homeless shelter, and many rental homes. Our demographics consist of 43% Hispanic, 45% Black, 10% White, 2% Multiracial, and less than 1% of students from other backgrounds. Approximately 95% of Roosevelt's 636 (including Head Start students) students receive free/reduced lunch.

Teachers receive training on best practice instructional strategies for increasing student achievement that address the issues and needs of the different cultures. Professional development topics also include: Olweus Bully Prevention, Positive Behavior Supports, and working effectively with ENL students and families.

Many community outreach initiatives have been implemented. Parent Support Coordinator helps to bridge the gap between teachers, students and parents. We have a full-time translator in the school's office to ensure a connection with all families is made. September the school celebrates the International Day of Peace. Specific strategies have been put in place to increase teacher awareness of cultural differences and to provide instructional strategies for specific groups. We have been analyzing practices and procedures and raising cultural awareness issues that have caused an over

identification of African American students in special education and the disproportionality of suspensions of African American males in our school and district.

2015-2016 Discipline Data Summary

This was our second year as a K-6 building. We have been working hard this year to cut back on the number of referrals coming from our African American student population. We have instituted many ideas for rewards and positive supports through our PBIS team, BIT team and our GEI team. Although the numbers from last year have dropped we still have a disproportional amount of our African American students being sent to the office or getting suspended from school. Our demographics show that of the 43% of African American students we have, they are making up 71% of our total referrals and 69% of our out of school suspensions. These are mostly male students and we have started a mentor program to continue to help meet their needs. Most of these referrals originate in the classroom and this is a problem area we continue to address with our staff.

Our other races have seen a drop in referrals and suspensions for this year. For example, our Hispanic population is at 42% and they make up only 19% of our referrals and 14% of our out of school suspensions. Our White population is at 10% and our multi-racial is at 5% and they are at 19% and 5% for referrals and 14% and 6% for out of school suspensions.

Implementation of school wide reform strategies

Response to Instruction is a process that allows teachers to systematically evaluate the effectiveness of their instruction and respond quickly to student needs. Teachers are given time weekly to collaborate about student achievement data. The data guides teachers' decisions regarding organization and instruction of daily intervention groups. The process requires that flexible grouping allow students to meet with a variety of instructional programming, all tailored to the students particular needs as determined by the grade level team of teachers.

The GEI team provides support and intervention programming for students and teachers. Teachers may refer challenging, or low achieving students to the committee. The student is assigned a case manager to monitor the implementation and success of the resulting intervention plan. The team is comprised of classroom teachers, instructional coaches, school psychologist, social worker, administrator, and intervention specialists from special education and speech pathology.

Collaboration meetings take place once a week on our early release days every Wednesday.

The 8 Step Process has been implemented in grades K-6. This data-driven, cyclical improvement approach incorporates best practices and effective teaching strategies. Using effective school data, teachers follow instructional windows which cover specific standards, test their students then use the data to plan instruction for interventions for a period of thirty minutes every day. Students are placed in groups based upon academic needs and students who are showing proficiency are placed in enrichment groups. Each month the principal conducts learning log meetings with teachers to look at assessment results and teaching strategies.

Title One Summer School is a three week, half-day program designed to give struggling students more instruction in literacy. Students are placed in summer school based upon teacher recommendation for reading needs. Students are provided with lunch and breakfast. Weekly parent meetings are also conducted to provide families with additional resources and strategies to assist their child at home. Summer school also has a Pre-K program for incoming kindergarteners and for third grade students who did not pass the Iread test. The program was held at Roosevelt Elementary school for 2015.

Intercession Periods- These intercession periods were offered during fall break for struggling students in grades two and three, winter break for kids in grades K-3 and spring break for students in grades K-3.

Interventions- Students in grades K-3 are also given additional interventions from certified Title1 Instructional Interventionists who meet with their teachers and look at data to determine what skills they need to work on to become successful readers. Third grade students also work on a research based computer program (Systems 44) with an interventionists to help them get prepared for the IREAD test.

Clubs- After school clubs are also offered two days a week for an hour. These clubs can be academic in nature such as IREAD club and Math club. They can also be related to our STEAM focus such as Robotics, Science and Math bowl and Newspaper club. These clubs help our students with 21st Century skills needed to be successful in life as well as gaining presentation skills and how to compete in a competition that has specific rules.

Timely additional assistance

The school improvement action plans in reading and math have been developed to address the needs identified by data. The research-based strategies in the plan are implemented by all staff following the timeline developed in the plan. The school improvement team meets quarterly to monitor the implementation of the plan by reviewing both implementation data and student achievement data as outlined in the action plans. Through the use of different progress monitoring tools, teachers are able to identify those students who are in need of additional support.

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

Employee	Job/Position	How Qualified
1	Academic Dean	6 - Praxis II / NTE
2	Behavior Support	0 - Not Applicable
3	ENL - Elementary	6 - Praxis II / NTE
4	ENL - Elementary	6 - Praxis II / NTE
5	Grade 1	6 - Praxis II / NTE
6	Grade 1	6 - Praxis II / NTE
7	Grade 1	6 - Praxis II / NTE
8	Grade 1	6 - Praxis II / NTE
9	Grade 1	6 - Praxis II / NTE
10	Grade 2	6 - Praxis II / NTE
11	Grade 2	6 - Praxis II / NTE
12	Grade 2	6 - Praxis II / NTE
13	Grade 2	6 - Praxis II / NTE
14	Grade 2	7 - CAS
15	Grade 3	5 - HOUSSE
16	Grade 3	6 - Praxis II / NTE
17	Grade 3	6 - Praxis II / NTE
18	Grade 3	6 - Praxis II / NTE
19	Grade 3	6 - Praxis II / NTE

20	Grade 4	5 - HOUSSE
21	Grade 4	5 - HOUSSE
22	Grade 4	6 - Praxis II / NTE
23	Grade 4	6 - Praxis II / NTE
24	Grade 5	6 - Praxis II / NTE
25	Grade 5	6 - Praxis II / NTE
26	Grade 5	6 - Praxis II / NTE
27	Grade 6	6 - Praxis II / NTE
28	Grade 6	6 - Praxis II / NTE
29	Grade 6	6 - Praxis II / NTE
30	Intervention	3 - Not a core subject
31	Intervention	5 - HOUSSE
32	Intervention	6 - Praxis II / NTE
33	Intervention	6 - Praxis II / NTE

Roosevelt Elementary
2015 - 2016

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Executive Director of Personnel Legal Services.

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Employee	Job/Position	How Qualified
34	Intervention	6 - Praxis II / NTE
35	Intervention: Music - Elem	6 - Praxis II / NTE
36	Kindergarten	6 - Praxis II / NTE
37	Kindergarten	6 - Praxis II / NTE
38	Kindergarten	6 - Praxis II / NTE
39	Kindergarten	6 - Praxis II / NTE
40	Music - Elementary	6 - Praxis II / NTE
41	Music - Elementary	6 - Praxis II / NTE
42	P.E. - Elementary	3 - Not a core subject
43	Pre-K	Pending
44	Sp Education - Elementary	6 - Praxis II / NTE
45	Sp Education - Elementary	6 - Praxis II / NTE
46	Sp Education - Elementary	6 - Praxis II / NTE
47	Sp Education - Elementary	6 - Praxis II / NTE
48	Speech Pathologist	3 - Not a core subject

Job/Position	Time Location	Degree
Para-Special Needs	0116 Roosevelt	Compliant Credit Hours
Para-Media/Library	0116 Roosevelt	Compliant Para Test
Para-Instructional	0116 Roosevelt	BS Bachelors Degree
Para-Instructional	0116 Roosevelt	Compliant License
Para-Instructional	0116 Roosevelt	Compliant Associates
Para-Instructional	0116 Roosevelt	Compliant Para Test
Para-Special Needs	0116 Roosevelt	Compliant Associates
Para-Special Needs	0116 Roosevelt	Compliant Para Test
Para-Special Needs	0116 Roosevelt	Compliant Para Test
Para-Translator	0116 Roosevelt	Compliant Para Test

Strategies to Attract High-Quality, Highly-Qualified Teacher:



TO: STATE OF INDIANA TITLE I OFFICE
FROM: Doug Thorne
DIRECTOR OF PERSONNEL
ELKHART COMMUNITY SCHOOLS
DATE: 8/25/2014
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.*

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.

Elkhart Community School Corporation personnel department does the initial recruiting and screening of potential teachers. They participate in job fairs and recruit on college campuses. The district is committed to recruit the most highly qualified staff in all areas. Venture Interview Process is used as part of the hiring procedure. Elkhart is committed to diversity and equal opportunity in hiring practices.

Parental Involvement

Parent involvement is a key piece to the on-going success at Roosevelt STEAM Academy. We have a parent coordinator and a parent room. Parents are encouraged to come in for help with their children's behavior and academic needs, financial needs and over all well being. Our parent coordinator is part of our school improvement team and behavior team so she can help with contacting parents about school issues and student needs.

The Parent Teacher Organization (PTO) is an active group in our school the supplies valuable monetary assistance to both staff and students for materials and fieldtrips. Efforts to increase membership continue each year. New parents are approached at back to school nights, parent teacher conferences, kindergarten round-up, and athletic events.

After school events are also held to increase parental involvement. Those include: Family nights, concerts, athletic events, awards assemblies, spring carnival, STEAM nights, back to school night, parent teacher conferences, kindergarten round-up and Iread parent night. Roosevelt STEAM Academy is also conducting and infants and music class for parents and their toddlers.

Individual student academic and assessment information is provided to parents through quarterly report cards, conferences and letters explaining formal assessment results. Parents are always welcome to contact teachers and administrators to address concerns in and out of the classroom. Teachers are expected to communicate with parents. This is to be done for both praising children for positive efforts and to address academic and behavior concerns.

A parent/student folder is sent home every week to let parents know about student progress and inform parents of upcoming events and days off.

A translator is on staff in our office to assist non-English speakers. A translator is also available at all parent meetings and workshops.

Transition Plans

Head Start in Elkhart County was reorganized during the 2005-2006 academic school year. Head Start is now supervised in Elkhart County and St. Joseph County by a collaboration of the school districts in both counties. All Head Start programs in Elkhart County use the High Scope curriculum with pre-school children. The High Scope curriculum is rich in language development and aligns well with the kindergarten curriculum and the Elkhart Literacy Framework.

Elkhart Community Schools' PACE (Preschool Assisting Children's Education) program offers special education services for children with special needs ages 3-5. Through this program, children may receive services in a community preschool, a special education preschool, or in a home environment.

Kindergarten enrollment night is on the same night in April for all ECS schools. Parents are provided with information in English and Spanish regarding the expectations for school, policies, and procedures. Parents are encouraged to practice certain routines with the child to build their trust before school starts. A scrolling PowerPoint helps parents follow along as the enrollment process is explained, and serves as a reminder once the process has started. Head Start students are enrolled at a separate meeting prior to the district wide enrollment night. Many of these students already have most the necessary documentation completed for school. Parents are then informed about changes their students will likely encounter when they transition to a more traditional school setting.

Sixth grade band and orchestra students receive music instruction at the middle school while still attending Roosevelt STEAM Academy. In the spring, all sixth grade students are visited by their middle school counselor. Orientations at middle schools are held in May and August.

Title One Kinder Club is a three week literacy based summer school program offered to all incoming kindergarten students. Parents may enroll their students in Kinder Club when they complete the enrollment paperwork for school. The program is completely free and provides: breakfast, lunch, transportation for those who qualify, three hours of literacy instruction (class size of about 10), and a backpack of appropriate materials for home (3 books, writing journal, crayons, flashcards). As part of the program the school conducts three parent workshops.

Opportunities for Teachers to be included in Decision-Making

Weekly Scheduling for specials such as PE, art, music, library and computer lab is planned to provide time for grade level collaboration. Efforts have been made to provide common planning time for grade level teachers. Other opportunities for grade level collaboration and professional development occur every Wednesday during early release. Students are dismissed 45 minutes early so teachers have extra time to meet. The first Tuesday is set aside each month for staff meetings where important information is given to staff. Learning log meetings are put in place monthly as part of the 8 Step Process to review data, discuss effective teaching strategies and group students for 30 minute daily success periods. These meetings are with the principal and are a key component to the process.

The GEI team provides support and intervention programming for students and teachers. Teachers may refer challenging, or low achieving students to the committee. The student is assigned a case manager to monitor the implementation and success of the resulting intervention plan. The team is comprised of classroom teachers, instructional coaches, school psychologist, social worker, administrator, and intervention specialists from special education and speech pathology.

The School Improvement Committee meets throughout the year to analyze student data and make adjustments to the plan when needed.

Coordination and Integration of Federal, State, and Local Funds

While the school has chosen to coordinate the program efforts, it will not consolidate program funds at this time.

Title 1, Title II, Title IV, IDEA support programs in our school improvement plan:

- Interventionists
- 2 ENL teachers
- ENL paraprofessional
- Special education paraprofessionals
- Parent support coordinator
- Office translator
- Literacy summer school

LEA Title I Funds

The district guarantees that no less than 10% of the LEA Title 1 funds are used for professional development to improve the level of instruction by teachers. All of the professional development is designed to address student achievement data and areas of teacher need related to the school improvement plan. The PD meets all the NCLB standards including being research-based, ongoing and job-embedded.

The professional development is directly linked to the strategies in the school improvement plan. Additional professional development may be added during the school year based on data and emerging needs of teachers and students.

All paraprofessionals are invited to attend all professional development sessions but cannot be required to attend any sessions that take place outside of the normal workday

Roosevelt STEAM Academy- English Language Arts Action Plan 2015-16

Goal: (Summative Goals) <ul style="list-style-type: none"> • TRC (Progress Monitoring) • Students in grades K-1 will achieve benchmarks at the building expectation levels for TRC for each individual grade level. SRI <ul style="list-style-type: none"> • 65% of students in grades 3-6 will show improvement Quarterly on SRI assessments • NWEA. • 65% of students in grades 2-6 will show growth on NWEA administered 3 times a year. 							
BENCHMARK <ul style="list-style-type: none"> • By spring 2016 students in grades K-1 will be at benchmark according to TRC grade level expectation. • By spring 2016 65% of students in grades 3-6 will show improvement on SRI. • By spring 2016 65% of students in grades 2-6 will show growth on NWEA. • By spring 2016 55% of third graders will pass the IREAD test • By Spring 2016 60% of students in grades 3-6 will pass the ISTEP test. 							
				Supporting Professional Development and Assessment			
Begin Date	Teacher Action Steps	Person(s) Responsible	Begin Date	Professional Development	Person Responsible	Evidence of Implementation	Evidence of Impact
Fall 2015	GENERAL: All teachers will incorporate appropriate reading standards and skills as part of their project/Inquiry based STEAM lessons. Results of project based learning assessments NWEA and SRI will guide the teachers in what is needed for interventions.	K-6 Teachers	Fall 2015	Training on incorporating reading strategies within project based units Provide training on developing rubrics for scoring project based units. Provide training for interpreting NWEA data.	ETHOS STEAM Coordinator Interventionist Dee Wappes	Administrative Walk-Throughs And observations Scored Rubrics Learning Log Meetings	Increased proficiency scores Data from NWEA SRI Scores
Fall 2015	Writing takes place across all the content areas with a focus on state standards and a focus on response to literature specifically in non-fiction stories.		Fall 2015		Admins. K-6 teachers	Administrative Walk-Throughs Observations Student presentations	Finished writing projects Note booking Scores on rubrics from

							presentations
Fall 2015 Fall 2015	Teachers in grades 3-6 will do test talks with their students twice a year Progress monitoring on grade level chosen a Classroom teachers meet with low achievers in small, guided reading groups daily.	All classroom teachers	Fall 2015 Fall 2015	Collaboration on developing data folders and setting goals Early release PD	3-6 teachers K-2 Teachers Bldg. Administrators	Data Folders and data walls	Completed folders Student growth on grade level chosen assessment NWEA TRC) progress monitoring
Begin Date	Teacher Action Steps	Person(s) Responsible	Begin Date	Professional Development	Person Responsible	Evidence of Implementation	Evidence of Impact
Fall 2015	LOW ACHIEVERS - EsI Provide appropriate support in the classroom and during 8 step success periods.	Classroom teachers ESL teachers	Fall 2015	Provide teachers with strategies to support ESL students in the classroom	ESL Teachers	Walk throughs Observations	Growth in ESL levels from WIDA
Fall 2015	Low Achievers: K-2 Based on TRC and NWEA results, students in K-2 who score intensive and strategic will receive daily Tier 2 intervention/remediation in Success Period for 30 minutes. Intensive students are progress monitored every other week. Strategic once a month. Summer Lab school K-3 for remediation Summer school for grades 2-3 for IREAD	K-2 Teachers Interventionists Instructional paras Special Ed teachers	Fall 2015			Learning Log meetings Teacher recommendation for summer school	TRC Progress Monitoring System 44 IREAD scores
Fall 2015	High Achievers: Based on monthly reading assessments results and NWEA, students performing above grade level receive Success period enrichment daily for 30 minutes. Students are also challenged with project based STEAM lessons that involve research, inquiry and presentations	All classroom teachers Paras	Fall 2015		Success Period schedule Learning log meetings		DIBELS Acuity Common formative assessments SRI
Fall 2015	Cultural Competency address our practices, procedures and cultural awareness of issues that cause over-identification of African	All Staff	Fall 2015	Meetings with GEI team and behavior specialist	GEI Team BIT Team	Notes from GEI meetings	GEI results

Fall 2015	American students in special education and the increased number of suspensions. Our school needs to make the necessary adjustments in our procedures and increase the monitoring of our data.	All Staff	Fall 2015	Ongoing PBIS training Olweus Bullying program	Mary Holsopple	Class Meeting Notes	Discipline data PBIS data
Fall 2015-2016	PARENT INVOLVEMENT Back to school night, invite parents to awards assemblies, weekly folders sent home, IREAD night, STEAM nights, concerts, PTO meetings and parent teacher conferences.	All classroom teachers	Fall 2015-2016		All Staff	Parent signatures	Increased parent involvement
Fall 2015-2016	Transitions Kindergarten Round-up, summer school classes, pre-school music class, Head Start parent orientation and 6 th grade graduation	K-teachers, 6 th grade teachers Head Start Staff	Fall 2015-2016			Parent Signatures	Increased parent involvement and enrollment
Fall 2015	Technology 4-6 one to one computing I-pads for centers in K-2 Computer lab weekly for 45 minutes K-6 Smart Boards in every room	4-6 teachers K-2 teachers Computer para K-6 teachers	Fall 2015			Walk throughs Observations Specials schedule	Increased use of technology Students being proficient on computer mechanics ISTEP Acuity
Fall 2014	PARENT COMMUNICATION <ul style="list-style-type: none"> ▪ At Fall parent conferences inform parents of their child's performance on first MCLASS benchmark and academic performance and reading levels 	K-6 Staff	Fall 2014			Parent involvement for conferences	Percentage of parents attending conferences

Roosevelt Math Action Plan 2015-2016

School: Roosevelt STEAM Academy			Focus Area: MATH				
Goal: By spring 2016, 60% of students in grades 3-6 will meet Indiana Academic Standards in Math as measured by ISTEP+							
Benchmarks: Year 1: By Spring of 2016 60% of grades 3-6 students will score proficient on specific standards as measured on Acuity Year 1: By Spring of 2016 65% of students in grades 2-6 will show growth on NWEA.							
				Supporting Professional Development and Assessment			
Begin Date	Teacher Action Steps	Person Responsible	Begin Date	Professional Development	Person Responsible	Evidence of Implementation	Evidence of Impact
Fall 2015	<p>GENERAL: Teachers will follow curriculum maps to align project/inquiry based lessons to the Indiana Academic Standards for math with fidelity.</p> <ul style="list-style-type: none"> • Every Day Math is used as a resource • Problem Solving • Daily math review • Poster Method 	All K-6 teachers	Fall 2015	Collaboration to discuss instruction and strategies Review of problem solving methods Poster Method Daily Math Review	District Coachers	Walk throughs Observations	NWEA Daily Math review
Fall 2015	Teachers analyze math data from NWEA for the purpose of providing interventions.	All classroom teachers	Fall 2015		All staff	Learning Logs	Minutes from learning log meetings
Fall 2015	<p>LOW ACHIEVERS: Provide small group teaching/math review for those students in the classroom.</p>	K-6 Teachers	Fall 2015	Collaboration at grade level			NWEA Daily math review
	<p>LOW ACHIEVERS Progress monitor twice a month those students who are intensive. Provide review for math during one week of</p>	All Staff		Collaboration and Learning log meetings	Grade level teachers		NWEA Daily Math review

	success period for 30 minutes.						
Fall 2015	HIGH ACHIEVERS: Provide math activities for enrichment and challenge daily.	K-6 teachers Instructional paras	I				NWEA Daily math review
Fall 2015	PARENT INVOLVEMENT Send Everyday Math Home Links to parents STEAM Nights Weekly communication folders sent home Encourage parents to use parent resource room to seek extra help in understanding math concepts.	Teachers Parent coordinator					Parent sign in sheets Parent surveys
Fall 2015	Technology Smart Boards (K-6) One to one computing (4-6) Computer lab 45 min each week (K-6) IPADS (K-2) for small groups	K-6 Teachers	Fall 2014	Peer Mentoring between grade levels	K-6 teachers	Walk through Observations	Student display of work Data collected from walk through

ROOSEVELT ASSESSMENT PLAN

<i>Formative Assessments In 2015-2016 school year</i>	<i>Interim Checkpoint #1</i>	<i>Interim Checkpoint #2</i>	<i>Interim Checkpoint #3</i>
<p align="center">Implementation Assessment</p> <p align="center"><i>What is the evidence we are we doing what we planned to do?</i></p>	Monthly Parent Report Administration Walkthrough Note Booking Test talks Data Folders	Monthly parent Report Administration Walkthroughs Note Booking Data Folders	Monthly parent report Administration Walkthrough Note Booking Data folders
<p align="center">Impact Assessment</p> <p align="center"><i>What are the student results?</i></p>	ISTEP+ Spring 2015 NWEA	ISTEP+ Spring 2015 NWEA	ISTEP+

ROOSEVELT MATH ASSESSMENT PLAN 2015-2016

Goal: By spring of 2016, 60% of students grades 3-6 will meet Indiana Academic Standards in math as measured by ISTEP+.

Benchmarks:

Benchmarks:

Year 1: By Spring 2016 65% of grades 2-6 students will show good growth as measured by NWEA

Formative Assessments In 2015-2016 school year	Interim Checkpoint #1	Interim Checkpoint #2	Interim Checkpoint #3	Interim Checkpoint #4
<p style="text-align: center;">Implementation Assessment</p> <p><i>What is the evidence we are doing what we planned to do?</i></p>	<p style="text-align: center;">MONTHLY PARENT REPORT</p> <p>ADMIN. WALKTHROUGH</p> <ul style="list-style-type: none"> • Student Data Folders • Pacing On track 	<p style="text-align: center;">MONTHLY PARENT REPORT</p> <p>ADMIN. WALKTHROUGH</p> <ul style="list-style-type: none"> • Student Data Folders • Pacing On track 	<p style="text-align: center;">MONTHLY PARENT REPORT</p> <p>ADMIN. WALKTHROUGH</p> <ul style="list-style-type: none"> • Student Data Folders • Pacing On track 	<p style="text-align: center;">MONTHLY PARENT REPORT</p> <p>ADMIN. WALKTHROUGH</p> <ul style="list-style-type: none"> • Student Data Folders • Pacing On track
<p style="text-align: center;">Impact Assessment</p> <p><i>What are the student results?</i></p>	<p style="text-align: center;">ISTEP+ SPRING 2015</p> <p>NWEA</p>	<p>NWEA</p>	<p>NWEA</p>	<p style="text-align: center;">ISTEP+ SPRING 2015</p> <p>NWEA</p>

ROOSEVELT ENGLISH LANGUAGE ARTS ASSESSMENT PLAN 2015-2016

Goal:

- By spring of 2015 65% of students in grades K-2 will read at or above grade level as measured by TRC
- By spring of 2016 70% of students in grades K-2 will read at or above grade level as measured by TRC
- By spring of 2017 75% of students in grades K-2 will read at or above grade level as measured by TRC
- By spring of 2015 60% of students in grades 3-6 will score proficient as measured by ISTEP+.
- By spring of 2016 65% of students in grades 3-6 will score proficient as measured by ISTEP+.
- By spring of 2017 70% of students in grades 3-6 will score proficient as measured by ISTEP+
- By spring of 2016 60% of students in grades 3-6 will score proficient on IREAD
- By spring of 2016 65% of students in grades 3-6 will score proficient on IREAD
- By spring of 2017 70% of students in grades 3-6 will score proficient on IREAD

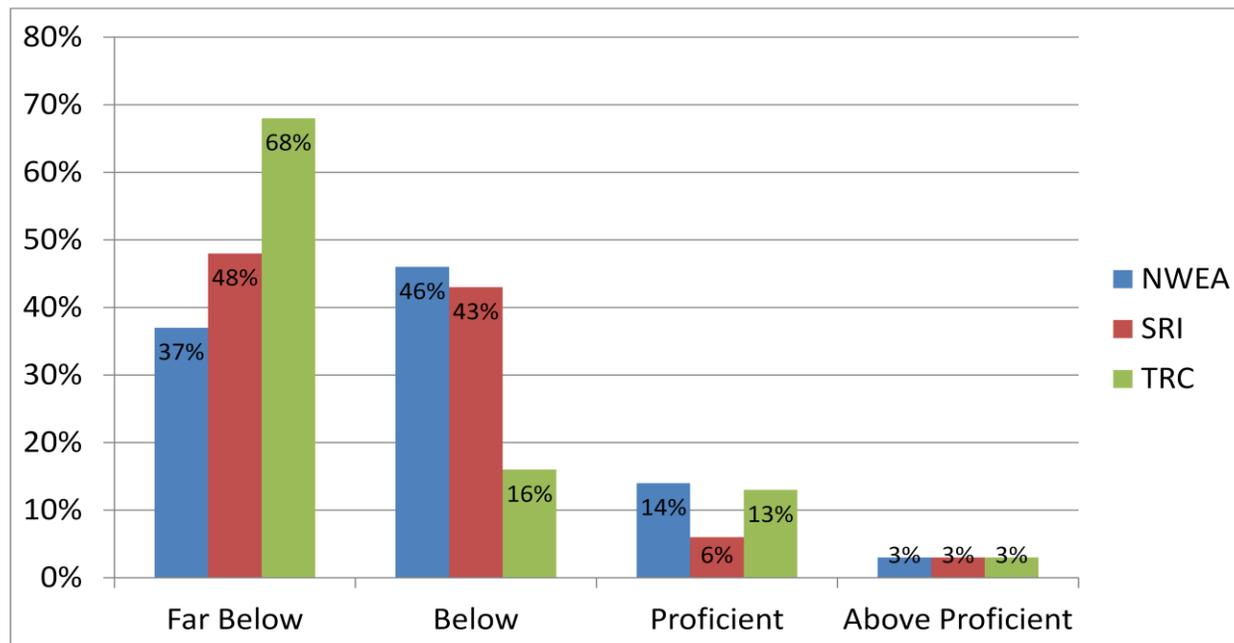
BENCHMARKS (FORMATIVE GOALS)

- 70% of students in grades K-1 will achieve the benchmarks set by TRC grade level expectations
- 70% of students in grades 2-6 will achieve good growth according to the NWEA test

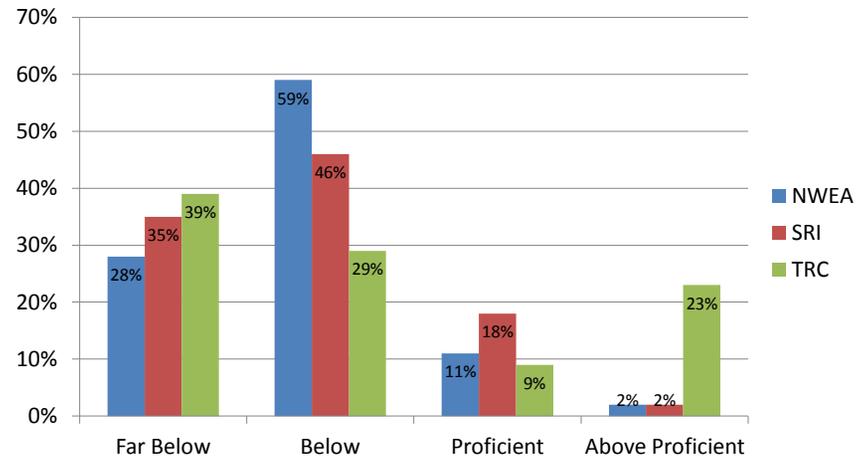
Formative Assessments In 2015-2016 school year	Interim Checkpoint #1	Interim Checkpoint #2	Interim Checkpoint #3	Interim Checkpoint #4
Implementation Assessment <i>Are we doing it?</i>	Administration Walkthrough to ensure instruction is following the standards as laid out by the state. Learning Log minutes	Administration Walkthrough to ensure instruction is following the standards as laid out by the state Learning Log minutes	Administration Walkthrough to ensure instruction is following the standards as laid out by the state. Learning Log minutes	Administration Walkthrough to ensure instruction is following the standards Learning Log minutes
Impact Assessments <i>What are the student results?</i>	ISTEP+ 2014 NWEA TRC progress monitoring SRI Discipline data	NWEA System 44 Discipline data GEI student results	NWEA System 44 TRC progress monitoring/SRI Discipline data	ISTEP+ 2015 NWEA TRC progress monitoring

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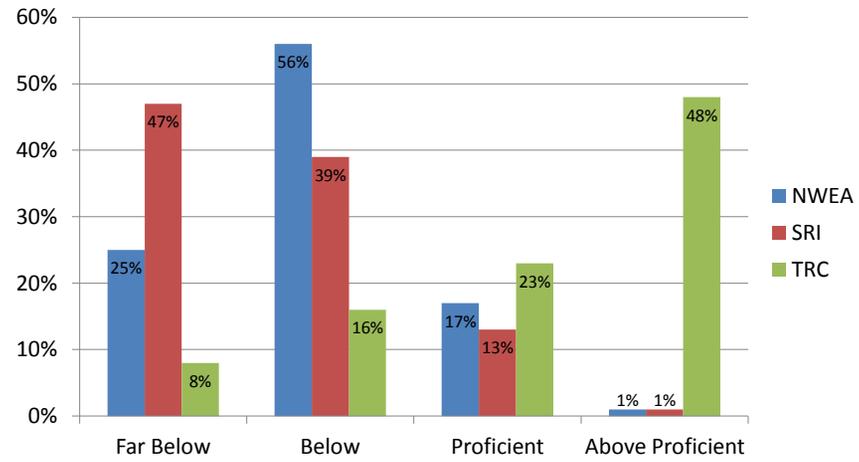
6th Grade NWEA, SRI, and TRC Reading data MOY 2015-16



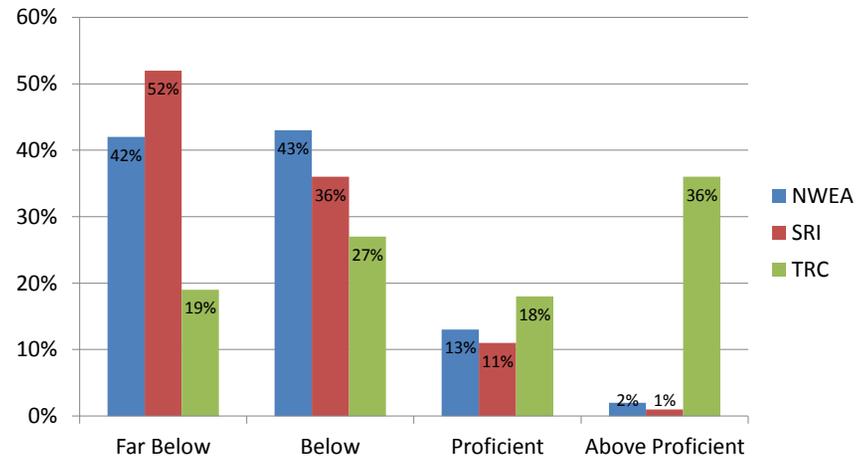
5th Grade NWEA, SRI, and TRC Reading data MOY 2015-16



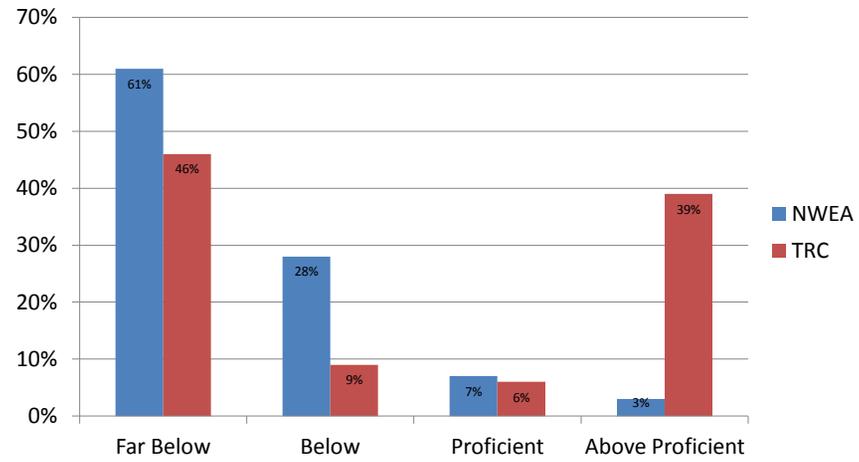
4th Grade
NWEA, SRI, and TRC Reading data
MOY 2015-16



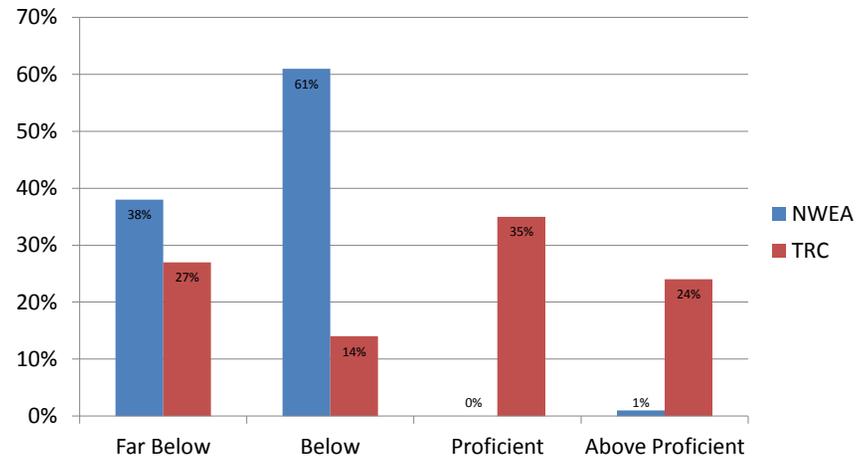
3rd Grade NWEA, SRI, and TRC Reading data MOY 2015-16



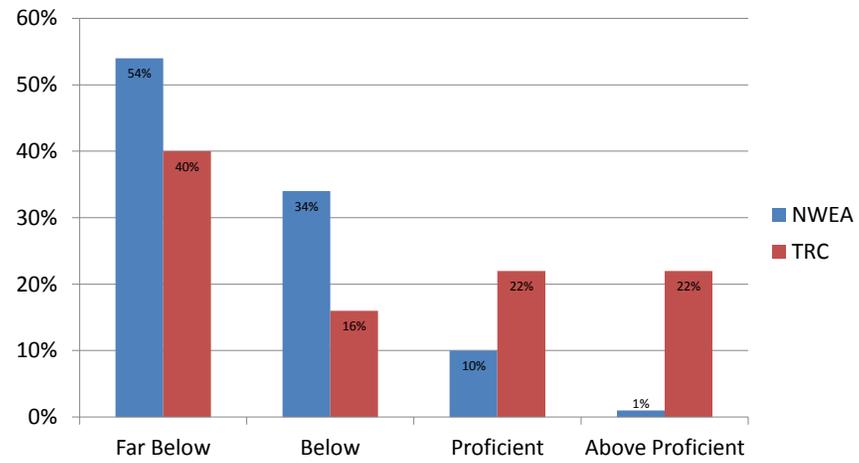
2nd Grade NWEA and TRC Reading data MOY 2015-16



Kindergarten Grade NWEA and TRC Reading data MOY 2015-16

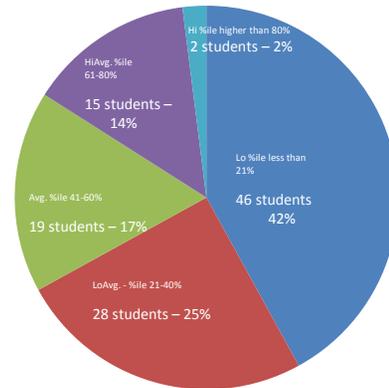


First Grade NWEA and TRC Reading data MOY 2015-16

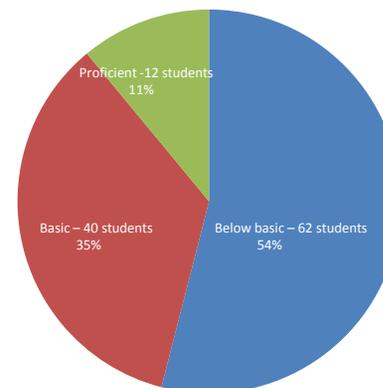


Comparison – NWEA and SRI Grade 3

NWEA results 12/15

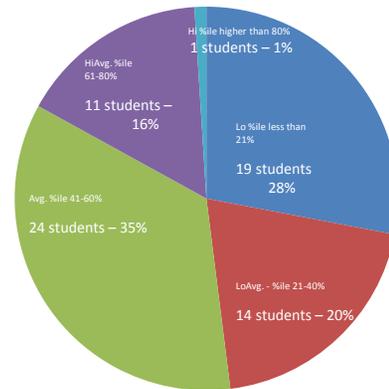


SRI results 12/15

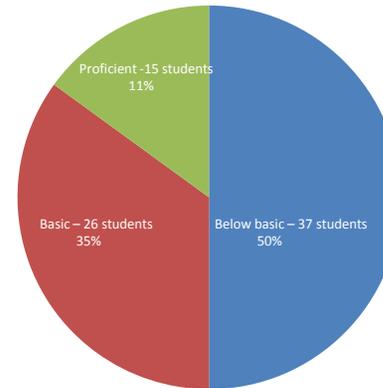


Comparison – NWEA and SRI Grade 4

NWEA results 12/15

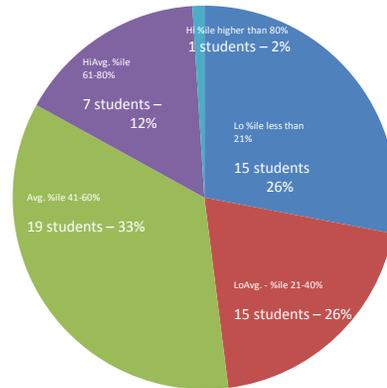


SRI results 12/15

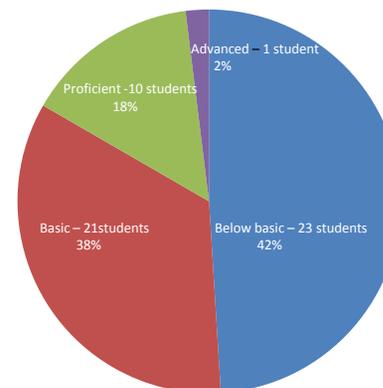


Comparison – NWEA and SRI Grade 5

NWEA results 12/15

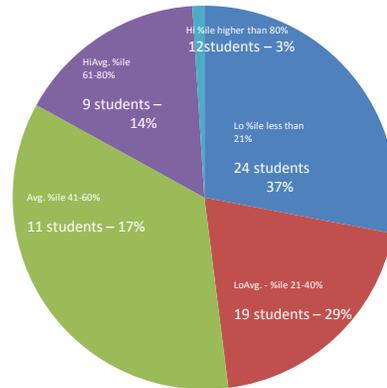


SRI results 12/15

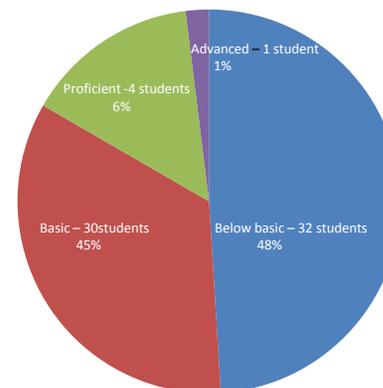


Comparison – NWEA and SRI Grade 6

NWEA results 12/15

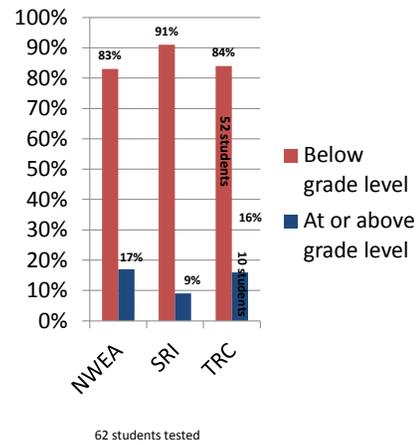


SRI results 12/15

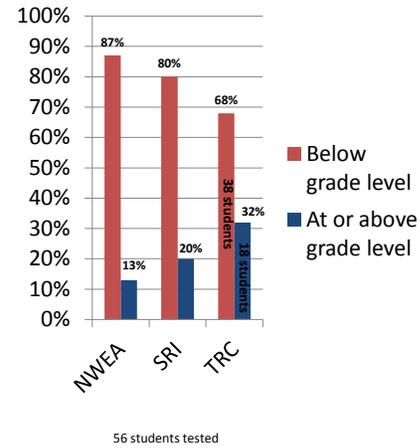


6th and 5th grade Reading Data MOY 2015-16

6th Grade

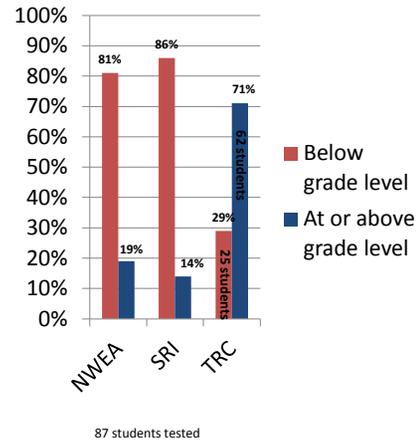


5th Grade

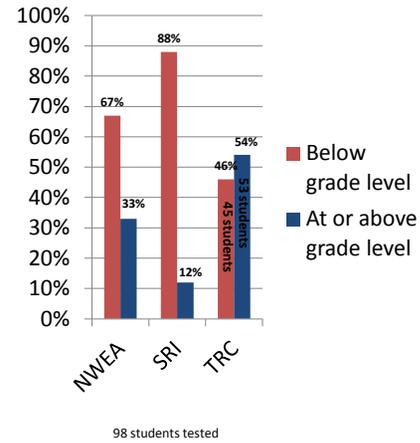


4th and 3rd grade Reading Data MOY 2015-16

4th Grade

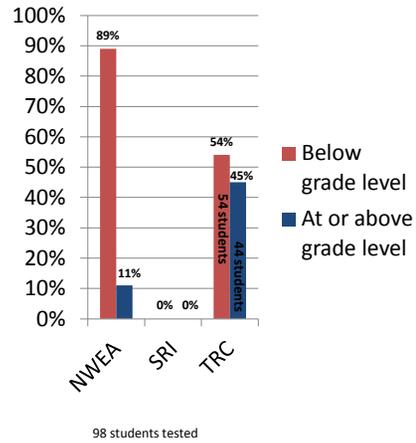


3rd Grade

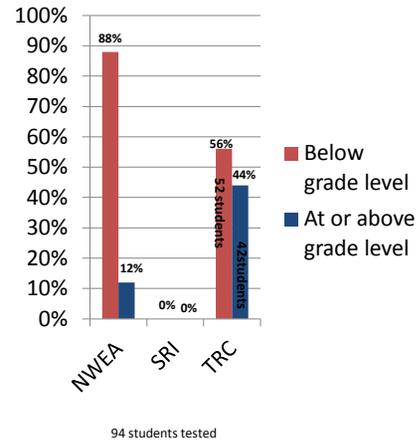


2nd and 1st grade Reading Data MOY 2015-16

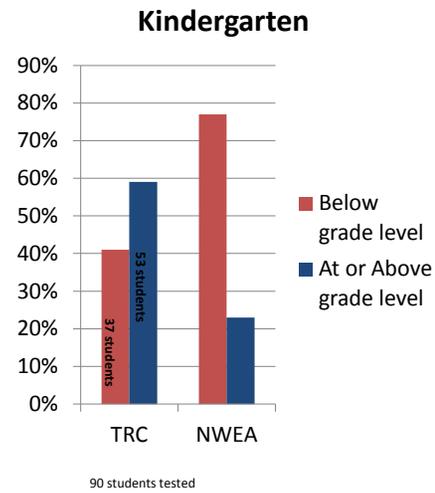
2nd Grade



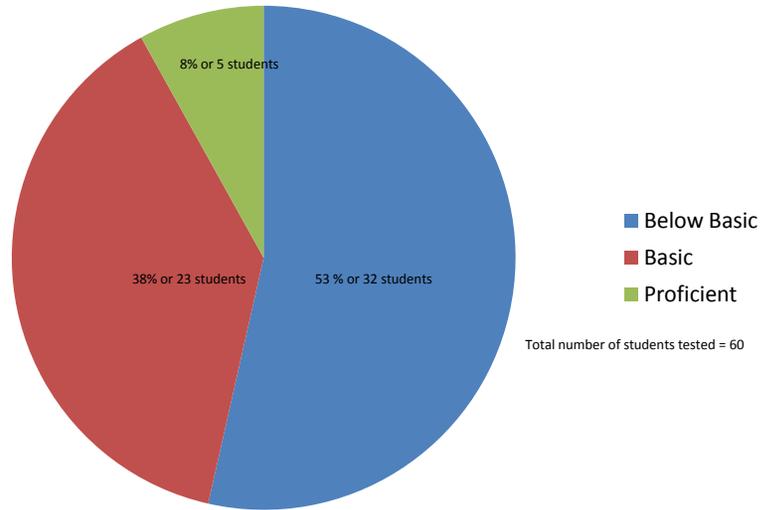
1st Grade



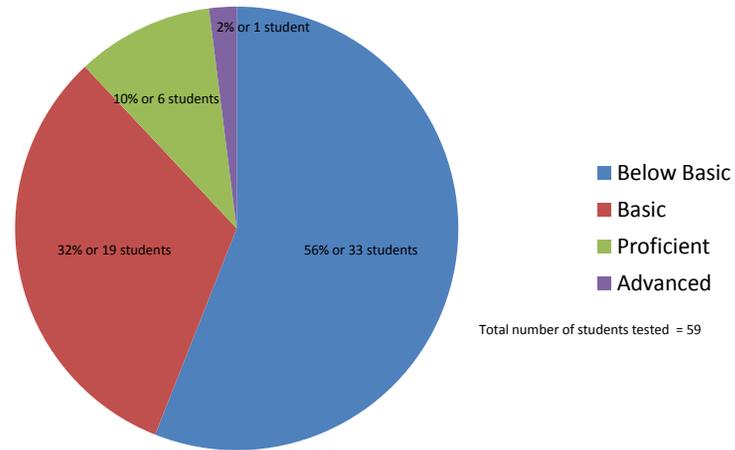
Kindergarten Reading Data MOY 2015-16



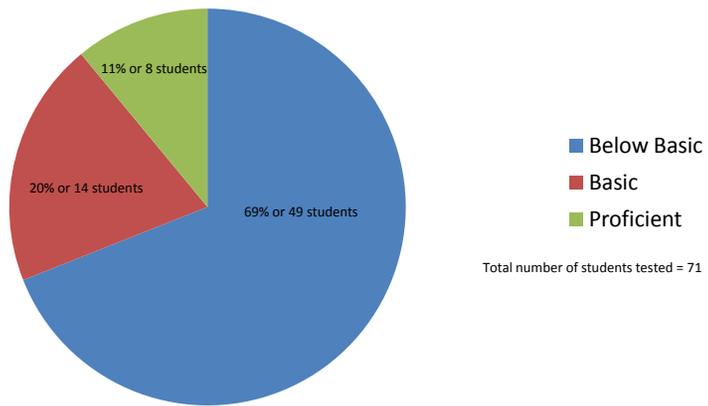
SRI Data
6th grade
2015-16
BOY



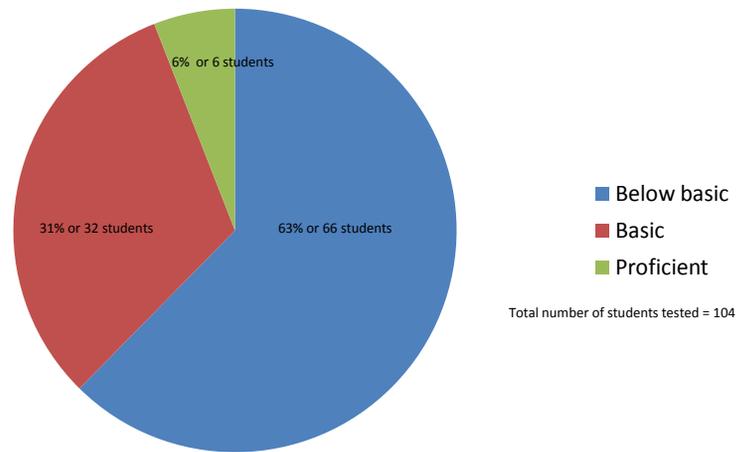
SRI Data
5th Grade
2015-16
BOY



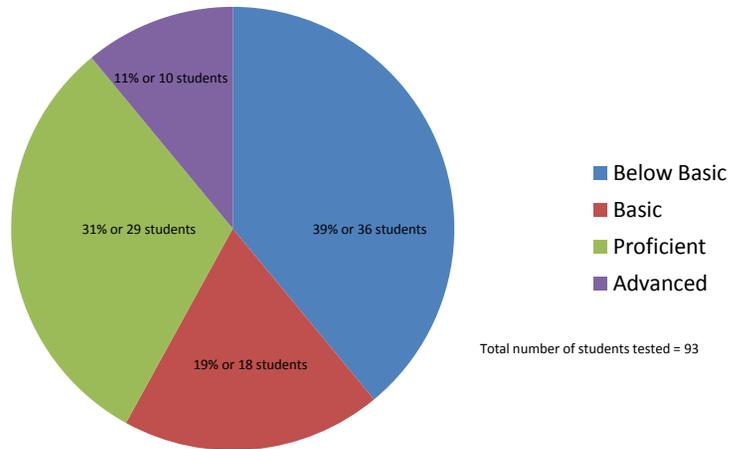
4th Grade
SRI
2015-16
BOY



3rd Grade
SRI
2015-16
BOY



TRC Data
1st Grade
2015-16
BOY



TRC Data
Kindergarten
2015-16
BOY

