

McCordsville Elementary School

7177 North 600 West

McCordsville, Indiana 46055

<http://www.mvcsc.k12.in.us/mes>

Mt. Vernon Community School Corporation

N.C.A./P.L. 221

School Improvement Plan

2008-2011

Updated August 2010

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Profile

McCordsville Elementary School is one of three elementary schools that are part of the Mt. Vernon Community School Corporation in Hancock County. McCordsville Elementary is located approximately 2 miles from the east side of Indianapolis on Mt. Comfort Road in McCordsville, Indiana.

The Mt. Vernon Community School Corporation includes the towns of Fortville, McCordsville, Mt. Comfort, and Mohawk. It also includes both Vernon and Buck Creek townships. Mt. Vernon Community School Corporation lies in the Northwest corner of Hancock County. Hancock County is located directly east of Marion County in Central Indiana.

Hancock county is located near many cultural attractions such as James Whitcomb Riley's home, the Benjamin Harrison House, the Indianapolis Zoo, the IMAX Theater and White River State Park, the Indianapolis Children's Museum, Conner Prairie Historical Center, the Eiteljorg Museum, the NCAA headquarters and museum, and the Indianapolis Motor Speedway. These and many other sites provide the cultural advantages of the metropolitan area.

Hancock County encompasses approximately 306 square miles with an average population of 199 residents per square mile. It abuts Madison, Marion, Shelby, Henry, and Hamilton counties. Although most residents of Hancock County are typically employed in their own county of residency, others commute out of Hancock County to its surrounding areas. Hancock County is primarily an agricultural and manufacturing county. It is rapidly developing from small, rural towns into an emerging suburban community. New housing communities, including subdivisions in various stages of development, are bringing many additional children to Mt. Vernon

Community School Corporation.

The Mt. Vernon School Corporation community consists of primarily Caucasian, Protestant, and English-speaking Americans. While the corporation's minority population has grown from less than 1% in 2000 to 15% in 2009, McCordsville population is more diverse. The McCordsville student population is the most diverse of any Mt. Vernon Community School Corporation building (20%). A large percentage of the students are transported to school by bus. Parents transport the remaining students.

The school corporation consists of McCordsville Elementary, Mt. Vernon Elementary, Mt. Comfort Elementary, Mt. Vernon Intermediate School, Mt. Vernon Middle School, and Mt. Vernon High School. These 6 buildings serve a school population of approximately 3,527 students.

McCordsville Elementary, a fully accredited North Central Association school, has a current enrollment of 447 students. There are currently 31 certified staff members and 25 non-certified staff members. It houses Kindergarten through 4th grade including special needs resource and related services, art, music, physical education, and multi-media services. Full Day Kindergarten began in 2007-2008 for less ready students. Beginning in 2008-2009, there were two full day kindergarten classes, one for tuition and one for less ready students. In 2009-2010 there were also 2 sections of half-day kindergarten classes. In addition, it houses special needs preschool classrooms.

McCordsville Elementary School sponsors numerous programs, clubs and organizations to encourage quality learning that appropriately meets the diverse educational needs of a growing population. School-sponsored activities and services include 1st through 4th grade math pentathlon, Art club, Choir, EXCEL tutoring program, Student Council, a program for high

ability learners, Computer Club, Sign Language Club, KUB News, Pump It Up With The Pirates, Limited English Proficiency program, Writing Club, an enrichment program, and YMCA child care services.

Vision

Students will effectively communicate through oral and written expression, will apply comprehensive learning experiences to a rapidly changing society and will act as responsible, independent children who will become self-sufficient caring citizens.

Mission Statement

It is the mission of McCordsville Elementary School to maximize each student's potential through a meaningful education in a safe and caring environment. It is our goal to work with the family and community to provide a strong academic foundation, to foster good citizenship, and to promote a healthful lifestyle in order to prepare all students for a highly technological and global society.

Belief Statements

- We believe that all students can learn and achieve in a variety of ways.
- We believe that a clean, safe, respectful, equitable, and caring school environment promotes student learning.
- We believe that teachers, families, and the community share the responsibility for the education of the child.
- We believe that high academic and behavioral expectations increase individual student performance.
- We believe that our primary academic focus is to provide every student with a strong foundation in language arts and mathematics.
- We believe that all students need to be prepared for our highly technological and global society.
- We believe adults modeling good citizenship and lifeskills promotes positive social and emotional growth.
- We believe learning is a lifelong process.
- We believe living healthful lifestyles is important for all students.

Unique Local Insights Summary

Strengths:

- Beautiful new school building and grounds
- Opportunity to build an educational program at McCordsville Elementary School
- Growing community
- Strong commitment to high academic standards
- Excellent parental support of the school
- Certified Wildlife Habitat
- Exemplary status for AYP (Annual Yearly Progress)
- Multiage classroom in grades 1 and 2

Concerns:

- Establishing and realizing school & community profile for McCordsville Elementary School
- Ability to meet the needs of a rapidly growing community
- Students, parents, and teachers perceived student performance weaknesses in the areas of comprehension, fluency, vocabulary, and critical thinking.

McCordsville Elementary school is committed to the safety and security of each student. McCordsville Elementary strives to be a safe and secure place for the students to grow and learn.

The following procedures have been put in effect to ensure the supervision of not only the students, but also visitors to our school.

- Students and visitors may access the building through two front doors at any time. The students can enter the building in the back at the bus drop-off/pick-up doors only when the buses are prepared to send and receive children. All other times these doors are locked. The front doors are unlocked throughout the day, but for a visitor to enter the building, he/she must enter the office and sign in. All other doors are locked at all times and only accessible by staff through a key pad.

- All visitors, volunteers, and substitute staff must wear identification while in the building. To receive a name tag, the visitor must sign in, using the Lobby Guard system.
- Any student arriving late or leaving early from school must be signed in or out in the log book in the front office.
- If a child will be changing his/her normal dismissal routine (i.e. new person picking them up, change in transportation) this information must be relayed to the front office and/or the child's teacher.
- Children are expected to go home immediately unless authorized to stay for an after school activity by a parent.
- Adults who are picking up students in the carline are given a number to display in their vehicle. This assures students are being picked up by the appropriate person.
- Security gates are put down at night to discourage others from going in unauthorized areas.
- Kindergarten students are released only to the authorized adult waiting in the Kindergarten pick-up/drop-off area.
- Extra rooms and storage areas remain locked at all times.
- Inappropriate/ potentially dangerous toys or objects that are brought to school are confiscated and only returned to an adult.
- Keys to the classroom have only been given to those who must access them daily. Substitute teachers and other support staff must have the front office staff or the custodial staff members open any room.
- A staff member in the building has been designated as the School Safety Specialist and will complete the training provided by the state School Safety Organization.

A secure environment allows for all who use the facility to feel safe and secure. The following items are used by our building to encourage a secure environment:

- All parking lots are well-lit.
- Security lights illuminate the front of the building.
- Key pad entry is the only manner of entry during non-school hours.
- All confidential areas (e.g. student records room, school social worker's office, principal's office) are equipped with locking desks, filing cabinets, and storage areas.
- Computer access is coded with a user-name and

password.

- Teacher's areas are also equipped with locking furniture (cabinets, desks, etc.)
- Security gates restrict access to those who use the facility after hours.

Positive social behavior (problem-solving skills, conflict resolution, respect for self, others, school, and community) is a high priority in McCordsville Elementary. Students are encouraged to engage in positive social behavior in many ways.

- Students are closely supervised in all areas of the school campus.
- The school social worker offers services to all students attending McCordsville Elementary.

Students are taught to treat self, others, property and their community with respect through social worker lessons, class room service learning projects, positive staff role models, and recognition of students who display these skills.

Bullying: This is taken seriously at McCordsville Elementary School as stated by P.L.106-2005, Sec. 6. Many different strategies are used to deter bullying.

- The school social worker conducts 10 classroom lessons encouraging positive social behavior, understanding what bullying is and how to handle that situation, and encouraging growth in positive problem solving and coping skills.
- Students are encouraged to report any bullying behavior to any staff member at the school.
- All reports of bullying and negative social behavior is investigated quickly and sensitively.
- Consequences are assigned when a bullying incident occurs.
- Retaliation against students who report bullying is not permitted and will incur serious consequences.
- Students are encouraged to not allow bullying to occur in our school through refusing to join in bullying, not laughing or watching bullying occur, and reporting any bullying behavior to an adult.

Child Abuse Reporting: All staff members are required by law to report any cases of suspected child abuse or neglect. Reports are investigated by Hancock County Division of Family and Children to determine if any

follow-up on the report is necessary. The school district has a written protocol for reporting situations to the Hancock County Division of the Family and Children. The protocol has been approved by both entities.

Drug/Alcohol and Firearm/Deadly Weapon Safety: McCordsville Elementary Student Handbook states that drugs, alcohol, firearms, and any other deadly weapon are strictly prohibited from the school grounds. Consequences for such infractions are listed in the Handbook. Students participate in Red Ribbon Week where students are encouraged to maintain a drug and alcohol free home and school environment.

Emergency Procedure: In order to ensure the safety of students and staff in the event of an emergency and/or crisis event, McCordsville Elementary has established emergency procedures for a wide variety of crisis events. Routine drills and practice sessions are intended to teach students proper behavior and responses to emergency situations.

Internet Safety: McCordsville Elementary has established the following procedures to safeguard students from internet predators and inappropriate websites.

- Before any student may access the internet, students and parents must read and sign our Network and Internet Agreement, which outlines the conditions in which students may use the network.
- Computer software has been downloaded on all computers to block the user's ability to access inappropriate websites.
- Students may use the internet with adult supervision only.
- Every computer is positioned so that the supervising adult can view all computers.

Sexual and other Forms of Harassment: McCordsville Elementary adheres to a NO TOLERANCE policy. Any student who has been found to harass another student will be disciplined in accordance with the Student Code of Conduct in the Handbook and the law.

School Bus Safety: No car or foot traffic is allowed in the bus loading and unloading area. Students are expected to abide by the rules and procedures

of safe transportation.

Description of MVCSC Curriculum

MVCSC uses the Indiana Academic Standards as its curriculum. A complete set of booklets containing the Indiana Academic Standards is kept in each classroom and in the school principal's office at McCordsville Elementary School. At this time, McCordsville Elementary School is not asking for any Indiana State Statutes to be waived.

Description of the McCordsville Elementary Educational Program

The kindergarten educational program consists of reading readiness, number readiness, basic information retention (ex: telephone number, address, birthday), verbal expression, and work habits. The first grade through fourth grade educational program consists of language arts (reading, language, spelling, writing), mathematics, science, social studies, penmanship, physical education, music, and art.

McCordsville Elementary Attendance Rate

For the 2005-2009 school years, McCordsville Elementary's attendance rate has been above the state average. During the 2005-2006 year, the attendance rate was 97.0%. For the 2006-2007 and 2007-2008 school years, the rate was 96.9%. For the 2008-2009 school year, the rate was 97.4%. Kindergarten through grade four were above the state average of 96.1% in 2008-2009. Kindergarten had the lowest rate with 96.4%, while third grade had the highest with 97.7%.

As far as the attendance rate by ethnicity and gender during 2008-2009, the Black population had the highest rate with 98.0%. All other populations ranked above the state average. The male population of 97.6% was higher than the female population of 97.1%

Parental Involvement

McCordsville Elementary School takes pride in its parental involvement. The Parent-Teacher Organization (P.T.O) is very active. It provides funds for professional development, student assessments and interventions, and student academic needs.

There is also a strong parent volunteer base. Parent volunteers are used in several classrooms to provide small group or one-on-one assistance to students.

Technology in the Classroom

Technology and multi-media equipment can be found in each classroom. DVD players, VCR's, a Smart Board, and overhead projectors are used. A distance learning lab is also located in the library. Each classroom is equipped with six computers. One is for teacher use and five are for student use. These computers are used for research, drill and practice, and centers.

Standardized Assessments

There are currently three formal assessments being used at McCordsville Elementary School. They are the Dynamic Indicators of Basic Early Literacy Skills (D.I.B.E.L.S.), the North West Evaluation Association (N.W.E.A.), and the Indiana Statewide Testing for Educational Progress (I.S.T.E.P. +).

The D.I.B.E.L.S. test is given to kindergarten through first graders. Second grade's initial testing began in the fall of 2007. Administration stopped second grade testing after the spring of 2009. Kindergarten and first grade began using this test in the fall of 2006. D.I.B.E.L.S. indicates areas of weakness in letter and sound recognition, phonemic awareness skills, reading, and retell fluency.

The N.W.E.A. is currently administered to grades one through four. The first grade began to be fully involved with it in the fall of 2008.

I.S.T.E.P. Plus is given to third and fourth graders. NWEA data and ISTEP+ both indicate weaknesses in reading vocabulary/word recognition and reading comprehension.

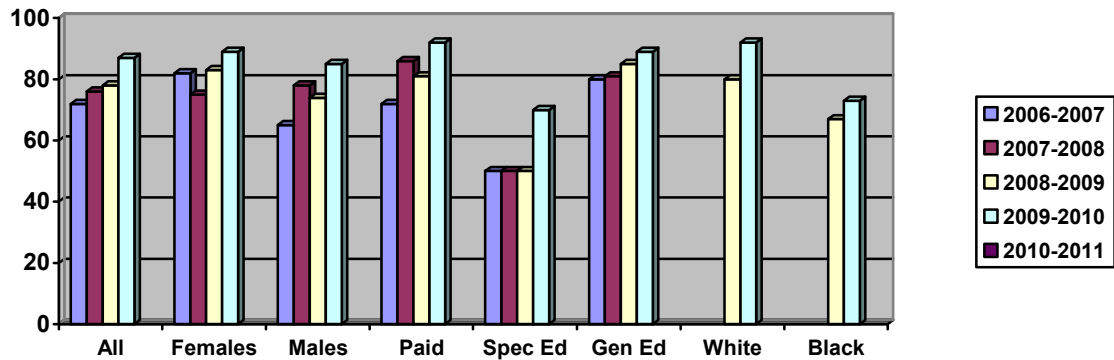
Our concerns with the chosen assessments are the differences in sub-

categories used and the scoring methods among N.W.E.A., D.I.B.E.L.S., and ISTEP+.

Cultural Competencies

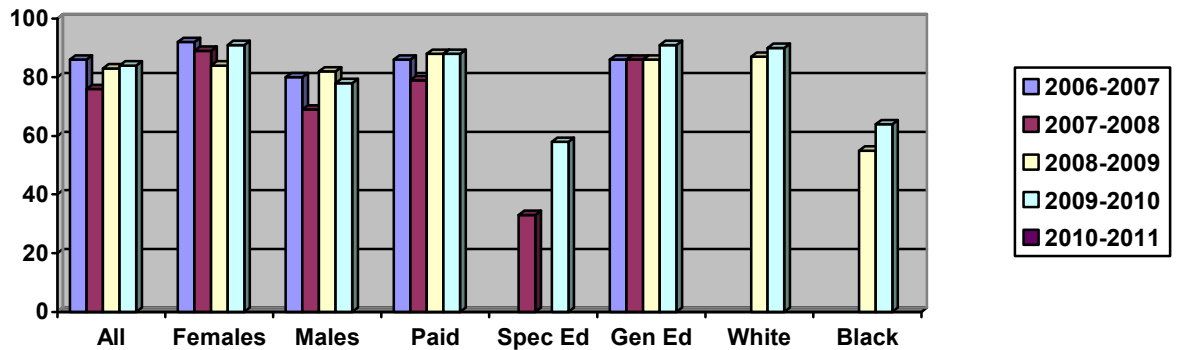
The following tables and graphs show our disaggregated data for the three assessments that are used at McCordsville Elementary School.

Third Grade ISTEP+ English/Language Arts Total Percent Passing



Our students' scores have increased in all areas in 2010. Our weakest areas are the special education population and the black population. There was 70% of the special education population who passed. This is up from 50% in the previous year. There were also 73% of black students who passed. This is up from 67% in the 2008-2009 school year. We have continued to conduct staff meetings to address our weakest areas. Our school improvement plan has included interventions for these special populations.

Fourth Grade ISTEP+ English/Language Arts Total Percent Passing



In the 2009-2010 school year, most populations increased. The male population dropped from 82% to 78%. There were not enough special education students to report in the 2006-2007 and 2008-2009 school years. The female population had steadily declined by 8% since 2006. In the 2009-2010 school year it increased 7% to 91%. The black student population has increased enough to be reported in 2008. In 2009 – 2010 it increased 9%. The percentage of general education students with passing scores increased to 91%. Our school improvement plan has provided interventions for our weakest areas.

N.W.E.A. Reading Data Mean RIT Scores

Vocabulary/ Word Structure 1st Grade	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Year	2006	2007	2007	2008	2008	2009	2009	2010	2010	2011
All	*	*	171.9	183.8	162.2	179.7	165.7	184.8		

Comprehension 1 st Grade	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Year	2006	2007	2007	2008	2008	2009	2009	2010	2010	2011
All	*	*	168.5	180.2	154.7	177.4	163.8	180.2		

1 st Grade	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Year	2006	2007	2007	2008	2008	2009	2009	2010	2010	2011
Females	*	*	174.0	188.1	164.2	187.2	164.7	184.3		
Males	*	*	174.2	187.0	161.3	181.7	168.0	185.3		
Free/Red.	*	*	175.7	186.0	155.8	174.6	159.2	177.7		
Spec. Ed	*	*	171.9	184.9	*	*	160.2	173.0		
Gen Ed.	*	*	174.2	187.7	164.0	186.4	169.0	187.8		

* Not enough students in this population

The first grade scores had dropped dramatically since 2007; however in the spring of 2010, the scores increased in all areas with the exception of females. Beginning in 2008, the first grade students' NWEA results are being used to create intervention groups.

Word Rec/Vocabulary 2nd Grade	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Year	2006	2007	2007	2008	2008	2009	2009	2010	2010	2011
All	174.2	190.0	174.7	193.8	178.4	195.2	181.5	198.0		

Informational Text Comprehension 2nd Grade	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Year	2006	2007	2007	2008	2008	2009	2009	2010	2010	2011
All	170.7	190.5	176.6	192.9	175.3	193.9	178.0	197.2		

Literary Text Comprehension 2 nd Grade	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Year	2006	2007	2007	2008	2008	2009	2009	2010	2010	2011
All	173.3	193.0	179.5	197.0	179.1	196.8	180.9	198.9		

2 nd Grade	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Year	2006	2007	2007	2008	2008	2009	2009	2010	2010	2011
Females	175.2	191.4	181.2	198.4	177.6	196.0	185.6	200.7		
Males	175.0	191.3	174.0	192.6	179.6	197.9	176.6	197.6		
Free/Red.	166.5	179.5	169.3	193.3	179.6	196.1	172.1	194.0		
Spec. Ed	158.3	176.5	167.7	187.2	*	*	171.7	*		
Gen Ed.	176.7	193.0	180.2	197.6	179.2	197.4	180.5	200.8		

*Not enough students in this population

The mean RIT score for second graders should be around 190 in the spring screening. The tables above show a gain in the areas of general education and females. Special education scores have increased dramatically, but there were not enough students to collect data for in the spring screening. The free and reduced and male populations decreased somewhat. For this reason, we have implemented interventions for this special population in our school improvement plan.

Word Rec/Vocabulary 3rd Grade	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Year	2006	2007	2007	2008	2008	2009	2009	2010	2010	2011
All	188.0	199.4	189.2	201.2	187.4	199.5	193.9	205.4		

Informational Text Comprehension 3rd Grade	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Year	2006	2007	2007	2008	2008	2009	2009	2010	2010	2011
All	188.8	202.2	189.0	204.7	189.7	201.0	193.2	205.1		

Literary Text Comprehension 3rd Grade	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Year	2006	2007	2007	2008	2008	2009	2009	2010	2010	2011
All	189.5	204.5	189.1	203.4	190.2	201.8	194.5	206.9		

3rd Grade	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Year	2006	2007	2007	2008	2008	2009	2009	2010	2010	2011
Females	193.2	205.0	192.7	203.1	193.3	204.0	193.3	205.1		
Males	186.7	198.7	190.3	204.3	187.4	200.8	196.6	206.6		
Free/Red.	197.7	208.2	175.2	189.5	*	*	192.1	201.1		
Spec. Ed	178.0	193.8	180.3	191.9	183.3	195.0	188.8	196.4		
Gen Ed.	192.1	203.0	191.5	204.4	192.3	204.7	196.1	207.8		

*Not enough students in this population

The suggested RIT score for third graders to be on grade level is 200. Our third grade students' scores have increased in every population. However, we continue to offer interventions, which are included in our school improvement plan, for struggling students.

Word Rec/Vocabulary 4th Grade	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Year	2006	2007	2007	2008	2008	2009	2009	2010	2010	2011
All	198.7	207.6	201.9	208.0	202.4	207.0	200.2	207.7		

Informational Text Comprehension 4th Grade	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Year	2006	2007	2007	2008	2008	2009	2009	2010	2010	2011
All	201.1	206.6	201.6	211.6	203.6	207.1	198.7	207.6		

Literary Text Comprehension 4th Grade	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Year	2006	2007	2007	2008	2008	2009	2009	2010	2010	2011
All	201.3	208.9	202.9	212.7	204.1	211.7	200.00	210.1		

4th Grade	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Year	2006	2007	2007	2008	2008	2009	2009	2010	2010	2011
Females	202.1	209.6	204.5	213.2	203.6	209.7	202.3	210.7		
Males	199.4	208.3	200.7	209.2	203.8	208.9	199.6	207.2		
Free/Red.	189.8	192.3	204.0	209.2	193.5	199.7	189.1	199.2		
Spec. Ed	197.8	208.8	188.8	199.7	*	*	193.3	199.8		
Gen Ed.	203.4	211.6	204.7	213.0	206.3	212.0	204.3	211.0		

*Not enough students in this population

For the fourth grade, the recommended RIT score is 207. All scores have exceeded the score of 201, except for the special education and free/reduced lunch population. We will continue to use the interventions stated for the special populations in our school improvement plan.

D.I.B.E.L.S. Assessment

Kindergarten

Percentage of Students Achieving Reading Benchmarks

	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011
All	38%	74%	53%	68%	63%	80%	59%	70%		
Female	31%	71%	48%	75%	63%	79%	63%	71%		
Male	43%	76%	59%	60%	64%	80%	56%	71%		
Paid	42%	78%	57%	74%	64%	80%	59%	71%		
Free and Reduced	40%	60%	36%	45%	60%	78%	*	*		
Spec. Ed.	11%	44%	*	*	*	*	*	*		
Gen. Ed.	45%	80%	51%	68%	63%	80%	59%	71%		

*Not enough students in this population.

The kindergarten has shown a dramatic improvement in all areas of testing from the fall 2006 to spring 2010. Each year has shown growth from fall to spring. Over the past four years kindergarten scores have increased an average of 20% from fall to spring.

D.I.B.E.L.S. Assessment

First Grade

Percentage of Students Achieving Reading Benchmarks

	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011
All	75%	78%	75%	64%	82%	86%	82%	81%		
Female	79%	81%	64%	52%	85%	87%	85%	84%		
Male	72%	76%	84%	74%	77%	85%	79%	78%		
Paid	77%	80%	78%	66%	72%	86%	82%	82%		
Free and Reduced	71%	50%	56%	57%	88%	86%	78%	67%		
Spec. Ed.	55%	36%	50%	38%	*	*	*	*		
Gen. Ed.	81%	84%	78%	68%	79%	85%	84%	81%		

* Not enough students in this population.

From 2009 to 2010, all of our populations decreased. In 2007, we began doing response to interventions by pulling in support staff from all areas to help our students improve their skills. More staff members were trained in D.I.B.E.L.S. In 2009, a D.I.B.E.L.S intervention team was formed, primary of support staff. These members worked directly with the students individually and in small groups. They focused specifically on areas of support which were needed and were not showing adequate growth.

D.I.B.E.L.S. Assessment Second Grade

Percentage of Students Achieving Reading Benchmarks

	Fall 2006		Fall 2007	Spring 2008		Fall 2008	Spring 2009		Fall 2009	Spring 2010
All	**		71%	67%		81%	76%		*	*
Female	**		75%	74%		77%	69%		*	*
Male	**		68%	60%		84%	81%		*	*
Paid	**		73%	67%		75%	76%		*	*
Free/Reduced	**		56%	63%		64%	75%		*	*
Spec. Ed.	**		27%	42%		*	*		*	*
Gen. Ed.	**		78%	71%		82%	76%		*	*

* Not enough students in this population.

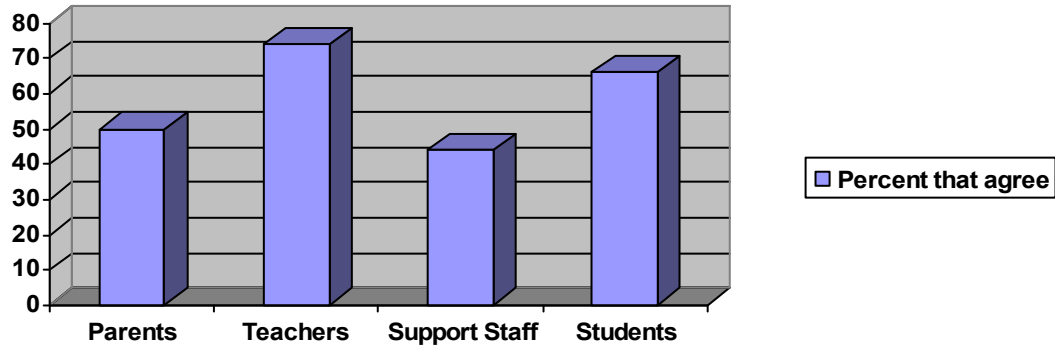
** Second grade did not begin testing until the fall of 2007-2008.

In 2009-2010, only a small portion of second grade students were tested. These students were provided interventions in a small group setting; however there were not enough students to report.

Survey Results

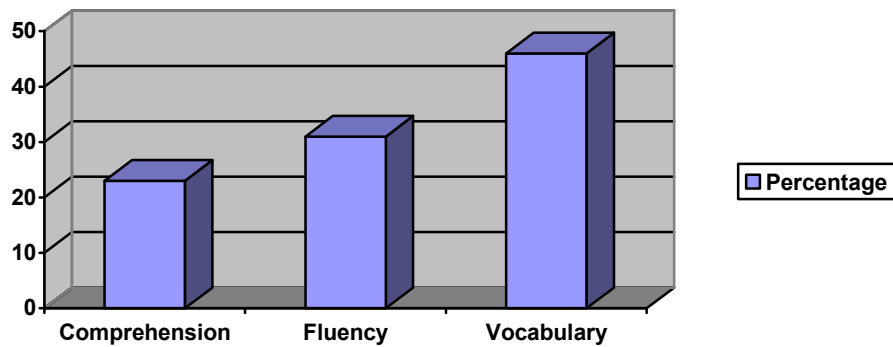
Surveys were given to students, parents, teachers, and support staff. Results were based on 102 students, 30 parents, 23 teachers, and 18 support staff members.

Do Students See the Relevancy of Area of Study & Application to Everyday Life?



Of the 173 people surveyed, 74% of the teachers and 66% of the students believe that what is being taught in the classroom is relevant to our everyday lives. 50% of the parents and 44% of the support staff agree to this statement.

Student Perception of Reading Short Comings



Students were asked what they felt was their weakest area in reading. Vocabulary was chosen overwhelmingly by 46% of the students. Fluency was chosen by 31% of the students, followed by comprehension at 23%.

School: McCordsville Elementary School					Date: August, 2010		
Goal Statement: Students will increase reading comprehension in every subject area.							
Support Data (used to select the goal):	SUMMATIVE Assessments (at least three)						
1. ISTEP+	Standardized Assessment(s):		Benchmark:				
2. NWEA	1. ISTEP+		ISTEP+ passing percentage will increase 5% by 2011.				
3. D.I.B.E.L.S.	2. NWEA						
4. Teacher Assessments	3. D.I.B.E.L.S.						
Intervention: Students will increase reading comprehension through development of vocabulary and word recognition activities at school.	Research supporting this intervention: Association (2004) Communication: Reading for Elementary Level Assessment Guide *Sousa, David A. (2004) How the Brain Learns to Read *Tomlinson, Carol Ann (2004) The Differentiated Classroom *Engelmann, Siegfried, Carnine, Linda, and Johnson, Gary, SRA/McGraw-Hill (2002) Corrective Reading Word Attack Basics.						*North Central
Activities to implement the intervention including staff development			Formative Assessments	Timeline		Person (s) Accountable	
Word Recognition: Teachers introduce new words through developmentally appropriate activities.				Begin	End		
Early Elementary:					2008	2011	K-2 Teachers
1. Teacher uses prompts to help students understand picture clues.			Teacher Observation				
2. Students practice using picture clues to recognize words.							
3. Teacher demonstrates decoding skills through phonemic awareness.							
4. Students decode words through experimentation with language such as rhymes, tongue twisters, and context clues.			Teacher Observation				
5. Students use educational software to practice and reinforce decoding skills.			Computer printouts				
Later Elementary:					2008	2011	2-4 Teachers
1. Teachers model the use of reference aids such as flash cards, journals, dictionaries and word of the day.							
2. Students use reference aids to decode new and challenging words in all subject areas.			Teacher Observation				
3. Students use educational software to practice and reinforce decoding skills.			Computer printouts				

Special Population: In addition to the above mentioned activities, the following will be incorporated.		2008	2011	All Teachers
1. Teachers provide visual model of word shape and form (word configuration) to develop word recognition skills.				
2. Students develop ability to increase automaticity through recognition of high frequency (sight) word activities.				

Activities to implement the intervention including staff development	Formative Assessments	Timeline		Person (s) Accountable
		Begin	End	
Vocabulary: Teachers will develop student vocabulary through developmentally appropriate activities.				
Early Elementary:		2008	2011	K-2 Teachers
1. Teacher uses prompts to help students understand picture clues.	Teacher Observation			
2. Students practice using picture clues to recognize words.				
3. Teachers direct students to use their prior knowledge in understanding .				
4. Students use graphic organizers (KWL charts, Venn diagrams and webs) to organize meaning of words.	Completed graphic organizers			
Later Elementary:		2008	2011	2-4 Teachers
1. Teachers use context with a variety of strategies to identify meanings of unknown words.				
2. Students apply skills learned to identify the meaning of unknown words through context clues.	Teacher Observation			
3. Teachers model the appropriate use of reference aids.				
4. Students use reference aids to learn meanings of new and challenging words in all subject areas.	Teacher Observation			
5. Teachers instruct semantics such as affixes, root words, and tenses.				

6. Students disaggregate words into their various parts of meaning.	Teacher Observation			
Special Population: In addition to the above mentioned activities, the following will be incorporated.		2008	2011	All Teachers
1. Teacher introduces vocabulary through differentiated instruction with leveled graphic organizers.				
2. Students develop reading basal vocabulary through matching written word to visual cues.	Teacher Observation			
3. Students increase vocabulary through use of individualized word banks.	Teacher Observation			

Date: August, 2010

School: McCordsville Elementary School

Goal Statement: Students will increase reading comprehension in every subject area.		
Support Data (used to select the goal):	SUMMATIVE Assessments (at least three)	
	Standardized Assessment(s):	Benchmark:
1. ISTEP+	1. ISTEP+	ISTEP+ passing percentage will increase 5% by 2011.
2. NWEA	2. NWEA	
3. D.I.B.E.L.S.	3. D.I.B.E.L.S.	
4. Teacher Assessments		

Intervention: Students will increase reading comprehension through the development of fluency.	Research supporting this intervention: *Englemann, Siegfried, Carnine, Linda, and Johnson, Gary, SRA/McGraw-Hill (2002) Corrective Reading for Word Attack Basics. *Sousa, David A. (2004) How the Brain Learns to Read. *SRA/McGraw-Hill (2003) Reading Mastery. * Tomlinson, Carol Ann (2003) Differentiation in Practice.			
Activities to implement the intervention including staff development	Formative Assessments	Timeline		Person (s) Accountable
		Begin	End	
Fluency:				
Early Elementary:		2008	2011	K-2 Teachers
1. Teachers model read alouds to students.				
2. Teachers use predictable books and charts to increase student's fluency.				
3. Students practice reading through the use of predictable books.	Teacher Observation			
4. Teachers use environmental print to extend fluency through real life words students find personally relevant.				
5. Students practice reading environmental print from pictures.	Teacher Observation			
Later Elementary:		2008	2011	2-4 Teachers
1. Teachers model read alouds to students.				
2. Students read with peers to increase fluency.	Teacher Observation			
3. Teachers instruct students on strategies to improve fluency.				
Special Population: In addition to the above mentioned activities, the following will be incorporated.		2008	2011	All Teachers
1. Teachers model fluent and non-fluent oral reading.				

2. Students read and re-read text, under time pressure, to increase oral speed.				
3. Students will use audiotapes, tutors, and peer guidance to develop speed.				

Resources	Staff Development
<p><u>Word Recognition:</u> <u>Early & Late Elementary</u></p> <ul style="list-style-type: none"> • Curriculum Coordinator • Media Specialist • Technology Associate • Computer Software • Reading Connections publications • Word of the Day materials • RtI and DIBELS interventionists • Literacy Coach <p>Timeline: 09/07-12/11 Most of these activities have already begun and will continue to be ongoing, unless they are deemed ineffective.</p> <p>Accomplishments:</p> <ul style="list-style-type: none"> • Fall 2008- Grade level meetings were conducted to look at student subgroup data for interventions. • RTI workshop hosted on 3-12-09. • In the fall of 2009, RtI and DIBELS interventionists began programs in all grade levels using <i>Read Naturally</i> and <i>Corrective Reading</i>. 	<ul style="list-style-type: none"> • Monthly data meetings allow teachers to study student subgroup data to determine if activities should be added to more adequately address their needs. Students will be identified and placed in small intervention groups to focus on specific skills needed for word recognition. • A monthly newsletter with suggestions and activities to provide busy parents with practical ways to promote their children's reading, writing, and language skills can be found on the school's website. • The faculty will host literacy activities for parents on various ways to orally read with children. • In the fall of 2009, RtI and DIBELS interventionists began programs in all grade levels using <i>Read Naturally</i> and <i>Corrective Reading</i>. • <i>Word of the Day</i> books were purchased for first and second grade teachers. The program has been implemented in the classrooms. • <i>Word of the Week</i> charts were purchased for third and fourth grade teachers. The program has been implemented in the classrooms. • <i>The literacy coach will demonstrate a new reading strategy each month at staff meetings.</i>

Resources	Staff Development
<p><u>Vocabulary:</u> <u>Early & Late Elementary</u></p> <ul style="list-style-type: none"> • Curriculum Coordinator • Special Education Teachers • Graphic organizers • Reference aids • Student data • RtI and DIBELS interventionists • Literacy Coach <p>Timeline: These activities are to begin during the 2007-2008 school year and will be ongoing.</p> <p>Accomplishments:</p> <ul style="list-style-type: none"> • Fall 2008- Grade level meetings were conducted to look at student subgroup data for interventions. • RTI workshop hosted on 3-12-09. • In the fall of 2009, RtI and DIBELS interventionists began programs in all grade levels using <i>Read Naturally</i> and <i>Corrective Reading</i>. 	<ul style="list-style-type: none"> • Teachers will identify the effectiveness of the activities in the school improvement plan during grade level data meetings. • In the fall of 2009, RtI and DIBELS interventionists began programs in all grade levels using <i>Read Naturally</i> and <i>Corrective Reading</i>. • <i>Word of the Day</i> books were purchased for first and second grade teachers. The program has been implemented in the classrooms. • <i>Word of the Week</i> charts were purchased for third and fourth grade teachers. The program has been implemented in the classrooms. • <i>The literacy coach will demonstrate a new reading strategy each month at staff meetings.</i>

Resources	Staff Development
<p><u>Fluency:</u> <u>Early & Late Elementary</u></p> <ul style="list-style-type: none"> • Media Specialist • Reading Connections publications • Word of the Day materials • Read aloud books • Charts and predictable books • Environmental print materials • Audio tapes • Peer tutors • RtI and DIBELS interventionists • Literacy Coach <p>Timeline: 09/07-12/11 Most of these activities have already begun and will continue to be ongoing, unless they are deemed ineffective.</p> <p>Accomplishments:</p> <ul style="list-style-type: none"> • Spring 2008 - <u>Reading Connections</u>, a monthly newsletter is sent home with all students, including a Spanish version. • Fall 2008 – School Improvement Committee examines a few sources for a new word of the day program. • RTI workshop hosted on 3-12-09. • In the fall of 2009, RtI and DIBELS interventionists began programs in all grade levels using <i>Read Naturally</i> and <i>Corrective Reading</i>. 	<ul style="list-style-type: none"> • A monthly newsletter with suggestions and activities to provide busy parents with practical ways to promote their children’s reading, writing, and language skills can be found on the school’s website. • The faculty will host literacy activities for parents on various ways to orally read with children. • Teachers and staff will be given time to share ideas that are currently being used. • In the fall of 2009, RtI and DIBELS interventionists began programs in all grade levels using <i>Read Naturally</i> and <i>Corrective Reading</i>. • <i>The literacy coach will demonstrate a new reading strategy each month at staff meetings.</i>