

Madison STEAM Academy

PL221 School Improvement Plan

2017-2020

School Name	Madison STEAM Academy
School Address	832 N. Lafayette Blvd South Bend, IN 46601
School Telephone Number	574-393-3200
School Fax Number	574-283-8328
School Number	7573
School Corporation Number	7205

Mrs. Deb Martin

Principal

Dr. Kenneth Spells

Superintendent

Table of Contents

Components of PL221	
Statement of mission	p. 3
Introduction <ul style="list-style-type: none"> ● Narrative description of school, community and educational programs ● Description and location of curriculum ● Titles and descriptions of assessment instruments 	p. 3-4 p. 3 p. 5-6
Summary of data <ul style="list-style-type: none"> ● Annual performance report, including graphs ● Other performance indicators ● Other information 	pp. 7-21
Educational programming conclusions <ul style="list-style-type: none"> ● Curriculum and standards ● Analysis of student achievement ● Instructional strategies ● Parent participation ● Technology as a learning tool ● Safe and disciplined learning environment 	p. 22-24 p.22-24 p.22-25 p.25-26 p. 26 p. 27
Specific areas where improvement is needed immediately with <u>Goals</u> , <u>Proposed interventions</u> , <u>Professional development</u> , and <u>Benchmarks for Progress</u> <ul style="list-style-type: none"> ● Academic standards (ELA & Math) ● Attendance rate ● Leadership ● Effective Instruction ● Student Supports 	p. 27-33 p.33 p. 33-34 p. 34-35 p.35-36
Statutes and rules to be waived	N/A
Three year timeline	p.36-37
School Improvement Team	p. 38

Vision Statement

The vision of Madison STEAM Academy is to create an exceptional student-centered learning environment that encompasses high academic standards, community collaboration and mutual respect.

Mission Statement

Our mission is to cultivate every student's inquisitive nature and critical thinking processes by guiding students academically, socially and emotionally through discovery, collaboration, and creativity for success with 21st century skills.

Introduction

Madison STEAM Academy is located at 832 North Lafayette Blvd. The school was built in 1890 and serves 468 students in grades PK - 4.

Our student population on 9/1/17 of 457, included 12% White, 57% Black, 10% Multiracial, 20% Hispanic, *.06% Asian and less than *.04 % American Indian. The percentage of students who qualify for free or reduced lunch has decreased in the past five years from 88.6 % in 2011 - 12 to 85.6 % in 2016 - 17.

Madison STEAM Academy is one of 18 kindergarten - fourth grade primary centers in the South Bend Community School Corporation, which serves approximately 7,000 primary students and a total of 17,000 students in PK through 12th grade.

Madison STEAM Academy instruction follows the Indiana College and Career Ready Standards, adopted in May, 2014. Abridged curriculum maps outlining the pacing, academic vocabulary, integration of technology for instruction, and formative assessments related to each critical and important language arts and math standards were developed for the 2017 - 18 school year. Integrated STEAM Units of Study were created by the teaching staff in collaboration with Notre Dame, Purdue, and ASCD differentiation guru Marcia Imbeau. Additional guidance documents for language arts and math instruction and assessment were provided to instructional staff in August of 2017. These documents are reviewed each year to insure accurate and best practice methods are used to instruct and assess Indiana College and Career Ready Standards. Current curriculum maps are available online for access by teachers and parents.

School-wide Positive Behavior Supports were developed in 2015 to teach and reinforce positive behavior within the learning environment. During the 2015-2016 school year, Madison STEAM Academy participated in PBIS training. In 2015 to present Madison STEAM Academy has participated in Responsive Classroom training, as well as intensive STEM training from both the

University of Notre Dame and Purdue University. Madison Primary Center received the IDOE STEM Certification award in Spring 2016 and officially changed its name to Madison STEAM Academy in 2017.

During the 2016-17 school year, Madison STEAM Academy utilized Title I funds to provide targeted interventions to students through K-4. Intervention specialists, instructional coaches, and an instructional aid worked with students in K-4 on reading based upon student ranking sheets. In addition, specialized IREAD3 groups met 5 days a week in 3rd with all students and 4th grade with students who did not pass IREAD3. Our interventional behavior specialist worked with K-4 students on key behavioral skills to improve school success. AGS(Advocacy Guidance Services) worked with parents of at-risk students on how to best support student success in school. Title 1 also worked rigorously on the implementation of policies for our new 1:1 technology initiative. Our title 1 instructional assistant worked on math remediation in 2nd grade and 3rd grade classrooms and IREAD3 group support. Kindergarten instructional aids were trained in targeted foundational reading strategies, provided specific instructional plans, and monitored by Title 1 instructional specialist.

Assessment Instruments

Grade Level	Assessments
Kindergarten	<ul style="list-style-type: none">• mClass Literacy Assessments, ISIP Reading Assessment, Quarterly Writing Assessment, WIDA for identified students, Quick Check formative assessments
First Grade	<ul style="list-style-type: none">• mClass Literacy Assessments, ISIP Reading Assessment, Quarterly Writing Assessment, and WIDA for identified students
Second Grade	<ul style="list-style-type: none">• NWEA Language Arts and Math, ISIP Reading Assessment, Quarterly Writing Assessment, WIDA for identified students
Third Grade	<ul style="list-style-type: none">• ISTEP+ Language Arts and Math, IREAD-3, NWEA Language Arts and Math, ISIP Reading Assessment, Quarterly Writing Assessment, WIDA and ISTAR for identified students
Fourth Grade	<ul style="list-style-type: none">• ISTEP+ Language Arts, Math, and Science, NWEA Language Arts and Math Assessments, ISIP Reading Assessment, Quarterly Writing Assessments, WIDA and ISTAR for identified students

ISTEP+

ISTEP+ assessments measure the academic performance of students in English/Language Arts, Mathematics, and Science. In addition to individual student data, aggregated ISTEP+ student results are used as primary performance indicators for continuous school improvement.

IREAD-3

The *Indiana Reading Evaluation and Determination Assessment* is a summative assessment that measures foundational reading standards through grade 3.

ISTAR

ISTAR is an individual alternative assessment in ELA and Math for students with severe cognitive disabilities.

Amplify – mClass Literacy Assessments

mClass assessments measure students' foundational reading skills reading with DIBELS and Text Reading Comprehension. The assessment provides benchmark levels three times per year at the beginning, middle, and end of year with progress monitoring implemented between benchmarks.

NWEA Assessments

NWEA norm-referenced assessments are used three times per year to benchmark students' growth in language arts and mathematics.

WIDA

WIDA measures ELL students' English proficiency through listening comprehension, reading comprehension, writing, and speaking subtests. This assessment is used to determine which students are most in need of English language assistance in an ELL classroom and measures yearly progress in English proficiency.

Quarterly Writing Assessments

The quarterly narrative writing prompts in 2nd, 3rd and 4th grades reflect the ISTEP+ writing assessment format and are scored, using the ISTEP+ writing development rubric. Students' writing in response to literature is also scored quarterly using a teacher-developed rubric that reflects depth of response required on ISTEP+. In kindergarten and 1st grade, the Blackburn – Cramp Developmental Writing Scale is used to measure student acquisition of early writing skills. Results of these writing development prompts are used by classroom teachers to focus instruction in the areas needing development.

Exact Path

Exact Path is a technology based program that is focused on understanding where our students are academically, identifying the student's strengths and weaknesses and then using that data to target student academic needs. Madison students will use this for math and ela.

ISIP Reading Assessment

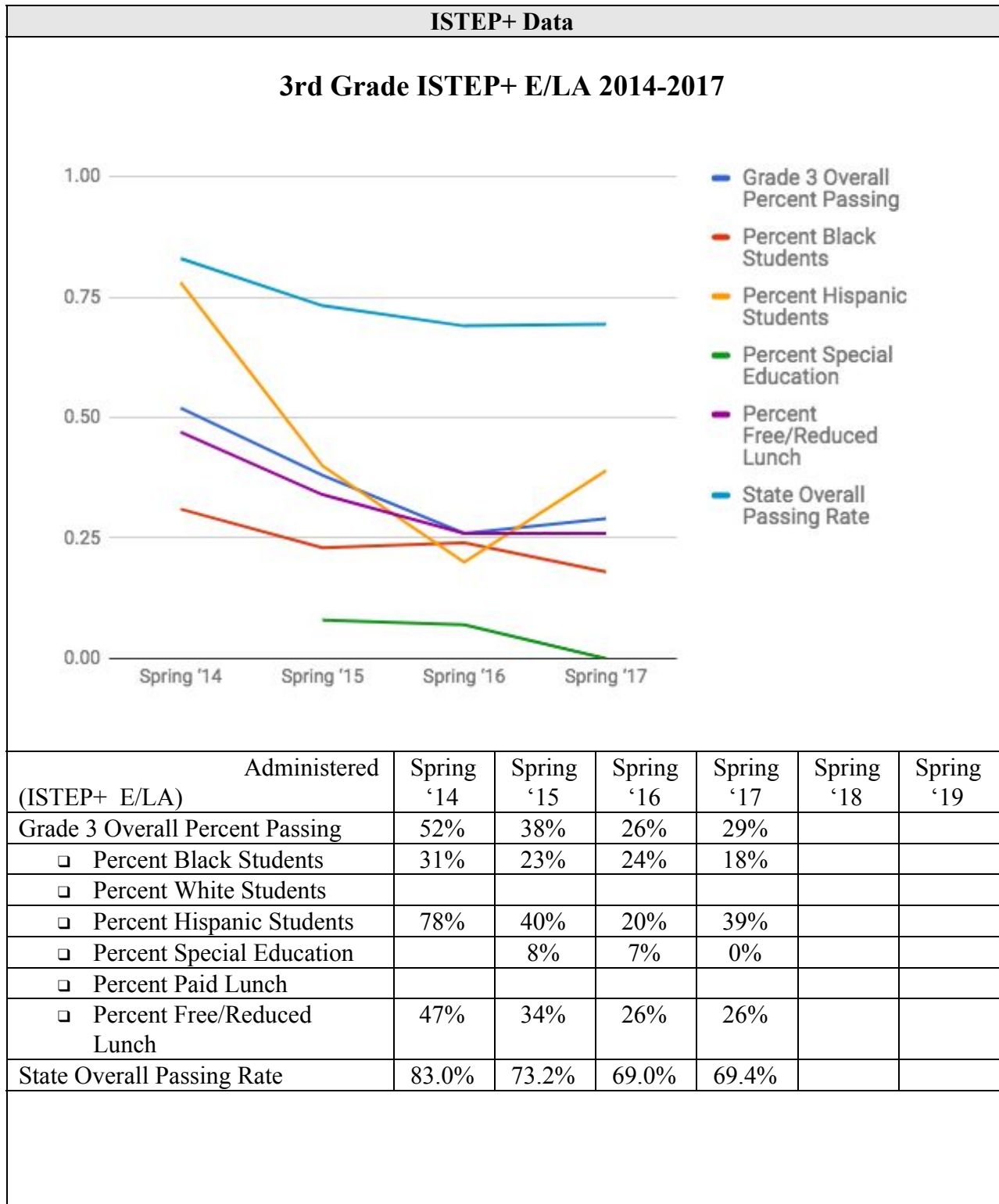
IStation's ISIP Early Reading and Advanced Reading Assessments are computer adaptive testing systems which provide continuous progress monitoring in conjunction with the Istation online adaptive reading program.

Comprehensive Needs Assessment

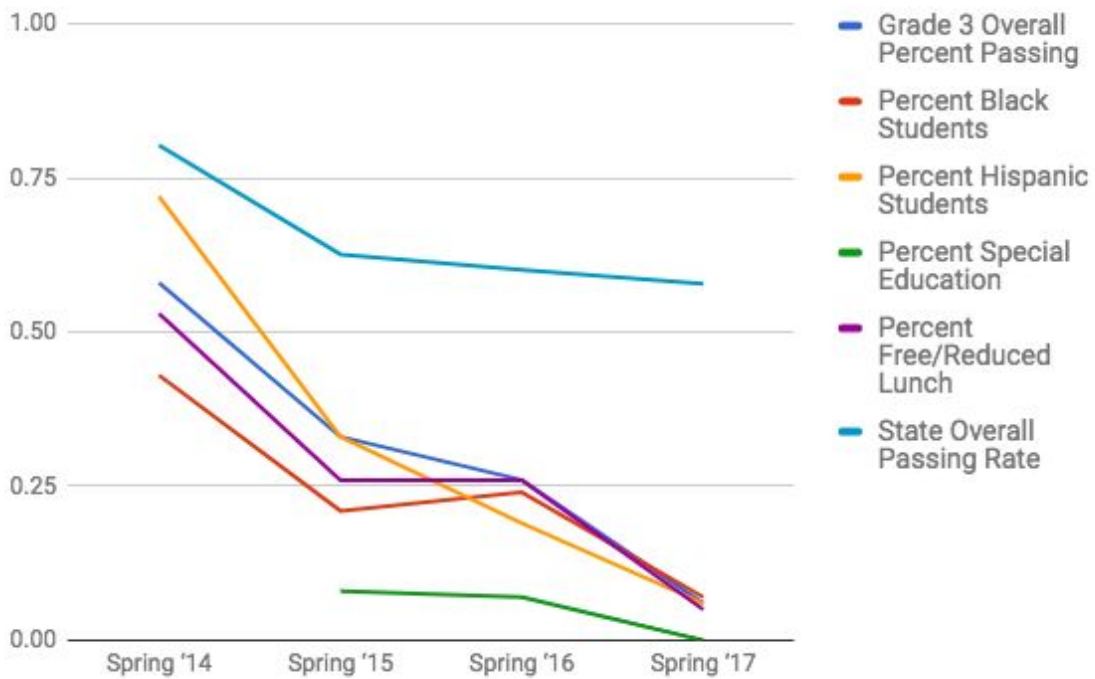
In May through August of 2017, the school improvement committees implemented a comprehensive needs assessment related to the school climate, curriculum and instruction, student achievement, school leadership, professional development, and parent and community involvement. Analysis of the data resulted in the identification of areas of strength and areas of challenge in language arts, math, attendance, and parent and community involvement. Based on this analysis, specific areas where improvement is needed were identified, along with conclusions about the educational programming as required by PL221.

The following data was used in analysis of the strengths and areas of challenge. The data were also used to identify the specific areas where improvement is needed.

Summary of Data

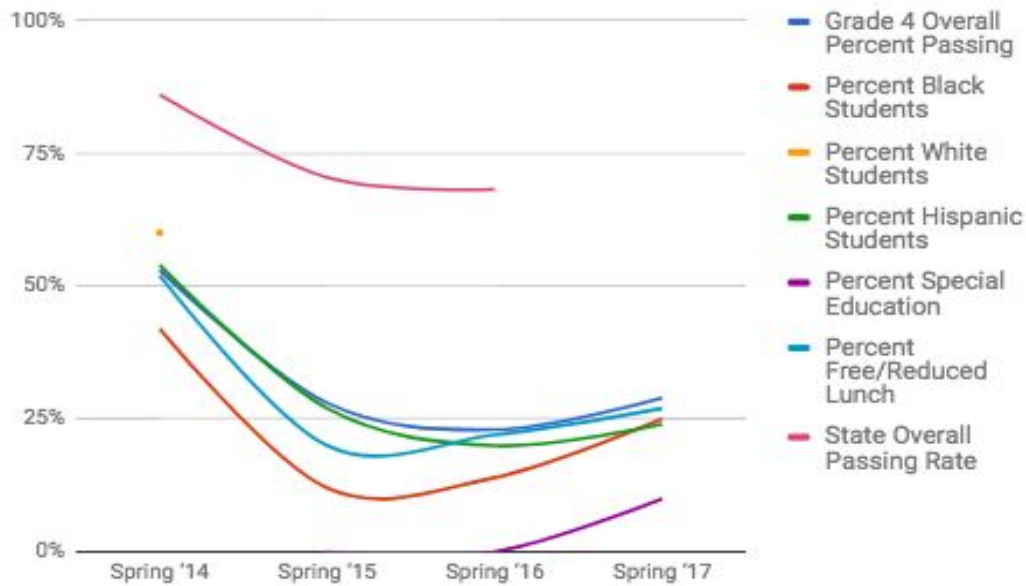


3rd grade ISTEP+ passing math 2014-2017



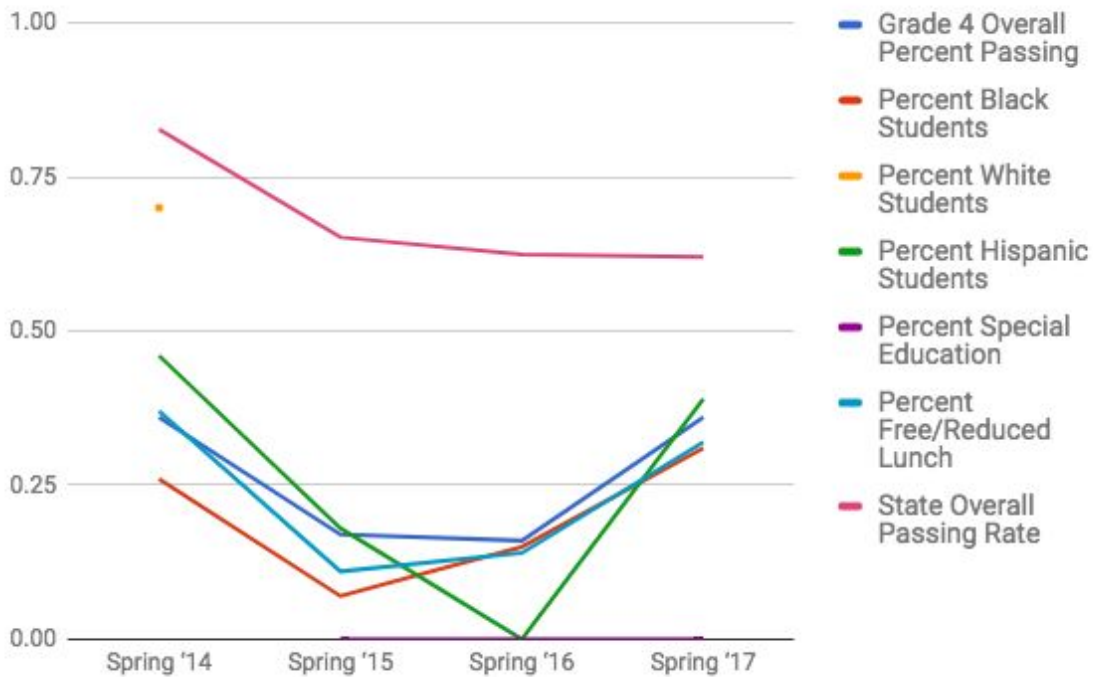
ISTEP+ Math Administered	Spring '14	Spring '15	Spring '16	Spring '17	Spring '18	Spring '19
Grade 3 Overall Percent Passing	58%	33%	26%	6%		
□ Percent Black Students	43%	21%	24%	7%		
□ Percent White Students						
□ Percent Hispanic Students	72%	33%	19%	6%		
□ Percent Special Education		8%	7%	0%		
□ Percent Paid Lunch						
□ Percent Free/Reduced Lunch	53%	26%	26%	5%		
State Overall Passing Rate	80.3%	62.6%	60.1%	57.8%		

4th grade ISTEP+ Passing E/LA 2014-2017



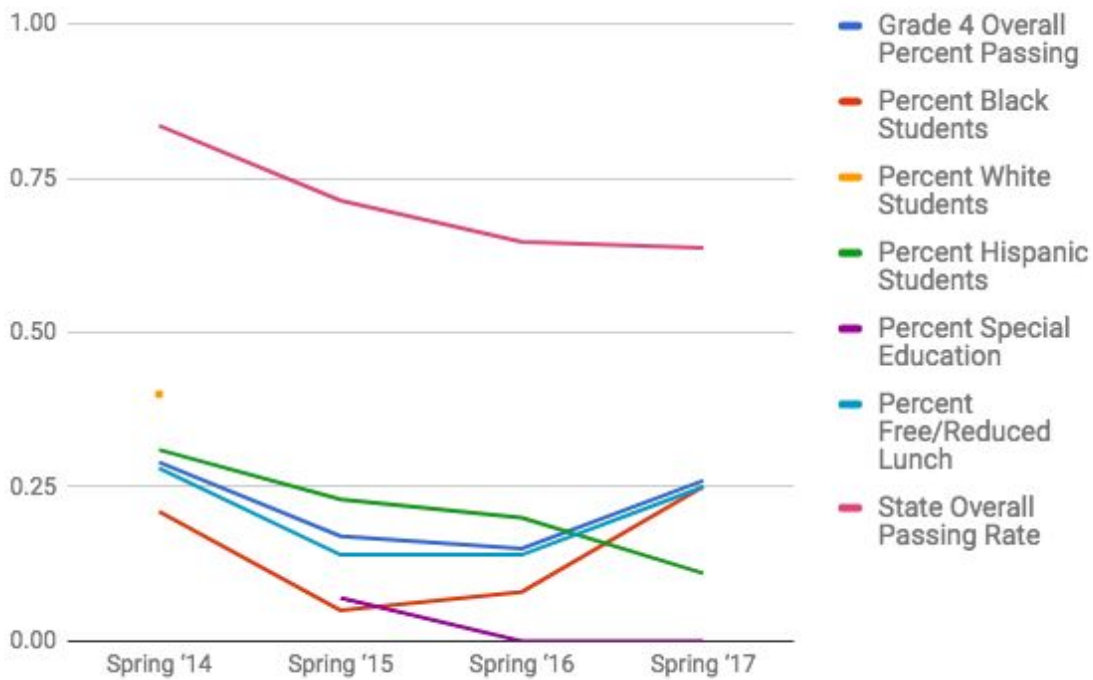
ISTEP+ E/LA Administered	Spring '14	Spring '15	Spring '16	Spring '17	Spring '18	Spring '19
Grade 4 Overall Percent Passing	53%	28%	23%	29%		
❑ Percent Black Students	42%	12%	14%	25%		
❑ Percent White Students	60%					
❑ Percent Hispanic Students	54%	27%	20%	24%		
❑ Percent Special Education		0%	0%	10%		
❑ Percent Paid Lunch						
❑ Percent Free/Reduced Lunch	52%	20%	22%	27%		
State Overall Passing Rate	86.0%	70.4%	68.2%	65.9%		

4th Grade ISTEP+ Passing Math 2014-2017



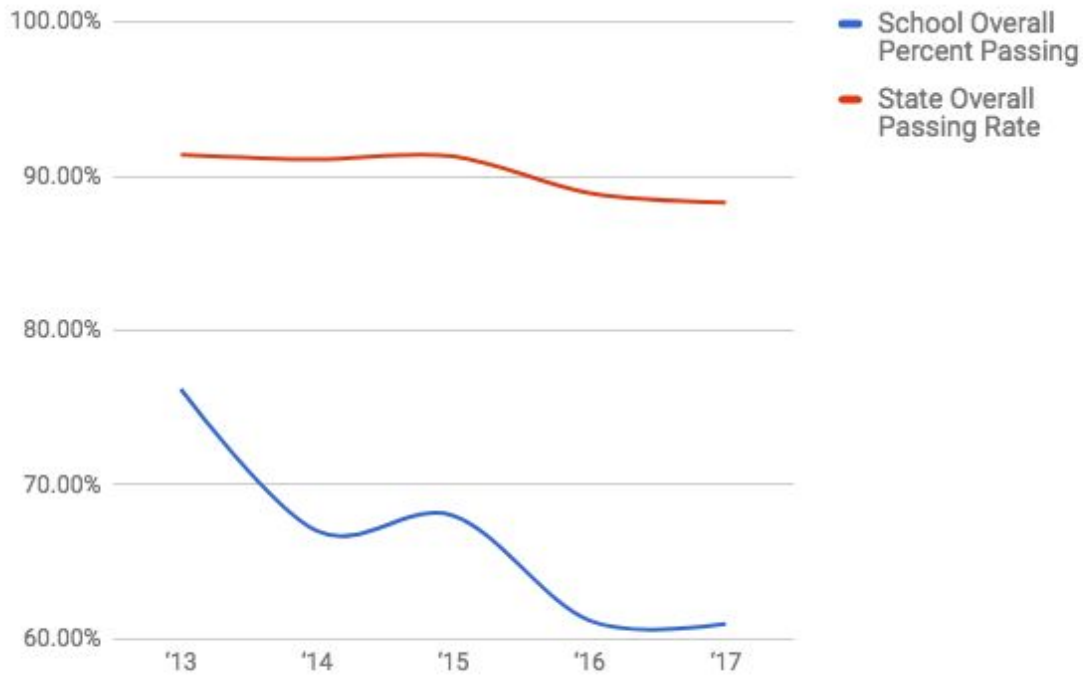
ISTEP+ Math Administered	Spring '14	Spring '15	Spring '16	Spring '17	Spring '18	Spring '19
Grade 4 Overall Percent Passing	36%	17%	16%	36%		
□ Percent Black Students	26%	7%	15%	31%		
□ Percent White Students	70%					
□ Percent Hispanic Students	46%	18%	0%	39%		
□ Percent Special Education		0%	0%	0%		
□ Percent Paid Lunch						
□ Percent Free/Reduced Lunch	37%	11%	14%	32%		
State Overall Passing Rate	82.7%	65.2%	62.4%	62%		

4th grade ISTEP+ Passing Science 2014-2017



Administered	Spring '14	Spring '15	Spring '16	Spring '17	Spring '18	Spring '19
ISTEP+ Science						
Grade 4 Overall Percent Passing	29%	17%	15%	26%		
❑ Percent Black Students	21%	5%	8%	25%		
❑ Percent White Students	40%					
❑ Percent Hispanic Students	31%	23%	20%	11%		
❑ Percent Special Education		7%	0%	0%		
❑ Percent Paid Lunch						
❑ Percent Free/Reduced Lunch	28%	14%	14%	25%		
State Overall Passing Rate	83.5%	71.4%	64.7%	63.7%		

IREAD3 Data 2013-2017



IREAD3 Data					
Total Percent Passing Following June	'13	'14	'15	'16	'17
School Overall Percent Passing	76.2%	67%	68%	61.2%	61%
State Overall Passing Rate	91.4%	91.1%	91.3%	88.9%	88.3%

3rd grade NWEA Reading			
	2016 - 17	2017 - 18	2018 - 19
EOY overall mean RIT	177.2		
District Overall RIT	189.2		
Overall mean RIT growth BOY to EOY	3.4		

3rd grade NWEA ELA			
	2016 - 17	2017 - 18	2018 - 19
EOY overall mean RIT	181.3		
District Overall RIT	189.2		
Overall mean RIT growth BOY to EOY	8.0		

3rd grade NWEA Math			
	2016 - 17	2017 - 18	2018 - 19
EOY overall mean RIT	184.2		
District Overall RIT	194.2		
Overall mean RIT growth BOY to EOY	9.8		

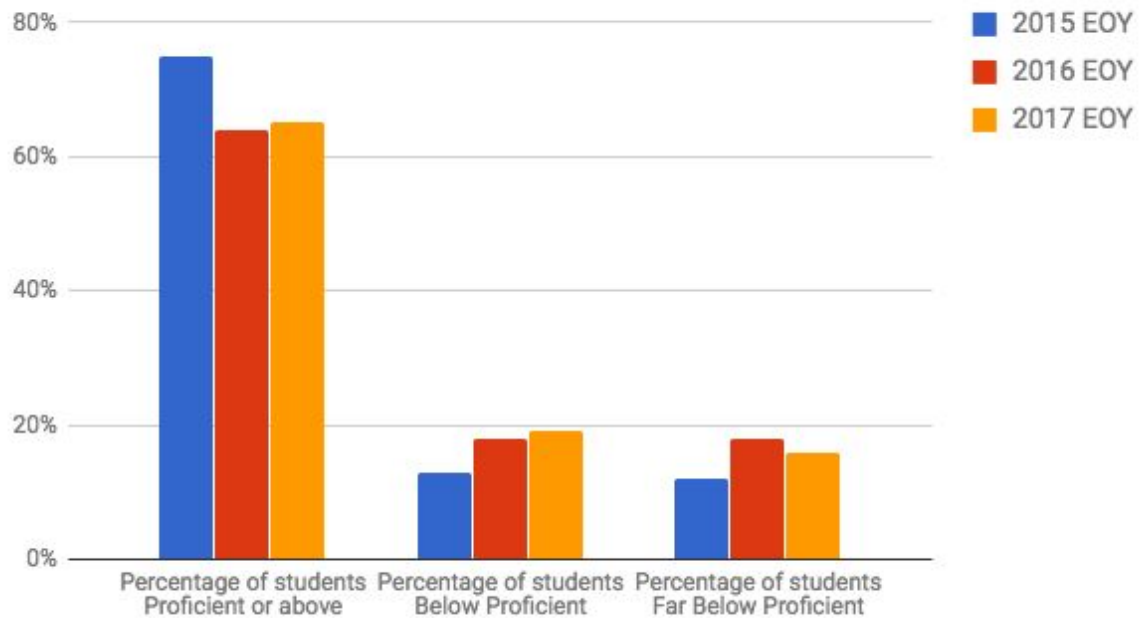
4th grade NWEA Reading			
	2016 - 17	2017 - 18	2018 - 19
EOY overall mean RIT	195		
District Overall RIT	198.7		
Overall mean RIT growth BOY to EOY	3.9		

4th grade NWEA ELA			
	2016 - 17	2017 - 18	2018 - 19
EOY overall mean RIT	195.3		
District overall RIT	198.7		
Overall mean RIT growth BOY to EOY	5.7		

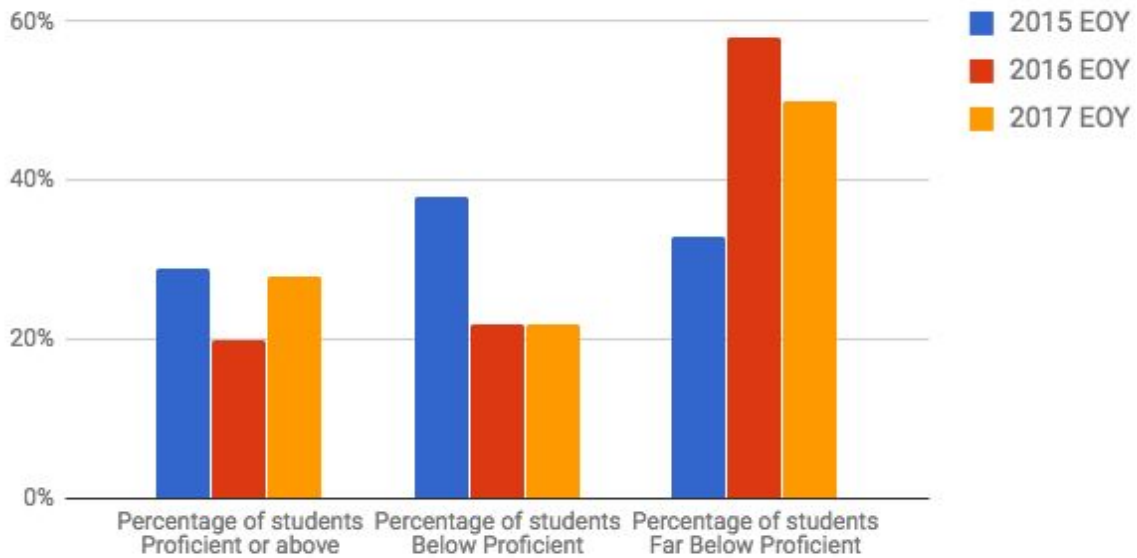
4th grade NWEA Math			
	2016 - 17	2017 - 18	2018 - 19
EOY overall mean RIT	201		

District overall RIT	205.1		
Overall mean RIT growth BOY to EOY	10.1		

Kindergarten Dibels



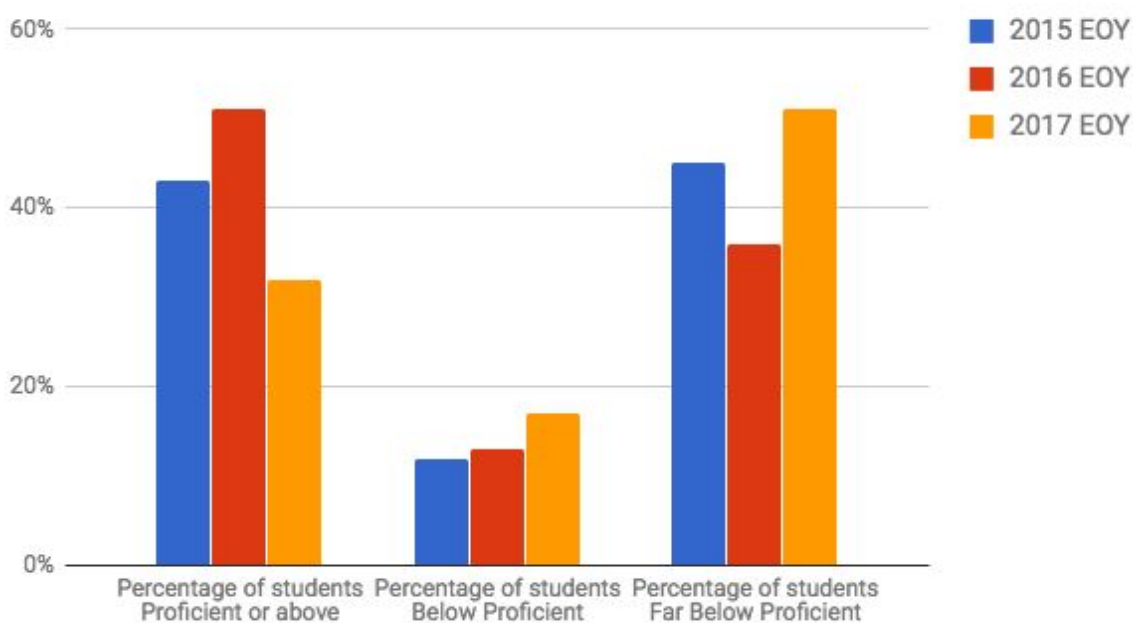
Kindergarten Reading TRC



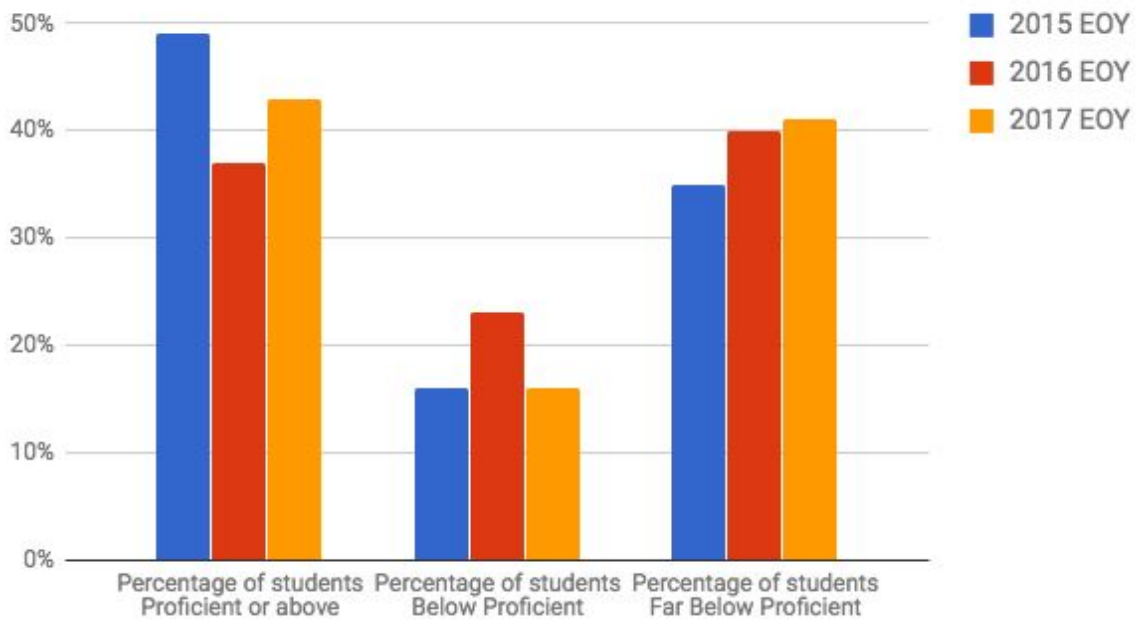
Kindergarten mClass Dibels (End of Year)			
	2015 EOY	2016 EOY	2017 EOY
Percentage of students Proficient or above	75%	64%	65%
Percentage of students Below Proficient	13%	18%	19%
Percentage of students Far Below Proficient	12%	18%	16%
Kindergarten mClass Reading (End of Year)			
	2015 EOY	2016 EOY	2017 EOY
Percentage of students Proficient or above	29%	20%	28%
Percentage of students Below Proficient	38%	22%	22%
Percentage of students Far Below Proficient	33%	58%	50%

Kindergarten mClass Dibels (End of Year)			
	2015 EOY	2016 EOY	2017 EOY
Percentage of students Proficient or above	75%	64%	65%
Percentage of students Below Proficient	13%	18%	19%
Percentage of students Far Below Proficient	12%	18%	16%
Kindergarten mClass Reading (End of Year)			
	2015 EOY	2016 EOY	2017 EOY
Percentage of students Proficient or above	29%	20%	28%
Percentage of students Below Proficient	38%	22%	22%
Percentage of students Far Below Proficient	33%	58%	50%

1st Grade Dibels EOY

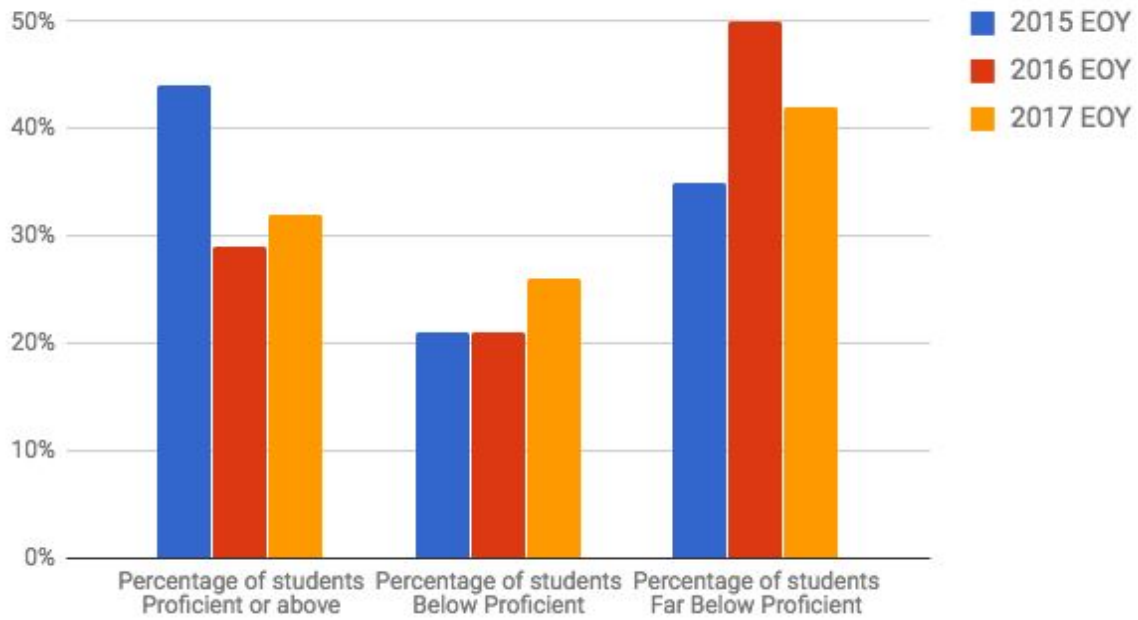


1st Grade Reading TRC

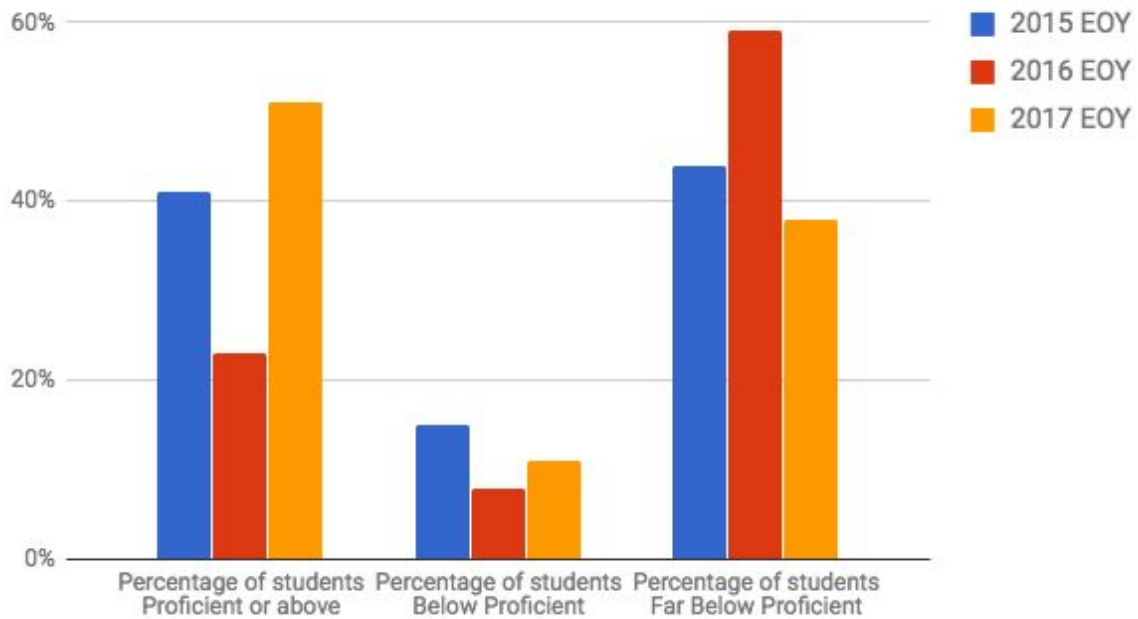


1 st grade mClass Dibels (End of Year)			
	2015 EOY	2016 EOY	2017 EOY
Percentage of students Proficient or above	43%	51%	32%
Percentage of students Below Proficient	12%	13%	17%
Percentage of students Far Below Proficient	45%	36%	51%
1 st grade mClass Reading (End of Year)			
	2015 EOY	2016 EOY	2017 EOY
Percentage of students Proficient or above	49%	37%	43%
Percentage of students Below Proficient	16%	23%	16%
Percentage of students Far Below Proficient	35%	40%	41%

2nd Grade Dibels



2nd Grade Reading TRC



2nd grade mClass Dibels (End of Year)			
	2015 EOY	2016 EOY	2017 EOY
Percentage of students Proficient or above	44%	29%	32%
Percentage of students Below Proficient	21%	21%	26%
Percentage of students Far Below Proficient	35%	50%	42%
2nd grade mClass Reading (End of Year)			
	2015 EOY	2016 EOY	2017 EOY
Percentage of students Proficient or above	41%	23%	51%
Percentage of students Below Proficient	15%	8%	11%
Percentage of students Far Below Proficient	44%	59%	38%

A – F Accountability Report Card

2015 - 16 Overall Grade *			
Summary Data			
	Points	Weight	Weighted Points
Performance Domain Grades 3 - 8	22	.5	11
Growth Domain Grades 4 - 8	66	.5	33
Overall Points	44		
Overall Grade	F		

2016 - 17 Overall Grade *			
Summary Data			
	Points	Weight	Weighted Points
Performance Domain Grades 3 - 8			
Growth Domain Grades 4 - 8			
Overall Points			
Overall Grade			

Attendance Rate Data					
	2012 - 13	2013 - 14	2014 - 15	2015 - 16	2016 - 17
School Attendance Rate	93.9%	93.2%	93.4%	93.8%	91.4%
2016 – 17 370 of 593 (62%) of student records in grades K-4 have 5 or more days absent.					

Suspension Data (Percent of students receiving one or more days of out of school suspension)			
Ethnicity	2014 - 15	2015 - 16	2016 - 17
White	5%	3%	6%
Black	10%	23%	12%
Hispanic	2%	7%	4%
Multi-racial	22%	14%	18%

Computed as a percentage based on the number of students designated in each ethnic group. For example: 68 White students out of 210 enrolled White students were suspended = 32%

Additional parent and community data:

- Parent teacher conference parent participation rate: Fall 2016 - 89%, Spring 2017 - 90%
- Community volunteers:
 - Student Mentors – 42
 - Dream Team - 64
 - Food Bank Bags - 80
 - Notre Dame Engineering Students - 88
 - JA in a Day - 44
 - IUSB student teachers-24
 - School Partnerships- over 50 community partners
- Parent surveys returned in August 2016: 337 (approximately 73% of families)

Educational Programming Conclusions

Curriculum supports the achievement of the Indiana Academic Standards

Madison STEAM Academy utilizes SBCSC curriculum maps for ELA and Math that align with the Indiana College and Career Ready standards. Teachers utilize these maps to plan and implement grade level instruction utilizing the core instructional programs for ELA and math, along with a variety of technology resources to provide differentiated learning experiences. In addition, Madison STEAM Academy has created integrated rigorous STEAM Unit of Study that were developed by the teachers, Steam Coach, STEM experts from Notre Dame, IUSB, Purdue, and an ASCD expert on differentiated instruction over 3 years. These integrated STEAM units were reviewed by the IDOE STEM Certification committee and helped in receiving Indiana STEM Certification.

Based on analysis of available data, the following areas of strength and challenge have been identified.

Language Arts	
Strengths	Challenges
3rd grade Hispanic students increased 19% between 2016 and 2017.	Black students decreased 6% between 2016 and 2017.
Grade 3 2017 IREAD results indicate a passing rate of 41% in March, with an increase of 17 students passing in June for an overall passing rate of 61%. This class of students has consistently been our lowest level of readers since kindergarten. IREAD Interventions started early for the entire grade level based upon NWEA Reading BOY data. Our pass rate is significantly more than the projected NWEA IREAD probability of pass rate of 8%.	5% of 3rd grade students were on grade level BOY according to NWEA reading scores. 9 out of 105 3rd graders (8%) achieved a minimum score of 179 or higher which means only 8% of 3rd grade students had a 50% or higher probability of passing IREAD3. 3rd and 4th ELA ISTEP+ passing percentage is 29%. NWEA data shows that we did not meet our minimal projected student growth

<p>3rd Grade ELA ISTEP+ passing percentage of 29% which is a 3% improvement from Spring 2016.</p>	<p>targets in both 3rd and 4th grade. In addition, while we have a 61% pass rate on IREAD we are unable to significantly improve our performance on the ELA portion of the ISTEP+ test. Our students are still entering 3rd and 4th grade significantly below grade level in reading making it difficult to reach expected grade level and performance goals in a state assessment.</p>
<p>4th Grade ELA ISTEP+ passing percentage of 29% which is a 3% improvement from Spring 2016.</p> <p>Starting Fall 2017 increased instructional support in all grade levels and training by certified staff to meet school improvement goals.</p> <p>Starting Fall 2017 increased instructional support with certified staff focus on 4th grade reading.</p> <p>Additional, support staff focused on Data and coaching.</p> <p>Restructuring of grade level meetings and implementing cross grade level meetings always focused on student growth and using data to modify instruction. (this is from old plan)</p> <p>Leadership will closely monitor teachers and communicate the importance of collecting formative data, analyzing that data and using that data to improve student outcomes.</p>	<p>MClass data indicates that students in grades K – 2 struggle to develop basic reading skills (phonemic awareness, Sound and letter identification, word segmentation and blending, as well as fluency)</p> <p>In Kindergarten EOY, while our data shows 65% of our students on or above grade level in Dibels but only 28% are on grade level in TRC(reading). While the students are very good at segmenting sounds they are unable to blending without the support of segmenting sounds which is what is required during the TRC assessment.</p> <p>Based on grades K-2 MCLASS BOY DIBELS composite scores in September of 2016, 64% of students were below grade level at BOY. In 2016-2017, we were able to increase our TRC reading scores 19% from BOY to EOY while our DIBELS scores only increased 7%.</p> <p>Low DIBELS composite growth in K-2 seems to indicate a gap in our reading instruction with basic foundational skills.</p> <p>When Madison data teams reviewed kindergarten TRC and DIBELS Composite scores from across the corporation we</p>

<p>Data Wise as a PD for principal and Data Wise Team.</p> <p>Teachers, principal, and coaches will engage in collaborative data discussions to determine their level of knowledge of data driven instruction.</p> <p>Data collected during these conversations will be used to design professional development in the area of data analysis and use of that data to improve student learning outcomes.</p> <p>Implementation of building sub to give teacher opportunities for peer observation of strong Tier I practice and provide time to reflect and create a plan of action with coach or principal. Per transformational model and SIG grant.</p>	<p>found that our Madison STEAM Primary Center kindergarten students scored approximately 10% lower in DIBELS upon entering school.</p> <p>We need to place high emphasis on those pre-reading foundational skills both in our Tier I and Tier II instruction and closely monitor those skills using progress-monitoring tools, data meetings, data meeting focus discussions, IA/Para training, and staff communication of school priority area of improvement.</p>
<p>Extended day learning time will start September 2017 per transformational model and SIG grant.</p> <p>Implementation of Exact Path computer adaptive technology to meet students needs.</p> <p>Parent involvement will include use of chromebooks from SIG 1003a to provide direct instruction for parents on the online tools available at home to support student learning, monitor student progress, and communicate with education professionals.</p>	
Math	
Strengths	Challenges

Addition of 50/50 Building Math Coach/IS and Data Coach to work with teachers pedagogy. Instructional assistants K-2.	3rd grade Math ISTEP+ passing percentage shows a 20% decrease in the overall students passing rate. Our overall pass rate was only 6%. Students lacked foundational math skills to perform grade level work.
Data meetings that have targeted focus and instructional goals for teacher implementation.	Teacher knowledge on how to effectively teach number sense skills
4th grade Math ISTEP+ passing percentage shows 20% increase in the overall students passing rate.	
<p>Extended day learning time</p> <p>Implementation of Exact Path computer adaptive technology to meet students needs.</p> <p>Parent involvement will include use of chromebooks from SIG 1003a to provide direct instruction for parents on the online tools available at home to support student learning, monitor student progress, and communicate with education professionals.</p>	
Parent and Community Involvement	
Strengths	Challenges
<p>Implementation of new family and Community School Specialist</p> <p>Dean of Students</p> <p>Full Time Social Worker</p> <p>Meridian Social Workers</p>	<p>Creating collaborative parent meetings that focus on how parents can support their children</p>

AGS- Advocacy Guidance Services	
Our new partnership(2017) with /for Madison in providing a location for meetings in the neighborhood. Take the meetings to our stakeholders.	Lack of parent transportation to and from school.
Parent/Teachers conferences every quarter and new standard based reports cards.	
Parent involvement will include use of chromebooks from SIG 1003a to provide direct instruction for parents on the online tools available at home to support student learning, monitor student progress, and communicate with education professionals.	
Technology as a Learning Tool	
Strengths	Challenges
Fall 2017 - Full Implementation of 1:1 School Initiative. K-1 Ipad mini, 2-4 Chromebooks .	Professional Development for teachers on how students can use technology to communicate their learning.
Lead teacher in technology	
Technology PLC Chromebooks will be used to support learning during the school day as well as the after school programming.	
Safe and Disciplined Learning Environment	

Strengths	Challenges
PBIS Act Right-100% of Classroom teachers trained. Dean of Students-new position Social Worker full time- new position Additional class instructional assistants.	Students still come to school with a lot of emotional baggage.
New partnership with Memorial Hospital for resiliency for students K-2.	
Professional Development	
Strengths	Challenges
Professional development was focused on creating rigorous, highly engaging, and integrated STEAM units of study.	Data driven professional development based upon student needs.
SIOP training for all teachers	Lack of Professional development time for key priority area of improvement due to the two strengths listed..

Specific Areas Where Improvement is Needed Immediately

Priority Area for Improvement - ELA/READING	
Focus	Student Growth
Grades	K-4
Subgroup or Improvement Focus	Top 75%
Description of the	Based on 3rd grade IREAD3 data, 40% of students do not read at a 3rd

problem based on data	<p>grade level by the end of the 3rd grade year. Passing rates have not reached above 60% in the past three years. ISTEP+ data also supports the conclusion that below grade level reading impacts our pass rate on standardized testing. Data also supports that students in K-1 struggle to develop basic reading skills (phonemic awareness, sound and letter identification, word segmentation and blending, as well as comprehension). Our growth in dibels K-2 was only 7% Spring EOY 2017. Our growth in K-2 TRC was only 19% Spring 2017.</p>
Root Cause	<p>Students lack the key comprehension strategies and the application of those strategies to understand grade level text. Students are still entering 3rd grade significantly below grade level in foundational reading skills that inhibits their growth in comprehension. Feedback from AdvancED and IDOE monitoring visits clearly indicate that teachers need additional Tier I professional development. One area of concern was having high expectations for students and providing opportunities for high quality discussions and asking questions that require higher level thinking. In addition, all teachers will be held accountable for fidelity in progress monitoring and set rigorous growth goals for their students in K-4.</p>
Goal	<p>Students in grades 2-4 with meet or exceed projected growth in reading as measured by the NWEA EOY.</p> <p>Students in grades K-2 will grow average of 25% in TRC and 15% on targeted Dibels as measured by MCLASS EOY.</p>
Strategies/ Interventions	<ol style="list-style-type: none"> 1. Tier I- targeted individual foundational skills for grade level measure based on student data K-1. Monitored using Mclass data and data meetings. 2. Tier I-Increased emphasis on fidelity by principal of in Tier I reading instruction and close progress monitoring of those skill areas. K-4 using Mclass assessments, walk-throughs, informal and formal observations. 3. Tier I- Increased pacing of segmentation and blending in kindergarten. 4. Tier II-Instructional aids double dose interventions on key reading skills based upon pacing guide provided by teacher and coach.

	<p>5. Close monitoring of formative assessments both Mclass and Wilson unit tests (focus data meetings)</p> <p>6. Data meetings every 3 weeks with grade level teams with focus goals and reflection.</p> <p>7. Professional Development of both teacher and instructional aids in reading comprehension and Wilson foundations. Embedded professional development in classrooms making sure the reading block has all the required components and differentiated instruction during the reading block.</p> <p>8. Restructuring of grade level meetings and implementing cross grade level meetings always focused on student growth and using data to modify instruction.</p> <p>9. Data collected during these conversations will be used to design professional development in the area of data analysis and use of that data to improve student learning outcomes.</p> <p>10. Implementation of building sub to give teacher opportunities for peer observation of strong Tier I practice and provide time to reflect and create a plan of action w/ coach or principal.</p> <p>11. Extended day learning time beginning September 2017.</p> <p>12. Istation's ISIP Early Reading and Advanced Reading Assessments are computer adaptive testing systems which provide continuous progress monitoring in conjunction with the Istation online adaptive reading program.</p> <p>13. Exact Path Reading Implementation -a computer adaptive technology to meet students needs.</p> <p>14. Job embedded professional development using new monitoring and remediation tools (Istation, Exact Path, MClass, NWEA)</p> <p>15. After School Tutoring from 2:30-4:00 for 100 kids 2nd-4th. October thru May.</p> <p>16. 1:1 Chromebooks or iPads</p>
Professional Development	
<p>Wilson Foundation Peer teaching observations of model classrooms k-2</p> <p>Wilson Foundation Modeling by coaches in classrooms K-2.</p>	

Wilson Foundation Instructional Assistant training on Double Dose and Now What tools by Coach.(K-2) for IA's, new teachers, and new to building.

Tier 1 - Reading Block Instruction (Breaking it Down - 20 minutes whole group, guided groups, centers). Best practice instruction throughout entire reading block.

Using Data to Drive our reading instruction

Visual Thinking Strategies professional development (Whole school)

Comprehension Connections Bridges to Strategic Reading(Whole school)

IStation's ISIP Early Reading and Advanced Reading Assessments (PM tool)

Exact Path- computer adaptive technology to meet students needs in both reading and math

Data Meetings every 3 weeks- How to use data to drive instructional practice? Additional training on using the new progress monitoring tools.

Benchmarks for progress:

1. NWEA BOY, MOY, EO Y Reading and running records(2-4)
2. MClass Benchmarks targeted Dibels skills areas (not overall composite score)
3. MClass TRC growth (K-1)as measured by running records and Benchmark tests
4. Wilson Foundations Unit Tests K-2
5. IREAD3
6. Istation's ISIP Early Reading and Advanced Reading Assessments (PM tool)
7. Exact Path

Priority Area for Improvement - Math

Focus	Student Growth
Grades	K-4
Subgroup or Improvement Focus	top 75%
Description of the problem based on data	<p>3rd grade Math ISTEP+ passing percentage shows a 20% decrease in the overall students passing rate. Our overall pass rate was only 6%. Students lacked foundational math skills to perform grade level work.</p> <p>4th grade Math ISTEP+ passing percentage shows 20% increase in the overall students passing rate but overall pass rate is still only 39%.</p>
Root Cause	Students lack foundational math skills to perform grade level work as

	<p>indicated by standardized test scores. Teachers lack the Tier I pedagogy on how to effectively teach number sense strategies in early grades. Feedback from upper grade level teachers clearly indicate that students lack numbers sense making it difficult for students to understand and perform grade level work.</p> <p>Another area of concern was having higher expectations for students in early grades and providing opportunities for high quality discussions (number talks) that build knowledge in number sense and asking questions that require higher level thinking. In addition, all teachers will be held accountable for fidelity in progress monitoring using formative tests.</p>
Goal	<p>3rd grade students will obtain an average mean growth of 15% as measured by NWEA EOY.</p> <p>4th grade students will obtain an average mean growth of 15% as measured by the NWEA EOY.</p> <p>2nd grade will obtain an average mean growth of 15% as measured by NWEA EOY.</p> <p>K-1 will obtain an average mean growth of 15% as measured by the Go Math year long assessment- BOY-EOY.</p> <p>Exact Path, Go Math, and NWEA will be used for progress monitoring in math K-4</p>
Strategies/ Interventions	<ol style="list-style-type: none"> 1.Tier I- targeted teacher professional development on number sense and number talks K-2. 2. Tier I-Increased emphasis on fidelity by principal of in Tier I math instruction and close progress monitoring of those skill areas. K-4 using Mclass assessments, walk-throughs, informal and formal observations. 3. Tier I-Increased emphasis increased math rigor and expectations for students. 4. Tier I-targeted teacher professional development in 3rd and 4th grade on building mental math strategies.

	<p>5. Tier II-Instructional aids professional development on building number sense and number talks K-2.</p> <p>6. Close monitoring of progress using formative classroom assessments</p> <p>7. Data meetings every 3 weeks with grade level teams with focus goals and reflection.</p> <p>8. Restructuring of grade level meetings and implementing cross grade level meetings always focused on student growth and using data to modify instruction.</p> <p>9. Data collected during these conversations will be used to design professional development in the area of data analysis and use of that data to improve student learning outcomes.</p> <p>10. Implementation of building sub to give teacher opportunities for peer observation of strong Tier I practice and provide time to reflect and create a plan of action w/ coach or principal. Per transformational model and SIG grant.</p> <p>11. Extended day learning time beginning September 2017. Per transformational model and SIG grant.</p> <p>12. After School Tutoring from 2:30-4:00 for 100 kids 2nd-4th. October thru May.</p> <p>13. Exact Path for Math</p> <p>14. 1:1 Chromebooks and IPADS</p>
Professional Development	
<p>Number Sense and Number Talks K-2</p> <p>Tier 1 - Math Block Instruction (Breaking it Down - 20 minutes whole group, guided groups, centers). Best practice instruction throughout entire math block.</p> <p>Using Data to Drive our math instruction</p> <p>Math Coach Modeling and Co-teaching with Colleagues</p> <p>3rd and 4th building Mental Math strategies 3-4</p> <p>Focused Data Meetings</p> <p>Exact Path trainings K-4</p> <p>NWEA Growth Tools</p>	
Benchmarks for progress:	

1. BOY, MOY, EOY 2-4th grade NWEA
2. Common Formative Classroom assessments K-4
3. BOY, MOY, EOY- K-2 Go Math Growth Assessments
4. Exact Path

Priority Area for Improvement - Attendance

Grades	K-4
Subgroup or Improvement Focus	Specifically focused on students who are missing 5 or days per year.
Description of the problem based on data	2016 – 17 370 of 593 (62%) of student records in grades K-4 have 5 or more days absent.
Root Cause	Lack of follow-up on consecutive absences by teachers and staff
Goal	15% decline in students who have missed 5 or more days of school.
Strategies/ Interventions	<ol style="list-style-type: none"> 1. After two consecutive days of absences teachers will be required to give parents a call and sent a note to the office alerting the attendance secretary. 2. Closer monitoring of student absences both attendance secretary and communication with parents.
Professional Development	
No Professional development required exact office forms for teachers	
Benchmarks for progress: Quarterly attendance reports	

Priority Area for Improvement - Leadership (Required for D/F)

Focus	Data analysis Tier I instruction
Goal	Increase the effectiveness of Tier 1 instruction through a systematic

	process of data analysis, research, and action resulting in growth in both Reading and Math as measured by NWEA, Go Math, ISTEP, Mclass.
Strategies/ Interventions	Implement 2 cycles of the 8-step Data Wise process for continuous school improvement during the 2017 - 18 school year. Implement every 3 weeks data meetings with grade level or cross grade level teams.
Professional Development	
Harvard Data Wise in Action training from June - December 2017 Data Wise NWEA professional development	
Benchmarks for progress: <ol style="list-style-type: none"> 1. Increased student achievement on formative assessments aligned with the identified problem of practice 2. Increase student achievement on summative assessments aligned with the identified problem of practice. 	

Priority Area for Improvement - Effective Instruction (Required for D/F)	
Focus	Tier I Reading comprehension and Basic reading Foundational skills. Tier I Building Number Sense through Number Talks K-2 Tier I Building mental math strategies 3-4th Tier I Visual Thinking Strategies K-4 How to use data to drive instruction?
Goal	Increased reading scores from Boy-Eoy by 25% K-4 (TRC, NWEA) Increase foundational reading scores from Boy-Eoy by 15%(NWEA, MClass Dibels) Increase math scores by 15% Boy-Eoy (NWEA, ISTEP, Go Math)
Strategies/ Interventions	<ol style="list-style-type: none"> 1. Comprehension Connections Bridges to Strategic Reading Professional Development 2. Visual Thinking Strategies Professional Development 3. Building Number Sense Strategies for Teachers K-2

	4. Building Mental Math Strategies 3-4 5. Data Meetings with focus goals and reflection 6. Exact Path Math
Professional Development	
Benchmarks for progress:	
5. BOY, MOY, EOY 2-4th grade NWEA 6. Common Formative Classroom assessments K-4 7. BOY, MOY, EOY- K-2 Go Math Growth Assessments	

Priority Area for Improvement - Student Supports (Required for D/F)	
Focus	Social emotional learning
Goal	Reduce the number of out of school suspensions for African American and Multiracial students.
Strategies/ Interventions	1. Implement a daily transition to school Zones of Regulation group 2. Utilize Restorative Justice practices 3. Dean of Students 4. Full time Social Worker 5. Meridan Social Services 6. Implement Focus 5 in all classrooms 7. Mentors 8. Dream Team Volunteers 9. Morning and afternoon meetings 10. Implementation of resiliency for students K-2 11. After School Tutoring from 2:30-4:00 for 100 kids 2nd-4th. October thru May. 12. Exact Path for reading and math 13. 1:1 Chromebooks or IPADS
Professional Development	
1. Memorial Hospital Resiliency support for all K-3 students and their families.	

2. Addition of Full-Time Social Worker
3. Addition of FACCS Person
4. Advocacy Guidance Services for Parent and Students
5. Partnership with #4 Madison - supports all 46601 students and their families
6. Focus Five
7. Responsive Classroom
8. Memorial Hospital training for teachers for resiliency for students K-2.
9. PBIS Schoolwide
10. 10. After School tutoring from 2:30-4:00 for 100 kids 2nd-4th. October thru May.

Benchmarks for progress:

1. Monthly monitoring of office referrals with 10% reduction per month

Three Year Timeline

2017-2018

- Conduct professional development and coaching throughout the school year to implement interventions and strategies
- Principal walkthrough and observations focused on Tier I and Tier II fidelity
- Principal monitoring of instructional schedules
- Implement changes to instruction based on student data analysis.
- Professional Development Visual Thinking Strategies (VTS)- Snite Museum, VTS certified trainers, South Bend Museum of Art.
- Professional development on Comprehension Connections Bridges to Strategic Reading
- Professional development in math strategies
- Professional development in Tier II instruction
- Create and implement standards based report
- Continue to utilize mClass/Wireless Generation, NWEA, Istation, and Exact Path assessments
- Implement Data Wise process for continuous improvement during data meetings
- Review and maintain implementation of Focus 5-Act Right
- Job embedded professional development for teachers using new technology tools to drive student academic growth.
- Review all student data
- Revise school improvement plan

2018-2019

- Conduct professional development and coaching through the school year to implement interventions and strategies.
- Professional Development Year 2 Visual Thinking Strategies expanded to writing, reading, and content areas.
- Monitoring of pacing schedule for VTS and Comprehension Connections implementation Year 2.
- Professional Development based upon reflection and data from previous year in both math and reading.
- Continue to utilize mClass/Wireless Generation, NWEA, Istation, and Exact Path assessments
- Continue to utilize the Data Wise process for school improvement
- Review and maintain implementation of Focus 5-Act Right
- Review all student data
- Revise school improvement plan
- Continue to differentiate teacher professional development to meet students' needs.

2019-2020

- Conduct professional development and coaching through the school year to implement interventions and strategies.
- Professional Development Year 2 Visual Thinking Strategies expanded to writing, reading, and content areas.
- Monitoring of pacing schedule for VTS and Comprehension Connections implementation Year 2.
- Professional Development based upon reflection and data from previous year in both math and reading.
- Continue to utilize mClass/Wireless Generation, NWEA, Istation, and Exact Path assessments
- Continue to utilize the Data Wise process for school improvement
- Review and maintain implementation of Focus 5-Act Right
- Review all student data
- Revise school improvement plan
- Continue to differentiate teacher professional development to meet students'

School Improvement Teams

Name	Role	Team
Deb Martin	Principal	Leadership Team (Data Wise)
Amanda Choinacky	Dean of Students	Leadership Team (School Climate and Culture)
Cynthia Wertz	STEAM/Data Coach	Leadership Team (Data Wise, STEAM Team, Technology)
Jessica Luczynski	Coach	Leadership Team (Data Wise, ELA Coach)
Mary Thorpe	Instructional Specialist	Leadership Team
Blake Bikowski	Instructional Specialist	Leadership Team (Technology Leader)
Melanie Lawwill	Instructional Specialist	Leadership Team
Dawn Cuskaden	Instructional Specialist	Leadership Team
Mark Zache	Instruction Coach/Specialist	Leadership Team (Math Lead Teacher)
Leann Dincolo	Kindergarten Teacher	Leadership Team (Math Lead Teacher)
Jan Henderson	First Grade Teacher	Leadership Team (ELA Lead Teacher)
Allison Powell	2nd Grade Teacher	Leadership Team (Data Wise)
Ariel Koehler	3rd Grade Teacher	Leadership Team (Data Wise)
Ashley Boege	4th Grade Teacher	Leadership Team (ELA Lead Teacher)
Beth Ploetz	Social Worker	Leadership Team (School Climate and Culture)

