

# Orleans Elementary School

## School Improvement Plan



**2009-2012**

Review & Revised May 2010

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**Orleans Elementary  
School Improvement Plan Prepared In  
Compliance With Indiana Public Law 221  
For The Years 2009-10 Through 2011-12**

## **Foreword**

This school improvement plan is submitted on behalf of Orleans Elementary. It was prepared under the leadership of the building principal working in cooperation with the school improvement committee appointed in compliance with Indiana Public Law 221. The plan is structured using the guidelines provided in rules approved by the Indiana State Board of Education, and under the auspices of C.L.A.S.S. (Connective Learning Assures Student Success). It covers a three-year period starting in the 2009-2010 school year. This plan will be reviewed and revised on a yearly basis. It has always been a goal of those of us at Orleans Elementary to provide for continuous improvement in student achievement. This plan is a statement to the community as to how we expect to fulfill that commitment in the coming years.

## **Introduction**

### ***Narrative Description of Community***

Orleans Elementary School is located in Orange County, Indiana. Orleans is a small town with a population of approximately 3000. Orleans is located approximately 90 miles south of Indianapolis and 45 miles northwest of Louisville, Kentucky. The Orleans school district has an approximate population of 4,500 people in three townships. Most adults work in the area of manufacturing, retail, and service. The median family income is considerably lower than the state average. Census data indicates that approximately 40% of elementary students live in poverty. Unemployment in Orange County is consistently one of the highest in the state at approximately 9.5%. Approximately 20% of households in the Orleans schools district have a family income below the national poverty level. The vast majority of these households have school age children.

### ***Narrative Description of School***

The present school building was constructed in 1962 with additional classrooms and multi-purpose room built in 1989. Eight additional classrooms plus a media center were added in 2005. During 2005 all of our classrooms, gym, kitchen, and office area were renovated. The school has 31 classrooms including rooms for Art, Music, Reading Recovery, 2 Resource Rooms, 3 Title I Rooms, and a speech and hearing room. Orleans has three classrooms at every grade level. Orleans has 34 certified teachers (100% being highly qualified), 27 of whom have their master's degree, and 1 with a doctorate. Orleans Elementary has 18 instructional assistants. All teaching assistants have met the certification requirements of the federal No Child Left Behind Legislation. The principal has a master's degree and is a graduate of IPLA. Orleans Elementary School is in the fifth year of implementation of the C.L.A.S.S. (Connective Learning Assures Student Success) school model.

### Orleans Elementary School Enrollment

2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
437	448	456	472	456	465

2007-2008	2008-2009	2009-2010		
438	435	419		

Orleans Elementary School’s Title 1 program becomes School Wide at the beginning of the 2009-2010 school year. The special education program, has approximately 71 students within a full-inclusion program. Orleans Elementary School added a Social Worker to our staff in January of 2007. Orleans Elementary School’s retention rate is less than 1%.

The students who attend Orleans Elementary School come from various backgrounds. The socio-economic background of our families varies from career-oriented professionals to those who qualify for federal assistance. Fifty-one percent of our students qualify for the free and reduced lunch program.

In terms of parental involvement, Orleans Elementary School has an active Parent Teacher Organization and parent-teacher conference attendance rate greater than ninety-five percent.

#### ***Educational Programs***

Many opportunities are extended to our students beyond the basic classroom curriculum. We have art, music, library, and physical education classes. Students have the opportunity to participate in Math and Spell Bowl competitions, Student Council, basketball, cheerleading, volleyball, choir, band, drama, Science/Learning Fair, and Just Say No programs. Students also have the opportunity to participate in an after school-tutoring program offered by the Hoosier Uplands 21<sup>st</sup> Century Community Learning Centers Program.

The Accelerated Reader program provides incentives for the students to redeem points accumulated through reading and testing over a large selection of books for all grade levels. In addition, students receive recognition for life skills as part of the C.L.A.S.S. program. Perfect attendance and academics are recognized in our local paper and in a yearly awards program.

#### ***Community Partners in Education***

Orleans Elementary has many community partners that help in the education of our students. See Appendix A.

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

The Orleans Elementary Curriculum is aligned with the Indiana State Standards. The teachers provide enrichment and remediation in addition to the state standards. Copies of our curriculum can be found at the Superintendent's office, Elementary School's office, our elementary school's library, as well as, the Orleans Public Library. Each of our teachers has a copy of their own curriculum. In addition teachers are implementing life skills into the curriculum as part of the C.L.A.S.S. program.

## ***Additional Assessments***

During the 2004-2005 school year, Orleans Elementary School implemented a master learning model approach to the Indiana standard-based curriculum. This mastery learning model is called Student Success Process (SSP). SSP is a process for maximizing the number of students who demonstrate mastery of the Indiana Academic Standards and Essential Skills (as measured by the ISTEP+) through the use of weak to strong instructional calendars, mini-lessons, mini-assessment, tutorials, and enrichment periods within the school day. All activities are aligned with the Indiana Academic Standards.

The Student Success Program assessment tests are given in the fall and spring to grades 2, 3, 4, 5, and 6 to provide a base against which to measure future assessments. The purpose of these assessments is to determine specific areas where our students need additional instruction, as well as to give teachers information they need to provide instruction that is appropriate for each student and then to measure growth. In 2009-2010 we will be transitioning from SSP to Acuity, the next generation of SSP software. Students will take tests on computer instead of with paper and pencil three times each year. Results will be more user friendly to teachers as they determine appropriate interventions. An assessment instrument that Orleans Elementary utilizes is the Accelerated Reader tests assessment program. This assessment identifies student's instructional reading level and serves as a guide for students to select appropriate level recreational reading material. A modification of the Brigance Test is given to our special needs students to assess their growth on a yearly basis. Teacher made tests and tests taken from textbooks complete the non-ISTEP assessment program.

DIBELS are used in grades K-2 to assess reading. In 2009-2010 teachers will be using palm pilots to record the results rather than use paper and pencil. Results will then be downloaded to computers. Reports will be easier to generate making this easier for teachers to determine the appropriate interventions for students.

Orleans Elementary School has applied for an MClass grant. If we receive the grant Wireless Generation (DIBELS) assessment will no longer be done on paper we will use palm pilots. In addition we will transition from SSP to Acuity, which is the next generation of this program that is much more user friendly for teachers and students. OES will use Title I funds to help pay the difference the state does not pay. Additional computers will also be needed

## ***Mission Statement and Beliefs***

We at Orleans Elementary School in partnership with the community will:

- ❑ Provide a safe learning environment.
- ❑ Strive to meet the individual student's needs.
- ❑ Equip students with the skills to meet or exceed state proficiencies.
- ❑ Empower students with the communication skills necessary for our ever-changing world.
- ❑ Share the responsibility of promoting strong moral values.
- ❑ Develop responsible productive citizens for the Orleans community.

## ***Surveys***

Parents and teachers believe that Orleans Elementary School does a good job of preparing students. Both parents and teachers feel that parents are well informed about the academic progress of the children. Both parents and teachers feel the curriculum does need to be differentiated to meet the individual needs of students. Teachers indicated that students do not have enough access to current technology as a learning tool. Both parents and teachers recognize that homework is a critical component to the learning process and that Orleans Elementary gives an adequate amount of homework. Parents feel that student learning is the most important criteria used in decision making at OES and that the academic goal is to improve learning. Parents feel that Orleans Elementary has a good curriculum.

Parent and teacher surveys can be found in appendix B. The knowledge gained from these surveys helped to shape the mission statement and beliefs above.

## ***Vision Statement***

We believe that we should hold students to high expectations in regards to achievement, respect of self and others, and behavior. We believe that all students deserve an environment conducive to learning that is safe with knowledgeable, enthusiastic adults. We believe in providing an opportunity for all students to receive help beyond the classroom.

If all adults in our community are living by these core convictions daily, then the following attitudes and actions will result. Every adult will be available for a meaningful relationship with community youth. We will have knowledgeable, enthusiastic teachers who will provide necessary opportunities for students to achieve high expectations. The adults will actively participate in the educational process by offering a safe knowledgeable environment. Adults will expect high achievement, respect of self and others, and acceptable behavior.

In this environment where all adults are living by their convictions, students will be happy, have high self-esteem, a desire to learn, exhibit willingness to help others and their community, and be role models in their community. All students will have a strong desire to learn and achieve at or above grade level in all academic areas.

### ***Summary of Data***

Students in Orleans Elementary School perform above the state average on ISTEP. Orleans Elementary School's ISTEP scores in language and math for the school years 1999-2000 through the Spring ISTEP of 2009-10 can be found in Appendix C.

Orleans Elementary takes pride in the fact that its math scores have continued to be above the state average during this period of time. This can be attributed to the implementation of Saxon Math ten years ago, and a renewed emphasis upon mastery learning of State Standards.

Student Data indicates that Orleans Elementary School students have performed at or above the state average in Language Arts during this period of time, yet the staff of OES feels that Language Arts scores can best be helped by focusing on improved reading skills.

### ***Summary of Educational Programming***

Orleans Elementary School students have consistently scored at or above the state average on ISTEP. Realizing that more must be done to seek continued improvement, Orleans Elementary has implemented Student Success Process (SSP). This program focuses on getting students to work at grade level on skills identified as critical to success on the ISTEP. SSP was initiated at the beginning of the 2004-05 school year. Orleans Elementary has applied for a MClass grant from the State that will enable to transition from SSP to Acuity. Acuity is more user friendly for our teachers and students and will give us more options with individualized intervention, and will be a useful assessment for our RTI model. In addition we will expand from math and language arts to include science and social studies assessments.

Beginning the 2006-2007 school year, Orleans Elementary has implemented the DIBELS reading comprehension program. This program checks sounds, vocabulary, and fluency in students grades 1 and 2. If we receive the MClass grant we will switch from paper and pencil to Wireless Generation (DIBELS) assessments.

Accelerated Reader has been beneficial to improving student reading comprehension and raising reading levels of students due to increased exposure to literature. Students are reading more and this has been a positive in the eight years since its beginning.

Even though Orleans Elementary School's reading scores have been comparable to or above the state's average, they have not performed at a level satisfactory to our school's expectations. Because of this concern, Orleans Elementary School has developed a reading plan and has sought to implement it effectively. See Action Plan in Appendix D

## ***Conclusions about the Current Educational Program***

The curriculum under which Orleans Elementary School functions, is based on Indiana's academic standards. This has been the case for some time. With the recent revision of the standards, realignment has become a major focus for curriculum. Aligning curriculum is a continuing part of our professional development plan. While we are in the process of doing this, attention will be devoted to identify best practices as well as brain compatible research, through the guidance of C.L.A.S.S.

The commitment for Orleans Elementary is to use the assessment data in the improvement of student instruction. A heavy emphasis is placed on the use of tests for diagnostic predictive purposes. Orleans Elementary staff is in the process of being trained on assessment and will discuss various methods of assessment. Teachers will identify student strengths and weaknesses and learning styles to provide appropriate instruction.

## ***Parental Participation***

The staff at Orleans Elementary School appreciates its parents and their support. We have an active PTO that supports us through fundraisers such as the Box Tops for Education, Campbell's Soup labels, and a Spring Basket Auction. The PTO has purchased playground equipment as well as classroom supplies. They support students' self-esteem by having Valentine Sweet-o-Grams. Our parents are also the leaders of the Halloween and Valentine's parties at Orleans Elementary School and help with our Battle of the Books Day. Orleans Elementary School has a successful Grandparent's Day each year. This past year there was an attendance of over 400 grandparents. Our parents also support our musical, and drama programs with a full house at each activity.

Orleans Elementary keeps our parents informed by the usage of assignment booklets and weekly informative letters. A school wide newsletter, The Puppy Press, is sent home monthly. The parents receive a midterm progress report each grading period as well as the final report. Conferences are held annually to insure that all students are making adequate progress. See Appendix T, Title I Parent Component section, for more information of parent participation.

## ***Technology as a Learning Tool***

We currently schedule students into our computer lab at least once a week. During this time, students work on the K-6 Technology Curriculum as outlined by our technology plan and state requirements. Additional times are available for scheduling for our teachers to work on research related activities with their classes. Not only do we use technology as an instructional tool through the use of the Internet, Microsoft Word, and PowerPoint, we also use it for data gathering and analysis. We currently use a grade level test through CTB software to assess our students. We have implemented SSP "Student Success Process Program" through the use of this software to assess our students and are developing instructional calendars for the school year. Students also use the computer to take reading comprehension tests through the Accelerated Reader program. See Appendix E

## ***Safe and Disciplined Learning Environment***

The school corporation operates under the safe school plan adopted by Orleans Community Schools. Access to the building is restricted. Our building is designed in such a way that visitors must report to the office, sign in, and wear a visitor's badge. Administrators have two-way radios with them at all times, surveillance cameras in the building to monitor activity, telephones are available in each classroom, and we have emergency procedures in place and are rehearsed frequently during the year.

Orleans Elementary maintains high expectations for student performance. Students are expected to "Treat People Right" and to "Do The Right Thing."

## ***Professional Development***

Appendix F provides a list of the scheduled professional development interventions that have been attended or are slated for the remainder of the year. After participating in the various workshops and training sessions, the information is then shared with the entire staff through collaborative sessions so that it may be implemented into each classroom. Orleans Elementary strongly encourages teachers to share new learning taken away from professional workshops when they return to the school.

In prior years, professional development was centered on in-service trainings that focused on the learning styles of students. Much emphasis was placed upon differentiation of instructional approaches and determining students' individual learning styles. As of the 2004-2005 school year, we have shifted toward the C.L.A.S.S. school model. Our faculty is currently in the fifth year of this program. Individual teachers and teams have attended various C.L.A.S.S. workshops. Beginning the 2009-10 school year the major focus of staff development will in the area of Reading. Our C.L.A.S.S. coach will concentrate on reading comprehension and fluency through leveled readers.

## ***Student Achievement Objectives***

In looking at the data from the last three years, the following academic objectives were determined to be our focus for improvement. The focus for the 2009-2012 school years is to have 90% of our students passing the ISTEP in Reading Comprehension, Vocabulary, and Literary Analysis.

On-going evaluation of student ISTEP scores will help to determine the objectives for the following year. We will continue to set new goals for our percent increase goal each school year.

## ***Attendance Rate Objectives***

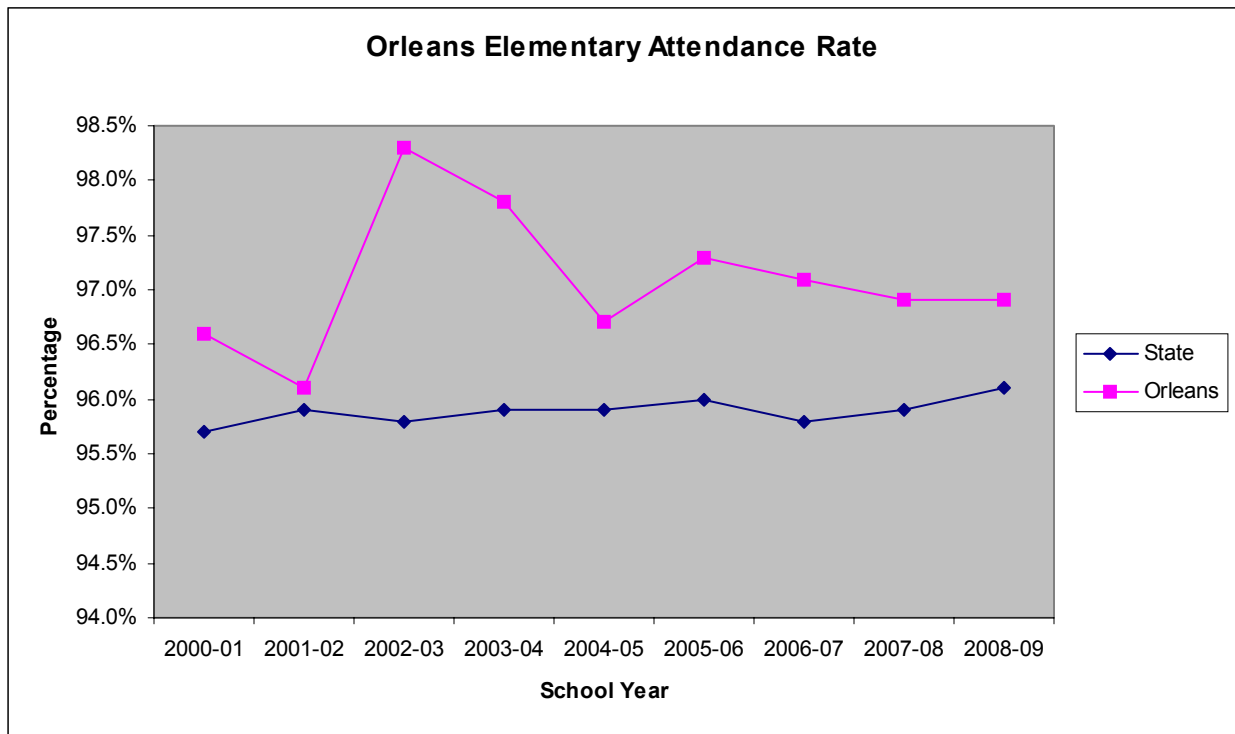
Orleans Elementary Schools plans to continue what has been a successful focus on student attendance. Orleans Elementary School's attendance rate continues to be above the state's average. We will continue to maintain a focus on the importance of school attendance. The following goal will guide this focus.

Our goal is for every child to attend school at least 98 percent of all school days, which means they should miss no more than four days per school year. Orleans Elementary presents awards for any student who has perfect attendance.

The success of the policy that has been implemented is illustrated in the following graph related to attendance rates.

### **Attendance Rate**

Orleans Elementary School attendance rate is always above the state average. The past four years are represented in the chart below.



### ***Specific Areas Where Improvement Is Needed Immediately***

Looking to the future, it is the intent of the Orleans Elementary School to increase the number of students meeting state standards on the ISTEP tests. The staff is, however, aware that this will be a challenging task. State standards in the areas assessed by ISTEP have been revised and are now significantly more rigorous.

<b>Average Percent of OES Students Passing ISTEP</b>				
<b>Year</b>	<b>Grade Level</b>	<b>Vocabulary</b>	<b>Reading Comprehension</b>	<b>Literary Analysis</b>
2007-08 Fall	3 <sup>rd</sup>	88%	88%	88%
	4 <sup>th</sup>	87%	85%	87%
	5 <sup>th</sup>	86%	83%	85%
	6 <sup>th</sup>	90%	92%	92%
2008-09 Fall	3 <sup>rd</sup>	85%	85%	83%
	4 <sup>th</sup>	81%	77%	81%
	5 <sup>th</sup>	87%	81%	88%
	6 <sup>th</sup>	72%	71%	72%
<b>Year</b>	<b>Grade Level</b>	<b>Vocabulary</b>	<b>NonFiction/Info Text</b>	<b>Literary Text</b>
2008-09 Spring	3 <sup>rd</sup>	86%	89%	88%
	4 <sup>th</sup>	71%	72%	71%
	5 <sup>th</sup>	76%	69%	74%
	6 <sup>th</sup>	72%	77%	77%
2009-10 Spring	3 <sup>rd</sup>	89%	87%	90%
	4 <sup>th</sup>	89%	89%	80%
	5 <sup>th</sup>	74%	74%	76%
	6 <sup>th</sup>	74%	75%	74%

Immediate attention should be towards maintaining current levels of passing ISTEP as we transition to the Spring ISTEP testing. This would best be accomplished by focusing on the improvement of Reading scores with a goal of 90% of our students receiving a passing score. We also believe Math Problem Solving scores will go up as Reading scores improve in direct correspondence.

## ***Benchmarks***

### Benchmarks for ISTEP

It is the goal of Orleans Elementary School to continue to see percentage increases in student ISTEP scores. The staff of OES has determined that the areas in which the most improvement is needed are reading comprehension, vocabulary, and literary analysis. Our goal is to have 90% of our students passing Language Arts that will be accomplished by improving the area of Reading.

## ***Proposed Interventions Based on School Improvement Goals***

Targeted professional development for teachers will be the key to the planned interventions. P.L. 221 requires a type of instruction that focuses on identifying where the student is and tailoring the instruction to that level. It is a strategy that focuses on diagnosis and consistent tracking of progress. Orleans Elementary will focus its professional development towards C.L.A.S.S. and Reading. Additional time will be needed to train teachers on Acuity.

We are currently involved in C.L.A.S.S. as a fifth year school. We are currently scheduled to begin our fifth year with C.L.A.S.S. for the 2008-09 school year. This past school year we focused on planning instruction based on brain based learning. During the upcoming school years of 2009-2012 we will focus on reading.

See Appendix F

## **Appendix A: Community Partners**

### **Activities**

Accelerated Reader	Just Say No
Athletics	Kidsitters
Barnyard Carnival	Most Improved Awards
Battle of the Books	Philanthropy Education
Bicycle Safety	Playground
Body Safety	Playground Installation and Maintenance
Bullpups	Poison Control
Cinco De Mayo	Professor Popcorn
Classroom Mini-Grants	Project Lead
Clothe A Child	Read Across America
CPR Training	Reading "Buddy"
David Deuter Memorial Essay Contest	Reading Is Fundamental
Easter Egg Hunt	Reading Time
Farm Safety	Seatbelt Safety
Fire Safety	Ski Trip
Germ Training	Special Olympics
Halloween Party	Student Council Food Drive
Halloween Safety	T.O.U.C.H.
Handwashing	Textbook Rental
Healthy Habits	Tobacco Education
History of Orleans	Tour of Downtown Orleans
Humane Society Supplies Drive	Toys For Tots
Hunter Safety	

## Community Partners

Baker Oil	Orange County Probation
Bishop Farms	Orange County Prosecutor
Bloomington Hospital of Orange County	Orange County REMC
Busick Insurance Agency	Orange County Sheriff Dept.
Cub Scouts	Orleans Chamber of Commerce
Daugherty's Services	Orleans Classroom Teachers Association
El Compadres Restaurant	Orleans Dairyland
Fifth Third Bank	Orleans Elementary PTO
Gallion's Grocery	Orleans Fire Dept.
Gerkin Farms	Orleans Food Bank
Girl Scouts	Orleans Jr.- Sr. High School
Hall Trucking	Orleans Lions Club
HD Graphics	Orleans Ministerial Association
Indiana Conservation Officers	Orleans Police Dept.
Indiana Dept. of Natural Resources	Orleans Progress Examiner
Indiana State Police	Orleans Public Library
ISI	Paoli (Furniture Inc.)
J & S Sports	Paoli Peaks
Kirby Hardware	Paradise Pizza
Kiwanis Club	Phi Beta Psi
Lantis Insurance Services	Purdue Extension Office
Lawrence County Judges	Raymond James Investments
Leheigh Cement	Reynolds
Mid-Southern Bank	Riverview Farms
Orange County 4-H	Sprint
Orange County Community Foundation	Springer-Strauss Insurance
Orange County Concrete	Sullivan Construction
Orange County Humane Society	Town of Orleans
Orange County Judges	Tri Kappa
Orange County Prevention of Child Abuse	

## Appendix B: Surveys

### TEACHER SURVEY

This survey is an important component of Orleans Elementary School's accreditation process. The purpose of this questionnaire is to get your opinions based on your experiences in/with this school. Your responses will be combined with others to form ideas about how we might improve our school.

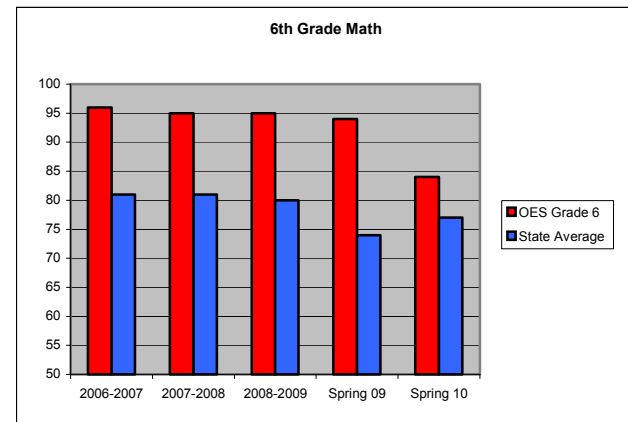
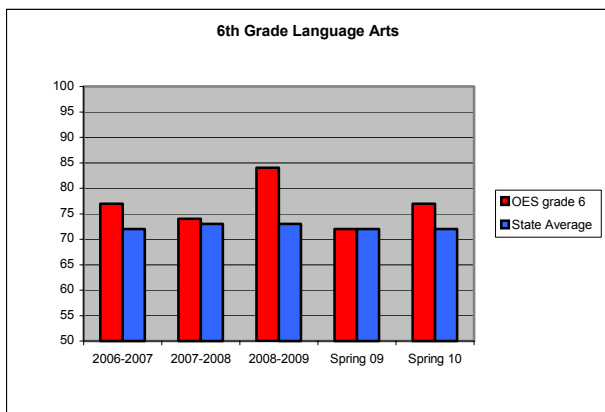
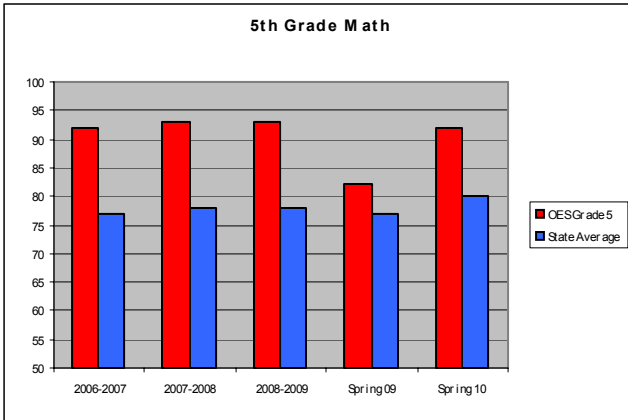
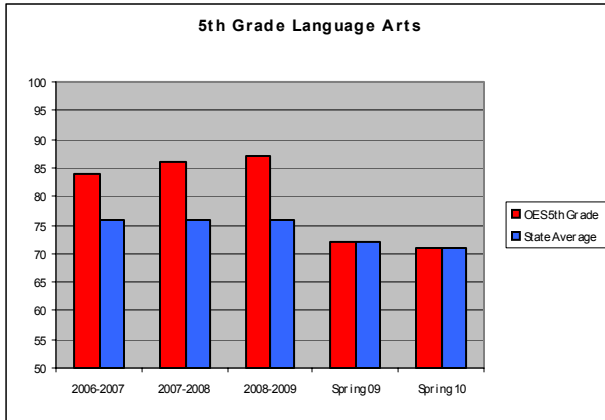
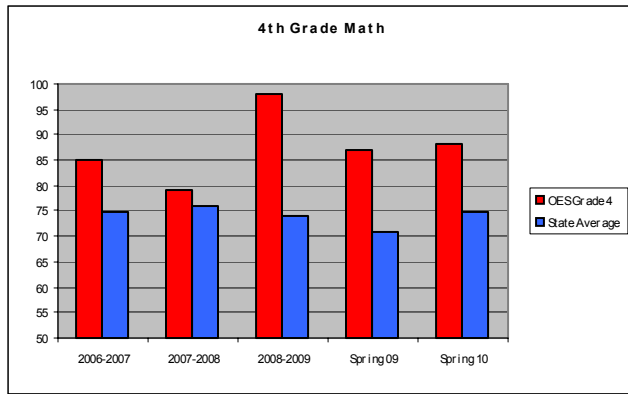
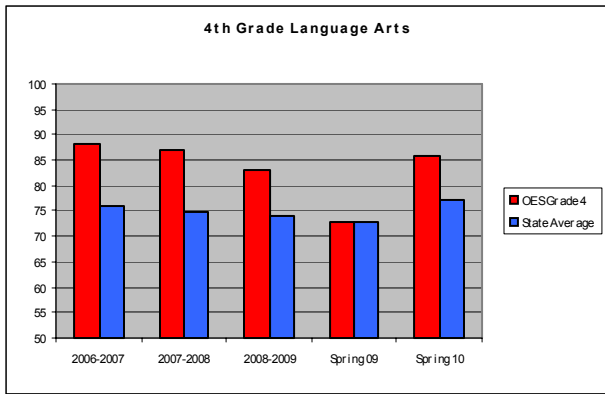
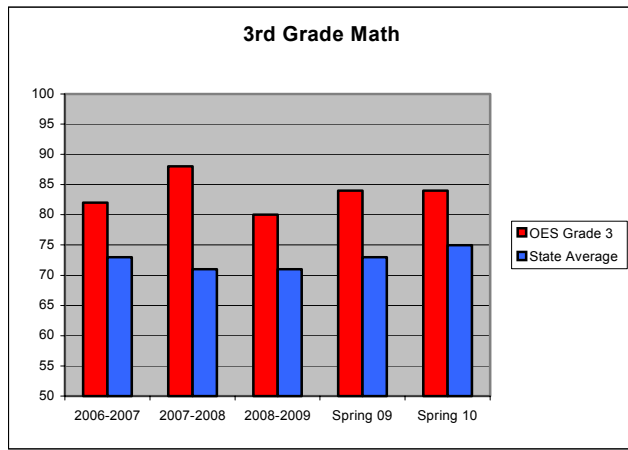
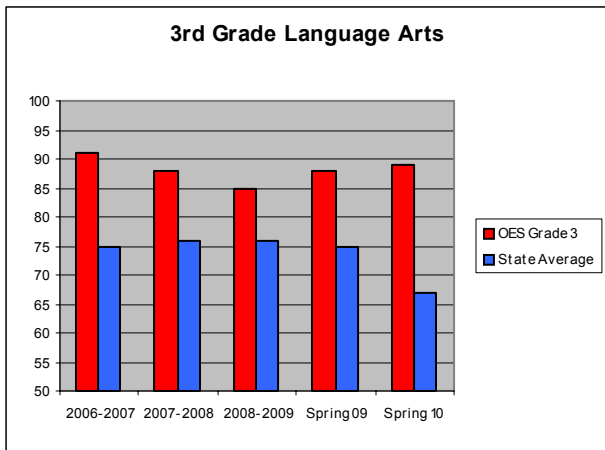
	Always	Sometimes	Never
1. Do you keep parents well informed about any problems their children are having in school?	73%	27%	0%
2. Do you let parents know when their child is improvements or doing something well?	47%	53%	0%
3. Do you give parents information on how to help their child with homework?	47%	53%	0%
4. Do your students have access to and use tools of modern technology, including word processing programs for computers?	13%	62%	25%
5. Do you feel that you use a variety of methods to meet individual student learning styles?	50%	50%	0%
6. Are you satisfied with the method in which you monitor student progress?	40%	60%	0%
7. Do you feel parents communicate satisfactorily with you about their child's progress?	7%	93%	0%
8. Do you feel that students receive an adequate amount of homework?	87%	13%	0%
9. Do you feel that reading and language arts rank highly on our school's list of priorities?	100%	0%	0%
10. Do you send a classroom newsletter to all parents?	33%	47%	2%
11. Do you invite parents to share their child's strengths, talents, interests, and needs?	29%	64%	7%
12. Do you attend PTO meetings?	0%	6%	94%
13. Do you attend athletic events at school?	6%	80%	14%
14. Do you feel welcomed at the school board meetings?	53%	47%	0%

## PARENT SURVEY

This survey is an important component of Orleans Elementary School's accreditation process. Survey items are drawn from current research on the characteristics of effective schools. The purpose of this questionnaire is to get your opinions based on your experiences in/with this school. Your responses will be combined with others to form ideas about how we might improve our school.

	Always	Sometimes	Never
1. When educational issues arise, student learning is the most important criteria used in decision making.	87%	13%	
2. The academic goals focus on improving student performance.	90%	10%	
3. The curriculum is made available to students, and parents.	85%	14%	1%
4. The present curriculum adequately prepares students.	79%	21%	
5. The curriculum allows for individual differences.	69%	30%	3%
6. There is a school wide commitment to assessment and accountability.	63%	36%	
7. Teachers in this school use a wide variety of teaching materials and media	86%	14%	1%
8. Teachers let parents know that homework is important and give them tips on how to help students.	80%	20%	
9. There are opportunities to explore careers and engage in learning experiences outside the regular classroom.	90%	20%	2%
10. The school recognizes excellence in achievement.	93%	7%	
11. Student achievements are featured in school and community newspapers, and other news media	86%	14%	

# Appendix C: ISTEP Scores



**Appendix D: Action Plan**

**Goal:** Reading Comprehension  
**Area:** C.L.A.S.S. Coaching to improve Reading Instruction

Activity to implement the intervention	Person(s) Accountable	Time line	Resources	Assessment	Staff Development Activities
C.L.A.S.S. coach scheduled for 9 days of staff development focus on reading strategies and leveled readers	Principal C.L.A.S.S. Teachers	2009-12	C.L.A.S.S. Brain based research Leveled Readers	Percent of teachers using leveled readers  ISTEP scores	C.L.A.S.S.
Book Reading “7 Keys to Comprehension” By Susan Zimmerman	C.L.A.S.S. coach  Teachers  Principal	2009-10	C.L.A.S.S.  Book	Teachers using ideas from book	Book Reading
C.L.A.S.S.-- <b>Barbara Pederson</b> will provide staff development for all teachers 2 days and will present to parents how they can help their child with reading	Title I staff C.L.A.S.S. Principal	2009-10	C.L.A.S.S.	Number of parents participating	C.L.A.S.S.

## Action Plan

**Goal:** Reading Comprehension  
**Area:** C.L.A.S.S. Coaching to improve Reading instruction

Activity to implement the intervention	Person(s) Accountable	Time line	Resources	Assessment	Staff Development Activities
Development of balanced literacy instruction that meets various learning styles	Teachers Principal	2009-10	"Kagen's Balanced Literacy	Teacher collaboration on uses and ideas of how to implement	C.L.A.S.S. modeling

## Action Plan

**Goal:** Reading Comprehension  
**Area:** Classrooms Focus to improve student reading

Activity to implement the intervention	Person(s) Accountable	Time line	Resources	Assessment	Staff Development Activities
<p>6<sup>th</sup> Grade  Expand instructional materials to create more student interest in reading and to expose students to classic novels. Leveled readers will be used with the literacy groups.</p>	<p>Classroom teachers  Principal</p>	<p>2009-12</p>	<p>Novels</p>	<p>Acuity  ISTEP</p>	<p>C.L.A.S.S.</p>
<p>5<sup>th</sup> Grade  Classroom teachers will use balanced literacy instruction that will help them differentiate instruction to meet the various learning styles of each student. Leveled readers will be used with the literacy groups</p>	<p>Classroom Teacher  CLASS coach  Principal</p>	<p>2009-12</p>	<p>Purchase “Kagen’s balanced Literacy”</p>	<p>Acuity  ISTEP</p>	<p>C.L.A.S.S.</p>
<p>4<sup>th</sup> Grade  Create Literacy Groups as part of reading curriculum. Leveled readers will be used with the literacy groups.</p>	<p>Principal  Teachers  C.L.A.S.S.</p>	<p>2009-12</p>	<p>Level Readers  C.L.A.S.S.    need to acquire tables</p>	<p>ISTEP  Acuity  Accelerated Reader</p>	<p>C.L.A.S.S.</p>

## Action Plan

**Goal:** Reading Comprehension  
**Area:** Classrooms

Activity to implement the intervention	Person(s) Accountable	Time line	Resources	Assessment	Staff Development Activities
<p>3<sup>rd</sup> Grade            Classroom teachers will use balanced literacy instruction that will help them differentiate instruction to meet the various learning styles of each student. Leveled readers will be used with the literacy groups.</p>	<p>Classroom Teacher             C.L.A.S.S. coach             Principal</p>	<p>2009-12</p>	<p>Purchase “Kagen’s balanced Literacy”</p>	<p>Acuity             ISTEP</p>	<p>C.L.A.S.S.</p>
<p>2<sup>nd</sup> Grade            Teachers are adding listening centers to their instruction practices. Students will read alone as a story is read to them. This will improve fluency and comprehension. Leveled readers will be used with the literacy groups.</p>	<p>Classroom Teacher             Principal</p>	<p>2009-12</p>	<p>Purchase listening centers,             Leveled Readers             C.L.A.S.S.</p>	<p>DIBELS             Reading Comprehension Assessment</p>	<p>C.L.A.S.S.</p>
<p>1<sup>st</sup> Grade            Teachers will be adding the use of Toobaloos to their instruction practices. Students will listen to themselves as the read. This will help their fluency and comprehension. Leveled readers will be used within the literacy groups.</p>	<p>Classroom Teacher             Principal             C.L.A.S.S. coach</p>	<p>2009-12</p>	<p>Purchase Toobaloos             C.L.A.S.S.</p>	<p>DIBELS</p>	<p>C.L.A.S.S.</p>

## Action Plan

**Goal:** Reading Comprehension  
**Area:** Classrooms

Activity to implement the intervention	Person(s) Accountable	Time line	Resources	Assessment	Staff Development Activities
<p>Kindergarten            Classroom teachers will use balanced literacy instruction which will help them differentiate instruction to meet the various learning styles of each student. Teachers will be adding leveled readers to their curriculum. Leveled readers will be used within the literacy groups.</p>	<p>Classroom Teachers  Principal</p>	<p>2009-12</p>	<p>Leveled Readers  C.L.A.S.S.</p>	<p>DIBELS</p>	<p>C.L.A.S.S.</p>
<p>Library            Expand Accelerated Reader make more titles and quizzes available to students</p>	<p>Librarian  Principal  Classroom Teachers</p>	<p>2009-12</p>	<p>AR-purchases quizzes</p>	<p>AR student results</p>	
<p>ART            Art lessons are collaborated with classroom assignments. Art project often relate to what the students are studying in class. Older students do research in art books when planning projects</p>	<p>Art Teacher  Classroom Teachers  Principal</p>	<p>2009-12</p>	<p>Art Text books  Art research materials  C.L.A.S.S.</p>	<p>Acuity  ISTEP</p>	<p>C.L.A.S.S.</p>

## Action Plan

**Goal:** Reading Comprehension  
**Area:** Classrooms

Activity to implement the intervention	Person(s) Accountable	Time line	Resources	Assessment	Staff Development Activities
<p>Special Education            Continue collaborating with classroom teachers to keep students on pace with the rest of the class. Inclusion is the main focus with some pull out as determined by IEPs.</p>	<p>Special Ed Teachers             Classroom Teachers             Principal</p>	<p>2009-12</p>	<p>Classroom Materials</p>	<p>Acuity             ISTEP             Reading Comprehension Assessment</p>	<p>C.L.A.S.S.</p>
<p>High Ability            The focus for High Ability Classes will be vocabulary and creative writing</p>	<p>High Ability Teacher             Classroom Teachers             Principal</p>	<p>2009-12</p>	<p>High Ability worksheets and other lesson resources</p>	<p>Acuity             ISTEP             Reading Comprehension Assessment</p>	<p>C.L.A.S.S.             High Ability conference</p>
<p>Music            Reading is a part of the regular routine. Students read and write poetry, practice reading fluency through music... and emphasis on listening and performing, reading and writing             Lessons are collaborated with classroom teachers lessons.</p>	<p>Music Teacher             Classroom teacher             Principal</p>	<p>2009-12</p>	<p>Music Books            Classroom collaboration</p>	<p>Acuity             ISTEP             Reading Comprehension Assessment</p>	<p>C.L.A.S.S.</p>

## Action Plan

**Goal:** Reading Comprehension  
**Area:** RTI

Activity to implement the intervention	Person(s) Accountable	Time line	Resources	Assessment	Staff Development Activities
Establish RTI interventions for each grade level in reading	Joint Services  Grade level teachers  Principal	2009-10	Joint Services  DOE  Research based reading practices, assessments and interventions	DIBELS  Acuity  Reading Comprehension Assessment	Teachers become familiar with researched based reading practices, assessments and interventions
Transition to Kindergarten Meet with Head Start, Pre-schools, day-care, and baby sitters to develop appropriate transition plans. Open House for Kindergarten students and families before school starts, to acquaint everyone with school. We will be seeking a grant like “Ready Schools” to help us with developing our transition to Kindergarten.	Preschool teacher  Kindergarten teachers  Title I  Principal	2009-12	Title I  County Agencies	Kindergarten Screening	
Transition from sixth to seventh grade  6 <sup>th</sup> grade classrooms visit the Jr. High each May. Students are given a tour and attend one 7 <sup>th</sup> grade class. 6 <sup>th</sup> and 7 <sup>th</sup> grade teachers meet to discuss student individual needs. Assignment books are used in 6 <sup>th</sup> grade to prepare students of 7 <sup>th</sup> grade expectations.	6 <sup>th</sup> grade teachers  Title I  Principal	2009-12	Title I  County Agencies	Comments from 7 <sup>th</sup> grade teachers and students , grades	

## Action Plan

**Goal:** Reading Comprehension

**Area:** Technology tools to be use for Reading instruction and assessment

Activity to implement the intervention	Person(s) Accountable	Time line	Resources	Assessment	Staff Development Activities
Additional computers, projectors, smartboards...	Principal Teachers	2009-12	Grants Mr. Grimes	Use by teachers	Use of equipment
Additional Computer Lab	Principal	2009-12	Grants Mr. Grimes	Use by teachers and students	
DIBELS using handheld technology	Title I Teachers K-2	2009-12	Title I staff State DOE Joint Services SIEC	DIBELS Records	DIBELS training

## Action Plan

**Goal:** Reading Comprehension

**Area:** Technology

<b>Activity to implement the intervention</b>	<b>Person(s) Accountable</b>	<b>Time line</b>	Resources	<b>Assessment</b>	<b>Staff Development Activities</b>
Acuity Transition from SSP to Acuity	Principal  Teachers 3-6  Title I staff	2009-12	Acuity  DOE  SIEC  Gina Johnson	Acuity Records	Acuity Training

## Action Plan

**Goal:** Reading Comprehension  
**Area:** Title I Instruction Focus

Activity to implement the intervention	Person(s) Accountable	Time line	Resources	Assessment	Staff Development Activities
Track student reading progress using but not limited to: DIBELS, Acuity, Reading Comprehension Assessment, and teacher input.	Principal  Teachers  Title I Staff	2009-12	Acuity DIBELS  Reading Comprehension Assessment  Data Warehousing  AR	Records	Acuity  DIBELS  Reading Assessment
Increase Reading Instruction in the Library through increased use of technology including training for classroom teachers	Principal  Title I  Librarian	2009-12	Technology equipment and software	Teacher use of Technology in reading	Staff Development for classroom teacher on using technology as a tool when teaching reading.
Leveled Reader Library Literacy groups will be used at all grade levels  Classroom teachers will use balanced literacy instruction which will help teachers differentiate instruction to meet the learning styles of each student.  See CLASS page 17-18	Title I  Classroom teachers  C.L.A.S.S. coach  Principal  School Psychologist	2009-12	C.L.A.S.S.	Volumes in Leveled Readers library	C.L.A.S.S.

**Action Plan**

**Goal:** Reading Comprehension  
**Area:** Title I

Activity to implement the intervention	Person(s) Accountable	Time line	Resources	Assessment	Staff Development Activities
Reading Coach -- The school corporation is looking in to assessing the feasibility of a Title I teacher become a reading coach to assist classroom teacher with ideas to improve their reading instruction	Principal  Reading Coach  Title I	2009-12	SIEC	Coach working with classroom teachers	Reading Academy SIEC
Reading Recovery Ongoing training and new training	Principal  Title I  Reading Recovery teachers	2009-12	DOE  Reading Recovery Purdue  Mitchell		
Membership in Indiana State Reading Association All teachers will become members of the Indiana Read Council #690. (staff Development funds) that includes Membership in the Indiana State Reading Association	Teachers  Principal	2009-12	Title I staff Development funds  Young Authors Conference  Reading Newsletters and Magazines	Active participation in Reading Association Activities	Participation in the Indiana Reading Association Activities

## Appendix E: Technology Standards

### *Technology Standards*

#### **Prior to the completion of Kindergarten students will:**

- 1) Demonstrate proper handling of the equipment
- 2) Identify the following components of a computer: monitor, keyboard, mouse, CPU
- 3) Place the cursor at a specified location
- 4) Select, start, and exit software programs

#### **Prior to the completion of 1<sup>st</sup> grade students will:**

- 1) Identify uses of technology at home and at school
- 2) Discuss proper handling of the equipment
- 3) Identify the need for acceptable uses policies
- 4) Type words and/or sentences using word processing
- 5) Participate in the creation of a class/ group multimedia presentation
- 6) Gather, organize, and display data

#### **Prior to the completion of 2<sup>nd</sup> grade students will:**

- 1) Identify uses of technology in the community
- 2) Describe the use of acceptable use policy
- 3) Identify the function of physical components of a computer system (monitor, CPU, mouse, keyboard, disc, CD-Rom)
- 4) Review basic keyboarding skills:
  - correct finger placement for homeroom keys
  - correct posture, correct hand and arm positions
  - location and use of letters, numbers, and special keys on a keyboard (space bar, arrow, shift, backspace, delete)
- 5) Use word processing to enter, save, print, and retrieve text
- 6) Participate in the creation of a class/ group multimedia presentation
- 7) Gather, sort, and organize information to display as a graph or chart

- 8) To interpret data on charts/graphs and make predications

**Prior to the completion of 3<sup>rd</sup> grade students will:**

- 1) Identify uses of technology in the community
- 2) Recognize the benefits of word processing
- 3) Identify various technologies uses to locate information
- 4) Identify the technology tools uses to collect, analyze, and display data
- 5) Identify the physical components of a computer system as either input, output, or processing devices
- 6) Refine basic keyboarding skills:
  - correct finger placement for homeroom keys
  - correct posture, correct hand and arm positions
  - location and use of letters, numbers, and special keys on a keyboard (space bar, arrow, shift, backspace, delete)
- 7) Demonstrate proper hand position and finger reaches for the alphabetic keys
- 8) Retrieve and edit a word-process document
- 9) Introduce elementary spreadsheet terminology
- 10) Participate in the creation of a class/ group multimedia presentation
- 11) Use telecommunications to locate community information as a group/class project
- 12) Create, save, and print a word-processed document
- 13) Use information an electronic database
- 14) Enter, edit, and graph data as a class/group in a pre-prepared spreadsheet and observe the results

**Prior to the completion of 4<sup>th</sup> grade students will:**

- 1) Identify the ways in which technology has changed the lives of people in Indiana
- 2) Identify and understand the differences between non-networked and networked computers
- 3) Identify violations of the Copyright Law

- 4) Recognize the correct use of copyrighted materials in student products
- 5) Use technology tools to collect, analyze, and display data
- 6) Refine basic keyboarding skills
  - correct posture, correct arm and hand positions
  - knowledge of the location and use of letters, numbers, and special keys on a keyboard (space bar, arrow, shift, backspace, and delete keys)
- 7) Recognize word processing terms and functions
- 8) Edit a word processing file to make indicated corrections
- 9) Define spreadsheet terms
- 10) Enter data into a pre-prepared spreadsheet to perform calculations (+, -, \*, /) and recognize the changes that occur
- 11) Use a variety of search strategies to locate information electronically
- 12) Recognize the differences between non-networked and networked computers
- 13) Create, format, save, retrieve, and print a word-processed document
- 14) Use spreadsheet data to create a table/graph
- 15) Create a multimedia project, as a small group, and cite sources of copyrighted material
- 16) Evaluate information obtained using telecommunication technologies for content and usefulness

**Prior to the completion of 5<sup>th</sup> grade students will:**

- 1) Recognize the influence of technology on life in the United States
- 2) Recognize the need for protection of software and hardware from computer viruses and vandalism
- 3) Credit sources of copyrighted materials in papers, projects, and multimedia presentations
- 4) Use technology tools to collect, analyze, and display data
- 5) Maintain proper hand position and finger reaches for the alphabetic keys
- 6) Practice the keyboarding concept of keeping eyes on text or screen

- 7) Use keyboarding skills to build speed and accuracy in typing sentences
- 8) Use a word processing application to create and format a document
- 9) Explain the differences between a non-networked and networked computer
- 10) Create, modify, and use spreadsheets to perform calculations (+, -, \*, /)
- 11) Search and sort information using one criterion
- 12) Select search strategies to obtain information
- 13) Select the most appropriate graph to display data and state reason
- 14) Create and modify a multimedia presentation citing sources of copyrighted materials
- 15) Evaluate information found via telecommunications for appropriateness, content, and usefulness

**Prior to the completion of 6<sup>th</sup> grade students will:**

- 1) Recognize the influence of technology on life around the world
- 2) Recognize ownership, security, and privacy issues
- 3) Credit sources of copyrighted materials in papers, projects, and multimedia presentations
- 4) Model ethical behavior relating to security, privacy, passwords, and personal information
- 5) Identify uses of technology in the workplace
- 6) Demonstrate the keyboarding concept of keeping eyes on text or screen and using proper keyboarding technique
- 7) Use keyboarding skills for continued improvement in speed and accuracy while typing sentences and paragraphs
- 8) Search and sort information using one criterion and explain strategies used to locate information
- 9) Select and use technology tools to collect, analyze, and display data
- 10) Use word processing or desktop publishing applications to create documents related to content areas
- 11) Create, modify, and use spreadsheets to solve real-world problems

12) Select the most appropriate type of graph to display data and justify the reason for the selection

13) In small groups, create a multimedia projects related to content areas

14) Evaluate electronic information from various sources as to validity, appropriateness, content, and usefulness

15) Apply search strategies to locate and retrieve information via telecommunications

16) Use telecommunications to share and publish information

## Appendix F: Professional Development Participation

### Professional Development

<b>Dates</b>	<b>Workshop</b>	Faculty or Staff
September 4, 2008	Title I School Wide Planning	Roy Kline, Jennifer Keller, Aaron Freed, Becky Padgett
September 9, 2008	Rules 2002	Diane Rosenbaum and Joni Lawyer
September 26, 2008	Playing in the Sand (Healing Trauma)	Kris Milner
September 29, 2008	Academic Coaches Conference	Kris Hole Leah Morgan
October 6, 2008	Orange County Community Foundation Youth Council Conference	Natasha Johns
October 7 and 8, 2008	Title I School Wide Planning	Roy Kline, Jennifer Keller, Aaron Freed, Becky Padgett
November 3, 4, 5, and 6, 2008	STI conference	Carol Steward, Tanya Williams
November 3, 2008	Title I Fall Administrative Meeting	Roy Kline
November 24, 2008	IASP Principal Conference	Roy Kline
December 3, 2008	RTI Joint Services	Roy Kline, Aaron Freed, Diane Rosenbaum, Misty Ross
January 14 –16, 2009	Woman’s Leadership Training	Natasha Johns
February 4, 2009	SIEC Textbook Fair	Diana Lamb, Melissa Gilbert, and Natasha Johns
February 7 – 10, 2009	Reading Recovery Conference	Carrie Ingram and Amy Banks
April 3, 2009	Pearson Evaluation System	Leah Morgan
April 3, 2009	Art and Play Therapy	Kris Milner
April 28 – 29, 2009	School Safety Training	Roy Kline
April 29, 2009	Differentiated Instruction	Kris Hole and Jimmy Ellis
May 11, 2009	GT Meeting	Kris Hole and Leah Morgan

<b>Dates</b>	<b>Workshop</b>	Faculty or Staff
August 3-4, 2009	DIBELS	Carrie Ingram, Joy Smith, Megan Pemberton, Joni Lawyer
August 25, 2009	C.L.A.S.S. Leveled Readers	All Teachers
August 25, 2009	Acuity	Jimmy Ellis, Dawn Dooley, Roy Kline
September 2, 2009	Starlab	Natasha Johns, Lindsay Kidwell
September 15, 2009	SIEC Principal's Roundtable	Roy Kline
September 21, 2009	Youth Council	Natasha Johns
September 24-25, 2009	C.L.A.S.S. Leveled Readers	All Teachers
September 30, 2009	Academic Coaches Conf.	Kris Hole, Leah Morgan
October 26, 2009	Safety Specialist Academy	Roy Kline
November 12, 2009	Childhood Apraxia of Speech	Abby Newkirk
November 23-24, 2009	IASP	Roy Kline
December 2, 2009	Title I Administrators	Roy Kline
December 16, 2009	K-2 Small Group Reading Instruction	Joy Smith, Cheryl Cheatham, Misty Ross, Joni Lawyer
February 6-9, 2010	Reading Recovery National Convention	Megan Pemberton, Carrie Ingram
February 10, 2010	Textbook Fair – Math	Joy Godfrey, Aaron Freed
February 16-17, 2010	C.L.A.S.S. Leveled Readers	All Teachers
April 8-9, 2010	Indiana Speech & Hearing Assoc. Conference	Abby Newkirk

## ***Appendix G: PL221 Professional Development Plan***

### **Professional Development Program Design**

#### **Instructions**

- Form A: Fill in all information completely.
- Form B: The committee responsible for preparing the school's strategic and continuous school improvement and achievement plan (SIP) is also responsible for completing the Professional Development Program. Each member of that committee must sign this form. The "Representing" column refers to the stakeholder group that person is representing such as teacher, parent, community, etc.
- Form C: Answer all questions completely. Do not use less than a ten-point font. Make your answers as concise as possible.
- Form D: Your entire Professional Development Program should address only one to three major school goals. Please use one copy of "Form D" for each school goal from your SIP. You may also wish to establish professional development goals for reaching the school goals.
- Form E: Use one copy of "Form E" to answer these questions for each school goal. If the evidence of success is quantitative, state the numerical goals to you hope to attain.
- Example: The anticipated result of this professional development will be that 75% of teachers are effectively using the Four Block literacy approach by the end of the second year of training.
- Form F: List all sources of professional development funds available to your school. This should include general fund appropriations, grants, partnership contributions, etc. If your school has a grant issued specifically to your school, list it under school sources. If your corporation has a grant for all schools, list your portion under corporation sources.

In accordance with **IC 20-1-1- 6.5(I)(1)** your Professional Development Program should have the following characteristics:

1. is school based and collaboratively designed, and encourages participants to work collaboratively.
2. has a primary focus on state and local academic standards, including a focus on Core 40 subject areas.
3. enables teachers to improve expertise in subject knowledge and teaching strategies, uses of technologies, and other essential elements in teaching to high standards.
4. furthers the alignment of standards, curriculum, and assessments.
5. includes measurement activities to ensure the transfer of new knowledge and skills to classroom instruction.

**Be sure your Professional Development Program addresses these five areas.**

DEFINITIONS

<b>SIP</b>	Abbreviation for the strategic and continuous school improvement and achievement plan as stated in IC 20-1-1-6.3(b).
<b>PDP</b>	Abbreviation for Professional Development Program as stated in IC 20-1-1-6.5.
<b>Activity</b>	Professional development experiences such as study groups, curriculum groups, peer coaching, workshops and their follow-up, etc. that are identified as effective activities in the research on principles of effective professional development.
<b>Evaluation</b>	Quantitative and qualitative data that gauge the impact of your Professional Development Program and guide your progress toward reaching your school goal.

Goal from SIP **Those goals identified in the school’s plan and are stated in terms such that progress toward the goals can be determined.**

<b>Professional Development Goal</b>	The ideal changes that need to occur in stakeholders’ knowledge, skills, and attitudes toward learning that lead to increased student achievement.
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<b>Stakeholders</b>	“...Persons interested in the school, including administrators, teachers, parents, and community and business leaders...” IC 20 10.2-3-1
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Indiana State Board of Education

Core Professional Development Principles

1. PROFESSIONAL DEVELOPMENT PROGRAMS WILL ADDRESS ISSUES THAT ARE RELEVANT TO THE PRIORITIES OF EDUCATION IMPROVEMENT AND REFLECT THE KNOWLEDGE BASE OF THE PROFESSION BY:
  - A. reflecting research-based approaches to effective adult learning, student learning, and organizational change to support on-going developmental activities. While tapping educators’ life experiences and drawing on the knowledge base from effective research, a variety of modes of learning are used to foster self-directed professional development opportunities.
  - B. integrating education improvement priorities. Consistent and continuous links are made with the School Improvement Plan, the Indiana Professional Standards Board, and Indiana State Board of Education policy.
  - C. incorporating both discipline-specific and interdisciplinary approaches to teaching, assessment, and preparation for the world of work. Professional growth experiences enhance educators’ knowledge within and across subject areas and their ability to foster and assess students’ problem solving and critical thinking skills.

- D. including explicit strategies for setting high expectations and meeting the diverse learning needs of all students. Training activities increase educators' capacity to implement developmentally appropriate practices to establish challenging learning goals and respond to the uniqueness of each student.
- E. receiving adequate resources. Every public school in Indiana must receive the financial resources and support services needed to provide the most effective Professional Development Program, as described within these principles.

II. PROFESSIONAL DEVELOPMENT PROGRAM WILL ENGAGE EDUCATORS IN AN EFFECTIVE LEARNING PROCESS THAT IMPACTS PRACTICE BY:

- A. actively involving participants in program design, delivery, and implementation. Professional growth opportunities reflect educators' needs as determined from multiple data sources grounded in and linked with the School Improvement Plan. All stakeholders shall be engaged in meaningful job-embedded opportunities to effectively support practice, which leads to improved student learning.
- B. promoting multiple strategies that model recommended strategies. Opportunities for professional development incorporate varied approaches such as theory, demonstration, reflection, practice, mentoring, technology applications, and peer dialogue.
- C. incorporating follow-up activities that are sustained over time and provide educators with ongoing feedback. The Professional Development Program provides a range of opportunities for staff to integrate the new strategies into their work with children through practice, feedback, and reflection.

**CORE PROFESSIONAL DEVELOPMENT PRINCIPLES (cont'd)**

- D. continuously evaluating impact on educator's practice and student learning. The effectiveness of professional development is determined by its impact on staff performance and student learning.

III PROFESSIONAL DEVELOPMENT PROGRAMS WILL CONTRIBUTE TO DEVELOPING AN ENVIRONMENT THAT SUPPORTS EDUCATORS' PROFESSIONAL GROWTH BY:

- A. fostering collegiality and collaboration. Professional growth opportunities encourage staff to build a community of educators, parents, business, and community partners who exchange ideas for innovation, cooperate in developing curricula, and discuss approaches to strengthening student learning by focusing on the school community as a "culture of inquiry".
- B. building capacity through a continuum of ongoing improvement activities. Professional development activities maintain a focus on the improvement of practices that increase student learning and link to the School Improvement Plan and the standards developed by the Indiana Professional Standards Board, and State Board of Education policy.
- C. integrating staff development into educators' practice. The Professional Development Program incorporates supports for staff to implement newly acquired strategies assess them for their impact on student learning.
- D. encouraging innovations and risk-taking. As a result of staff development activities, the school community recognizes the need for action research that assists educators, leading toward innovations improving student learning.

FORM A

**PROFESSIONAL DEVELOPMENT PROGRAM**

DUE DATE: 30 JUNE 2009

**School Information**

School Name: Orleans Elementary School

**County/Corp/School#** Orange/Orleans Community Schools Corporation #6577

**Address:** 637 East Washington St.  
(Street, P.O. Box)  
Orleans, Indiana 47452

(City, State, Zip)

**Phone:** (812) 865-2688

**Fax:** (812) 865-3844

**Name of Principal (Include Title):** Mr.Roy Kline

**Principal's e-mail address:** rkline@orleans.k12.in.us

**Grade levels included in school:** K-6

**Form**

I, Joe Chisham, as the exclusive representative, by signing this document, demonstrate my support for the Professional Development Program submitted by the above-mentioned school.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Joe Chisham  
Name (typed)

**Committee responsible for this plan.**

<b>Name</b>	<b>Group you are representing:</b>	<b>Signature</b>	<b>Date</b>
Roy Kline	Principal		
Jennifer Keller	Teacher		
Aaron Freed	Title I Teacher		
Misty Ross	Teacher		
Benna Tuttle	Teacher		
Heather Ross	Parent/PTO		
Becky Padgett	Parent/Community		
Kevin Blevins	Parent/ Community		

**Narratives:** Please do not use less than a ten-point font. Make your answers as concise as possible and no longer than one page.

1. What is your school's vision toward which this Professional Development Program will lead?

We believe that we should hold students to high expectations in regards to achievement, respect of self and others, and behavior. We believe that all students deserve an environment conducive to learning that is safe with knowledgeable, enthusiastic adults. We believe in providing an opportunity for all students to receive help beyond the classroom.

If all adults in our community are living by these core convictions daily, then the following attitudes and actions will result. Every adult will be available for a meaningful relationship with community youth. We will have knowledgeable, enthusiastic teachers who will provide necessary opportunities for students to achieve high expectations. The adults will actively participate in the educational process by offering a safe knowledgeable environment. Adults will expect high achievement, respect of self and others, and acceptable behavior.

In this environment where all adults are living by their convictions, students will be happy, have high self-esteem, a desire to learn, exhibit willingness to help others and their community, and be role models in their community. All students will have a strong desire to learn and achieve at or above grade level in all academic areas.

**FORM C (cont'd)**

2. What is (are) the goal(s) of your Professional Development Program?

**C.L.A.S.S. (Connective Learning Assures Student Success)**

- ✓ Teachers will participate in in-services under the direction of our C.L.A.S.S. Coach.
- ✓ Teachers will attend CLASS workshops.
- ✓ Those attending workshops will share knowledge during teacher meetings.

- ✓ Teachers will continue utilizing current CLASS techniques of climate, while incorporating new methods for curriculum.

### **Reading Curriculum**

- ✓ Teachers will attend workshops and share newfound knowledge.
  - ✓ Team meetings will be held to develop RTI (Response To Intervention) assessments and interventions for all grade levels.
3. How will all staff members be involved in continuous learning? How will continuous learning be embedded in practice?
- ✓ Large group presentations and reflection activities during professional development days
  - ✓ Large group presentations and reflection activities during faculty meetings
  - ✓ Action research to implement new teaching strategies
  - ✓ Peer coaching to provide teaching feedback and ongoing support
  - ✓ Site visits

## Action Plan

School Goal #1\_ (from SIP) (The Professional Development Program should be limited to, at most, three school goals. Please use one Form D for each school goal.)

Professional Development Goal (s) (From #2 Form C)

**(CLASS) Connective Learning Assures Student Success**\_\_\_\_\_

Research upon which your professional development approach was formulated (*Optional*) **ISTEP Scores**

Activity*	Intended Audience (Stakeholders)	Person Responsible	Collaborative Partners Needed	Time Line (Include completion date)	Resources (People, materials, time)		
					Need	Have	
<b>Teachers will participate in in-services under the direction of our C.L.A.S.S. Coach.</b>	Teachers and Staff	Roy Kline (Principal)	C.L.A.S.S. Coach	2009-2010	C.L.A.S.S. coach, Time Money	X	
<b>Teachers will attend class workshops at various C.L.A.S.S. site schools.</b>	Teachers and Staff	Roy Kline (Principal)	C.L.A.S.S.	2009-2010	Time Money	X	
<b>Those attending workshops will share knowledge during teacher meetings.</b>	Teachers and Staff	Roy Kline (Principal)	Staff	2009-2010	Time Money	X	

<b>Teachers will continue utilizing current C.L.A.S.S. techniques of climate and community, while incorporating new methods for curriculum</b>	Teachers and Staff	Roy Kline (Principal)	C.L.A.S.S. Coach	2009-2010	Time	X	
<b>Barbara Pederson from C.L.A.S.S. will conduct two days of workshops with our teachers and one evening with parents.</b>	Teachers and Staff  Parents	Roy Kline (Principal)	Barbara Pederson C.L.A.S.S.  Title I Parenting  ARRA funds	2009-10	Money		x

**ACTION PLAN**

School Goal #2 (from SIP) (The Professional Development Program should be limited to, at most, three school goals. Please use one Form D for each school goal.)

Professional Development Goal (s) (From #2 Form C)  
**RTI Training**\_(Optional)

Research upon which your professional development approach was formulated (Optional) **ISTEP Scores**

Activity*	Intended Audience (Stakeholders)	Person Responsible	Collaborative Partners Needed	Time Line (Include completion date)	Resources (People, materials, time)		
					Need	Have	
<b>Teachers will collaborate to establish RTI intervention, Tier 1 and Tier 2, for every grade level</b>	Teachers and Staff	Roy Kline (Principal)		2009-2010	Teachers		X
		SSP Coordinator			Time		X
		School Pyschologist			Assessments		X
					Researched Based Interventions	X	
<b>Teachers will become familiar with research based reading practices , assessments, and interventions</b>	Teachers and Staff	Teachers	Joint Services C.L.A.S.S.	2009-2010	Time	X	
					Teachers		X
					Assessments	X	X
					Researched Based Interventions	X	

\*See definitions page

**ACTION PLAN**

School Goal #3 (from SIP) (The Professional Development Program should be limited to, at most, three school goals. Please use one Form D for each school goal.)

Professional Development Goal (s) (From #2 Form C)  
**(Improve Reading Scores\_ (Optional)**

Research upon which your professional development approach was formulated (Optional) **ISTEP Scores**

Activity*	Intended Audience (Stakeholders)	Person Responsible	Collaborative Partners Needed	Time Line (Include completion date)	Resources (People, materials, time)		
					Need	Have	
<b>Teachers will attend workshops and share newfound knowledge.</b>	Teachers and Staff	Individual teachers		2009-2010	Time	X	
<b>Teacher in-service will be held to provide teachers with training on researched based best practices in reading.</b>	Teachers and Staff	Roy Kline	Joint Service C.L.A.S.S.	2009-2010	Time Funding	X	X

\*See definitions page

**EVALUATION\***

Please answer these questions for each school goal from your SIP that your Professional Development Program is addressing.

(The Professional Development Program should be limited to addressing no more than three school goals from your SIP.)

**School Goal #** 1 From your school improvement plan

Statement of School Goal:

To improve reading comprehension

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I. Summary of data and evidence upon which this school goal was based.

Our ISTEP scores showed that we were below our expectations in the area of reading comprehension.

Year	Grade Level	Reading Comprehension
07-08	3 <sup>rd</sup>	88%
	4 <sup>th</sup>	85%
	5 <sup>th</sup>	83%
	6 <sup>th</sup>	92%
08-09 Fall	3 <sup>rd</sup>	85%
	4 <sup>th</sup>	77%
	5 <sup>th</sup>	81%
	6 <sup>th</sup>	71%

II. What new knowledge, skills, and attitudes toward learning will result from your Professional Development Program?

The staff at Orleans Elementary School will better meet the needs of our students by placing an emphasis on reading comprehension. We will do this through our Accelerated Reader program and through the SSP program.

III. What data and evidence related to new knowledge, skills and attitudes toward learning will you collect to evaluate the Professional Development Program's impact on progress toward this school goal? (NOTE: If the data or evidence are quantitative, state the numerical goal you hope to achieve.)

The success of the professional development programs will be measured by the students' success on SSP tests, ISTEP tests, and Accelerated Reader Tests. See Appendix B for SSP scores.

**Total Funds Available for Professional Development: Grants, Gifts, and Appropriation**

Federal Sources	Amount	State Sources	Amount	School Corp. Sources	Amount	School Sources Include grants and partnerships	Amount	Total Amount of Each Row
Title II	1604							1604
		State Professional Development Grant	1500					1500
Title 1	2000							2000
Total each "Amount" column	3604		1500					5104
Amount Allocated to Professional Development	3604		1500					5104

### ***Three-Year Timeline for Implementation—Action Plan***

The achievement of students will be reviewed annually by the principal, school improvement committee, teachers and others stakeholders in Orleans Elementary School.

The achievement review will include data provided by the Indiana Department of Education, ISTEP data, results of local assessments, and other broad indicators of student achievement. Improvement will be demonstrated in the area of Reading each of the three years. This improvement will be facilitated by the emphasis placed on vocabulary, reading comprehension, and literary analysis. Through workshops, collaboration, brain research activities, and examining best practices teachers will become more proficient in the instruction of reading comprehension and our students will become better readers.

## **Appendix T: Title I Schoolwide Components**

### **Title I Schoolwide Component 1 Comprehensive Needs Assessment**

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

The Orleans Elementary Curriculum is aligned with the Indiana State Standards. The teachers provide enrichment and remediation in addition to the state standards. Copies of our curriculum can be found at the Superintendent's office, elementary school's office, our elementary school's library, as well as, the Orleans Public Library. Each of our teachers has a copy of their own curriculum. In addition teachers are implementing life skills into the curriculum as part of the C.L.A.S.S. program

From page 3

#### ***Safe and Disciplined Learning Environment***

The school corporation operates under the safe school plan adopted by Orleans Community Schools. Access to the building is restricted, visitors must report to the office and sign in, administrators have two-way radios with them at all times, surveillance cameras in the building to monitor activity, telephones are available in each classroom, and we have emergency procedures in place and are rehearsed frequently during the year.

Orleans Elementary maintains high expectations for student performance. Students are expected to "Treat People Right" and to "Do the Right Thing" (from C.L.A.S.S.)

From page 6

#### ***Community Partners in Education***

Orleans Elementary has many community partners that help in the education of our students. These community partners include but is not inclusive: see appendix A

From page 2

## ***Parental Participation***

The staff at Orleans Elementary School appreciates its parents and their support. We have an active PTO that supports us through fundraisers such as the Box Tops for Education, Campbell's Soup labels, and a Spring Basket Auction. The PTO has purchased playground equipment as well as classroom supplies. They support students' self-esteem by having Valentine Sweet-o-Grams. Our parents are also the leaders of Halloween and Valentine's Day parties at Orleans Elementary School and help with our Battle of the Books Day. Orleans Elementary School has a successful Grandparent's Day each year. This past year there was an attendance of over 400 grandparents. Our parents also support our musical, and drama programs with a full house at each activity.

Orleans Elementary keeps our parents informed by the usage of assignment booklets and weekly informative letters. A school wide newsletter, *The Puppy Press*, is sent home monthly. The parents receive a midterm progress report each grading period as well as the final report. Conferences are held annually to insure that all students are making adequate progress.

From page 6

## ***Cultural Competency***

All teachers' selections of reading in literature and content areas includes various cultures and ethnicities a minimum of once a month. C.L.A.S.S. offers ethnicity training as part of their staff development offerings. A staff book study on poverty based upon Ruby Payne's book was conducted during the spring of 2008. All new teachers are given a copy of the book. Since OES has a high poverty rate, staff training has focused on gaining an understanding of how poverty impacts educational issues. Autism training was provided for all teachers in January of 2009. Follow-up training is planned for the 2009-10 school year.

## ***ISTEP Data***

Students in Orleans Elementary School perform above the state average on ISTEP. Orleans Elementary School's ISTEP scores in language and math for the school years 1999-2000 through the Fall ISTEP in 2008-09 can be found in Appendix C.

Orleans Elementary takes pride in the fact that its math scores have continued to be above the state average during this period of time. Math ISTEP scores have been over 90% the past two years and have improved almost every year the past 10 years. This can be attributed to two factors: 1. The implementation of Saxon Math ten years ago, and 2. A renewed emphasis upon mastery learning of State Standards. The OES Math curriculum will remain unchanged

Student Data indicates that Orleans Elementary School students have performed at or above the state average in Language arts during this period of time, yet the staff of OES feels that Language Arts scores can best be helped by focusing on improved reading skills. Three years ago our Language Arts focus was on writing. Since then our writing scores have risen dramatically. 70% of our students scored 4 or above on the essay with almost 10% scoring a 6. Language Mechanics has been one of our strengths. Reading Scores are currently our lowest area on the ISTEP. Approximately 86% of our students are passing the ISTEP in reading. We will be focusing on vocabulary, fluency, and comprehension the next three years in an effort to raise our Language Arts ISTEP scores over 90% passing.

See Appendix C

## **Appendix T**

### **Title I Schoolwide Component 2 Schoolwide Reform Strategies**

Orleans elementary School has developed a Response To Intervention Program to meet the needs of all students before the Special Education program. The RTI uses small group instruction, one on one individual instruction to help students achieve success. The RTI program also uses ISTEP scores . Students Success Process (SSP), DIBELS reading assessments, assessments by the school psychologist, and classroom performance to determine if RTI is needed for a student.

In the fall of 2009-2010 we will be dropping SSP and picking up Acuity. SSP was the predecessor to Acuity. Acuity will be more usable by the classroom teachers. As our RTI program develops teachers will be exposed to many research based remediation programs that they can use to help their students. We are also planning on using Wireless Generation (DIBELS) assessments. All of these assessments will also be used to identify GT students and monitor their growth.

## Highly Qualified Teachers

Teacher's Name	School	Position	Teacher Responsibilities	HQ-Required	Date HQ-Met
Banks, Amy	OES	Title I	Title I/ Reading Recovery	PRAXIS II	8/1/2007
Basinger, Angie	OES	Classroom Teacher	5th Grade	HOUSSE	6/30/2006
Cheatham, Cheryl	OES	Classroom Teacher	Kindergarten	PRAXIS II	6/30/2006
Dooley, Dawn	OES	Title I	Title I	PRAXIS II	8/1/2007
Edwards, Deborah	OES	Music	General Music K-6	HOUSSE	6/30/2006
Ellis, James	OES	Classroom Teacher	4th Grade	HOUSSE	6/30/2006
Freed, Aaron	OES	Title I	Title I	HOUSSE	6/30/2006
Gilbert, Melissa	OES	Classroom Teacher	6th Grade	PRAXIS II	8/1/2007
Gilmore, Susan	OES	Classroom Teacher	6th Grade	HOUSSE	6/30/2006
Godfrey, Joy	OES	Classroom Teacher	6th Grade	HOUSSE	6/30/2006
Housel, Debbie	OES	S.E. Teacher	Resource Room Teacher	PRAXIS II	8/1/2007
Ingram, Carrie	OES	Title I	Title I/ Reading Recovery	PRAXIS II	6/30/2006
Johns, Natasha	OES	Classroom Teacher	4th Grade	HOUSSE	6/30/2006
Keller, Jennifer	OES	Classroom Teacher	5th Grade	HOUSSE	6/30/2006
Kidwell, Lindsay	OES	Classroom Teacher	4th Grade	HOUSSE	6/30/2006
Lamb, Diana	OES	Classroom Teacher	5th Grade	HOUSSE	6/30/2006
Lantis, Amanda	OES	Classroom Teacher	3rd Grade	PRAXIS II	10/22/2008
Lawyer, Joni	OES	Classroom Teacher	2nd Grade	PRAXIS II	10/22/2008
Moon, Cynthia	OES	Classroom Teacher	3rd Grade	HOUSSE	6/30/2006
Morgan, Leah	OES	Art	General Art 1-6	HOUSSE	6/30/2006
Morris, Dana	OES	Title I/ Pre-School	Title I / Pre-school	PRAXIS II	8/1/2008
Newkirk, Abigail	OES	Speech	Speech/Language Development	HOUSSE	8/14/2006
Noble, Rita	OES	Classroom Teacher	1st Grade	HOUSSE	6/30/2006
Robinson, Mary Elaine	OES	Title I	Title I	HOUSSE	6/30/2006
Rosenbaum, Diane	OES	Classroom Teacher	2nd Grade	HOUSSE	6/30/2006
Ross, Misiy	OES	Classroom Teacher	Kindergarten	PRAXIS II	6/30/2006
Scott, Miya	OES	S.E Teacher	Resource Room Teacher	HOUSSE	6/30/2006
Smith, Joy	OES	Classroom Teacher	Kindergarten	PRAXIS II	6/30/2006
Steele, Sara	OES	Classroom Teacher	1st Grade	PRAXIS II	6/30/2006

Stroud, PE	OES	PE Teacher	PE K-6	HOUSSE	6/30/2006
Sullivan, Deborah	OES	Classroom Teacher	2nd Grade	HOUSSE	6/30/2006
Tuttle, Benna	OES	Classroom Teacher	3rd Grade	HOUSSE	6/30/2006
Webb, Laura	OES	Classroom Teacher	1st Grade	HOUSSE	6/30/2006



**Appendix T****Title I Component 3****Highly Qualified Para-Professionals**

<b>Para Professional</b>	<b>School</b>	<b>Position</b>	<b>HQ Required</b>	<b>Date</b>
Anita Ralph		Library	PRAXIS	3/8/2006
Sharon Cheatham		Remediation	PRAXIS	3/9/2006
Vicki Cook		Prime Time	PRAXIS	3/21/2006
Robin Sweet		Special Ed	60 Hrs College	8/14/2008
Carri Pfaff		Special Ed	60 Hrs. College	8/1/2007
Gina Johnson		Technology	60 Hrs. College	11/13/1985
Amber Taylor		Prime Time	Praxis	9/14/2007
Terri Boyer		Prime Time	Praxis	3/21/2006
Wilma Butler		Prime Time	Praxis	3/15/2206
Whitney McCabe		Special Ed	Praxis	11/20/2008
Kim McCracken		Special Ed	Praxis	4/10/2009
Jeannette Taylor		Prime Time	Praxis	5/14/2009
Linda Combs		Prime Time	Praxis	5/14/2009
Angela Hardin		Prime Time	Praxis	5/14/2009
Becky Padgett		Prime Time	Praxis	3/7/2006
Autumn Moon		Prime Time	Praxis	11/20/2007
Judy Cassidy		Prime Time	Praxis	3/10/2006
Cori Long		Special Ed	Praxis	3/19/2009

**Appendix T**

**Title I Schoolwide Component 4  
Professional Development**

***Staff Development Plan***

See Appendix G

## **Schoolwide Component 5**

### **Strategies to attract Highly Qualified Teachers to this school**

Orleans Elementary School is a great place to work with students. We use competitive salary, benefits, and stable work environment to attract the best teachers.

Many of the Orleans Elementary School staff grew up in Orleans and in the surrounding area. They want to make a difference in their community.

Orleans Elementary has more than enough applicants for teaching positions. Since Orleans Elementary has become a 4-star school the number of experienced teachers inquiring about working at our school has increased. The number of student teachers requesting to teach at OES has also risen sharply. This interest in working at Orleans has created a situation where only highly qualified teachers are considered as candidates to teach at Orleans Elementary.

## **Appendix T**

### **Title I Schoolwide Component 6**

#### **Increase parent involvement, especially family literacy services.**

Parent volunteers- Orleans encourages parent volunteers to help individual classrooms. Parents may volunteer in any grade level they wish to work.

Parent Lunches- Parents are invited to eat lunch with their child. Orleans has an open lunch policy, which means that parents, grandparents, and or guardians are welcome any time for lunch.

Parent Community Volunteers- Parents and or community members are invited to share their hobbies or interest with students throughout the school year.

Open House Night- This event occurs the first week of school. The teachers and staff serve as hosts and hostesses for this event and are available to meet students and their parents.

Kindergarten Roundup- Orleans schedules a day in the spring of the school year for the Kindergarten program. Participants are provided information on needed immunizations, prerequisite skills and expectations for kindergarten students. Hearing, vision, and language screenings are conducted. All parents and their soon-to-be kindergarteners are expected to attend.

Grandparents Day-Grandparents are invited to eat lunch with their grandchild.

This is open to grandparents of pre-school through grade six students.

Student Council Food Drive- Student council conducts a food drive for needy families during the month of November. The students are asked to donate nonperishable food items. There is a competition between classrooms and grade levels. The result is always overwhelming. For the past ten years, OES students have collected enough food to keep the Orleans Food Pantry supplied for the entire year.

Science Fair and PTO Basket Auction- The Science Fair takes place in March. It coincides with the Book Fair, the Learning Fair, and PTO basket auction. All students have a project on display during the Fair. The Scholastic book store is open for students and their families to purchase books. The PTO conducts their basket auction which is their biggest fund raiser of the year.

Dr. Suess Week/Read across America. Orleans Elementary School celebrates reading in honor of Dr. Suess's birthday. There are multiple school wide and classroom reading activities scheduled during the week including Read Across America.

Jr. High Orientation- All current sixth grade students and their parents are invited and encouraged to attend an orientation at Orleans Jr. Sr. High School.

Title I Parent Nights- During the 2009-10 we have Title I Parent Nights planned which will include our annual meeting, Barbara Pederson – Tips for parents to help with reading, and Bingo for Books. Parents Nights are co-sponsored by the PTO.

**6a A Description of how the school will provide individual academic assessment results to parent**

Orleans Elementary School conducts parent teacher conferences during the school year in October. Mid-term progress reports are sent home four times per school year. Parents can access grades and assignments on-line. Student ISTEP are sent home and explained during a PTO meeting. DIBELS and Acuity scores will be shared with parents shortly after completing the assessment, 3 times per school year.

**6b Strategies to involve parents in the planning, review, and improvement of the school wide plan.**

Orleans Elementary School will hold an annual meeting in the fall for parents to discuss the school wide plan. Parents serve on the Title I committee and have a voice in the plan. The plan will also be presented at PTO meeting for comments each school year. The SIP is also presented to the community at a meeting each school year. This meeting is advertised in the newspaper and any community member that attended a previous meeting is sent an invitation to attend.

## **Appendix T**

### **Schoolwide Component 7 Pre-School to Kindergarten Transition**

Orleans Elementary School faculty and staff meet with Head Start representatives to develop appropriate transition to school plans. Flyers are distributed within the community to promote Kindergarten Roundup. Parents of pre-school children are brought into the school each spring to review the school program, tour the building, and participate in the Kindergarten Roundup program. Orleans Elementary School will apply for a "Ready Schools Grant" that will strengthen our ability to provide transition services to preschoolers.

Kindergarten students, new students and returning students and their families may participate in our open house the day before school starts in August. This time will be used for students to bring their supplies, find their way to the classroom and meet their teacher. Our hopes are that this will cut down on tears of kindergarten students and their parents the first day.

### **Sixth Grade to Seventh Grade Transitions**

1. Sixth grade teachers take his/her class to the junior high school in May of each school year. There the students are given a tour of the school, and they also attend one seventh grade class.
2. Sixth grade teachers meet with junior high teachers in the spring of each school year. During this meeting, individual needs and concerns of students are discussed.
3. Assignment books are used in sixth grade since students will be expected to use them again in seventh grade.

## **Appendix T**

### **Title I School Wide Component 8**

#### **Opportunities and Expectations of teachers to be included in the decision making related to the use of academic assessment results to improvement of student achievement**

Teachers are encouraged and expected to use the data from assessments to guide instruction. The SSP data is printed out in graph form every semester for teachers to analyze. This data shows how well students mastered specific state standards. Following two weeks of mini lessons students are given a short assessment. Students are required to score 70- 80% on the re-assessment. Students are then divided among the teachers and receive either remediation or enrichment for thirty minutes per day for two weeks. A second test is then given to those students who received the remediation classes and data is once again compared. If necessary, students receive additional help in the form of tutoring or additional remediation.

If we receive the MClass grant, we will transition from SSP to Acuity. With Acuity, teachers will be able to create mini lessons and assignments that meet the individual needs of our students quickly.

ISTEP data is thoroughly scrutinized. Teachers work together in their teams to compile the data from the test. The data is then used for remediation throughout the school year and to guide teachers in their instruction for the remainder of the year.

The speech/language development teacher works with identified students in small, pull-out groups in grades K-5. This teacher also conducts hearing screenings for all students in kindergarten, first and fourth grades as well as any students with a previous loss or those who have been referred or a new to Orleans Community Schools.

As we go Schoolwide Title I, reading instruction, through technology in the media center will increase. Grade level curriculum year long plans and collaboration with classroom teachers to provide lessons that enrich the curriculum and meet standards in reading will be the emphasis. In the collaboration with teachers, technology will be incorporated into lessons, through electronic field trips, work on reading skills and research skills. The media center will also be able to provide staff development to classroom teachers on the use of emerging technology tools as learning tools for students.

Teachers will collaborate to analyze data from assessments to guide instruction. They may use ISTEP, SSP (or Acuity), DIBELS, a reading comprehension assessment (yet to be determined), Formative classroom assessments and daily class work. Teachers will use individual student information to determine if RTI is needed and to prescribe the correct intervention to meet the needs of students.

## **Appendix T**

### **Title I Schoolwide Component 9**

**Activities and programs at the school level to ensure that students having difficulty mastering standards and advanced levels of academic achievement are provided effective timely additions services.**

Orleans Elementary Teachers use assessments such as SSP, DIBELS, STAR Reading, ISTEP, classroom assessments, classroom work and parent request to determine the best interventions practices to help the individual students in our RTI process. This process will also be used to challenge students at the other end of the academic spectrum. RTI interventions include but are not limited to: Reading Recovery, Language Development, and Acuity. These interventions may be individuals or in small groups. They may be pull out or inclusion. They may be provided by classroom teachers, Title I teachers, GT and or Special Education teachers.

We are adding summer school Jump Start for students entering grades 1 and 2.

We are seeking a grant to pay for Jump Start transition Pre-school to Kindergarten.

## **Appendix T**

### **Title I Component 10**

#### **SEA programs and federal programs that will be consolidated in the schoolwide program**

Not Applicable

Funds will not be combined.

#### **10a. Integration of Federal, State and local resources**

At Orleans Elementary School the Special Education teachers, the Title I teachers, and the classroom teachers work together as a team and will be applying the RTI process at every grade level. All grants, including but not limited to, Title I, Title IIA, Title IV, Rural School Grants, and Orange County Community Foundation Grants, are written to support the School Improvement Plan and its goals.