

Concord Community Schools

2016-2017

School Improvement Plan

Concord West Side Elementary

230 West Mishawaka Road

Elkhart, Indiana 46517

574-293-2531

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Introduction

The ultimate goal of this plan is to support the following Concord Community Schools' Long-Range Strategic Goals:

- To ensure the continuous growth of student academic achievement for all
- To ensure each school exemplifies a safe, secure, and effective teaching and learning environment
- To ensure parents, business, and community members are actively engaged in the educational process
- To ensure district-wide fiscal responsibility

Planning and Reporting

This plan was prepared with attention to the following details:

- Is this plan **congruent** and compatible with celebrations and support already in place in the district?
 - *Yes, this plan supports and acknowledges our many accomplishments over the years. Students, staff, and the community celebrate those accomplishments throughout the year with student academic awards, science fair awards, Life Skill awards, and community awards. We take time to celebrate our community and the enjoyment of being with each other through events such as Family Nights, Carnival, Fancy Days, and After School Staff Gatherings and Social Events.*
- Does this plan **respect diversity** by including multiple measures of student achievement?
 - *Yes, we have addressed many measures both standardized and informal measure, such as our spring survey. All of our communication sent home is in English and Spanish. We have continually addressed the many demographics within our community and often travel to our stakeholders home and community centers. Furthermore, we have a Cultural Competency Plan that is included within this plan.*
- Is the plan **accurate**? Does it provide appropriately used measures and reflect alternative evidence rather than *only* test scores?
 - *Yes, this plan includes numerous units of measure both formal and informal as noted in our performance section. We analyzed student and teacher data to create our goals and make our decisions.*
- Does the plan delineate clear and **specific** ideas of what is expected and what must be done to help students achieve?
 - *Yes, our 4 Action and Monitoring Plan Goals were created using current data, and reference strategies for improvement, desired results, and the assessments we will use to monitor throughout the year.*
- Does the plan allow for both formative and summative **feedback for continuous improvement**? Are the results expected to be used to make informed decisions?

- *Yes, we continually assess students and staff using formative and summative units of measure, such as standardized and local assessments, administrative evaluations with appropriate, and timely feedback.*
- Is there **universal** accountability – not only for students, but also for parents/guardians, teachers, and school administrators?
 - *Yes, student accountability is substantiated through formative and summative assessments, quarterly grade reporting, progress monitoring, progress reports, STI HOME, and timely communication.*
 - *Teachers and Administrators are now formally evaluated throughout the year using our newly adopted Concord Evaluation System. Last year there were close to 200 informal teacher evaluations completed and over 35 formal evaluations completed. This plan includes rubrics for each goal and holds us accountable.*
 - *We ask parents to abide by our Student/Parent/Teacher Compact which creates transparency between School and Home. The Concord Community School Handbook provides clarity and expectations for students, parents, and staff members.*
- Is the plan **fair** – structured so that everyone knows the rules and applies them consistently?
 - *Yes, the plan applies to all stakeholders, and is transparent, shared through hardcopy and can be viewed through our school website. The School Improvement Plan is a living document and can be amended if needed.*

This school improvement plan was prepared during the **2015-2016** school year for the **2016-2017** school year and included representation/review from the following stakeholder groups:

- School Administration
- School Teachers
 - CTA representation of the teacher group was comparable to membership percentage for the building
- Parents/Community Members (Not on staff)

Name	Role
Mr. Gerard Donlon	Principal/School Improvement Team Chair
Ms. Cynde Jay	Teacher -CTA
Mr. Cristian Alonso	Parent
Mrs. Debra Aranda	Parent
Ms. Amy Sargent	Teacher
Ms. Maria Largotta	Parent
Ms. Sonia Quintanilla	Parent
Mrs. Lisa Kickliter	Parent
Ms. Linda Bohn	Teacher
Miss Jenna Gleason	Teacher
Ms. Teresa Rodriguez	Parent

Mrs. Maria Navarro	Parent
Mrs. Debbie Ridenour	Teacher
Mrs. Kari Waltz	Teacher

School Information

Concord West Side Elementary is part of a suburban school community in North Central Indiana. Our community is heavily based in manufacturing and is greatly affected by the current economics. This unstable economic environment has forced many of our families to move both in and out of the district over the past few years. Our school demographics have changed from a largely white middle class population to a population that includes a large number of limited English students, minority students, and students qualifying for free and reduced lunch. Our staff has adapted to these changes in student population. Bilingual office staff and our ESL staff help to address the needs of our changing population. Our parents are supportive and we often have very large turnouts for our family events such as Family Nights, yearly conferences, celebrations, and Academic Nights.

Concord West Side finds strength in its diversity. We have learned best ways to communicate with our parents and guardians. Meeting the needs of this transient population has been a challenge for our staff. However we have discovered methods for overcoming these challenges. Data shows that transient students are at a significant disadvantage academically. In looking at past history, it is evident that those students who remain with us during their K-4 years have better success academically. Our school curriculum is well rounded as we focus heavily on ELA and mathematics, but imbed, or integrate Social Studies and the Sciences as well. Each grade level also attends Art, Music, and Physical Education classes throughout the week. Our curriculum maps are in an electronic format and can be found by contacting the school principal.

While our school has faced many changes over the past years, we have faced these challenges head on and are dedicated to providing the best education possible for our students. We've gathered student, teacher, and community data to assess the needs of the school and create goals for the betterment of our students. Since 2010-2011 Concord West Side has made yearly progress for the first time since NCLB was enacted. However, this past ISTEP+ assessment did not show favorable results. Since the IDOE change its rigor with the assessment 2 years ago our students have not made appropriate progress. The goal of this plan is to improve our students academically in both ELA and Mathematics.

Last Spring we surveyed parents and had them rate Communication, Understanding of Student Expectations, Impressed with CWS, and Sharing of Positives. The comments were

overwhelmingly positive, and we will take what we can learn from the survey and apply it to this plan.

District Instructional Vision

TO PREPARE ALL STUDENTS THROUGH INCREASED ENGAGEMENT, GUIDED INQUIRY, AND CREATIVE AND INNOVATIVE PROBLEM SOLVING, BY PROVIDING ACCESS TO RESOURCES SO THAT STUDENTS ARE READY FOR LIFE BEYOND HIGH SCHOOL.

CWS Mission Statement

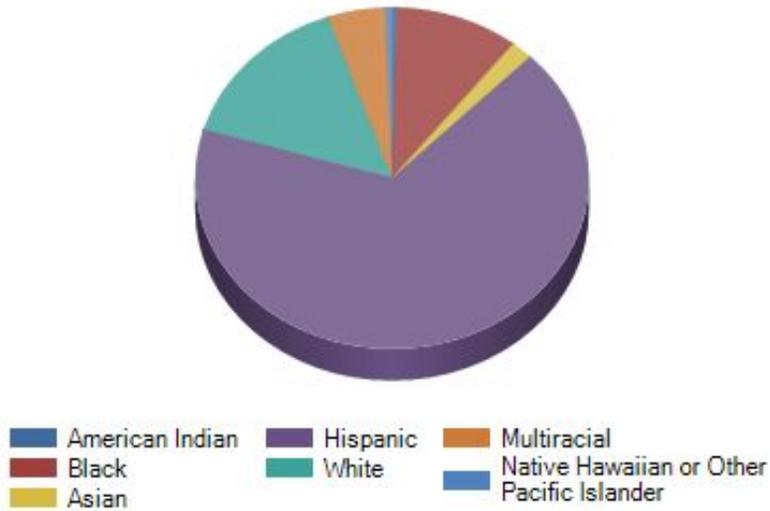
REACH AND TEACH...WHATEVER IT TAKES

CWS Belief Statements:

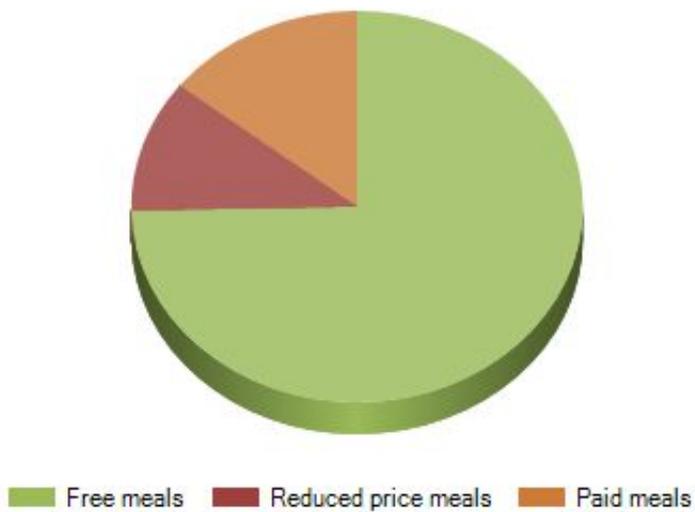
- Everyone can learn.
- Learning is a lifelong process.
- Unity, compassion, and flexibility.
- Caring, helpful and friendly
- TEAMwork, communication, and collaborative efforts.
- Each person must be valued as an individual and treated with dignity and respect.
- The ability to think critically and to communicate ideas clearly is vital to our society.
- All personnel and activities of the school support the teaching and learning process.
- The curriculum must be challenging, integrated, diversified and relevant – providing access to opportunities and knowledge for all students.
- The application of technology enhances learning.
- High expectations and hard work, driven by a positive vision, are essential to quality performance.
- Quality education requires a safe, nurturing, positive, and stimulating environment.
- The professional growth of teachers and staff must be promoted.
- The school community should promote values that reinforce responsible school and community members.
- Effective education requires communication, cooperation, and shared responsibility among school, family, and community.
- Fiscal responsibility is essential for the maintenance of a positive, stable, and productive educational system.

Demographic Profile Report

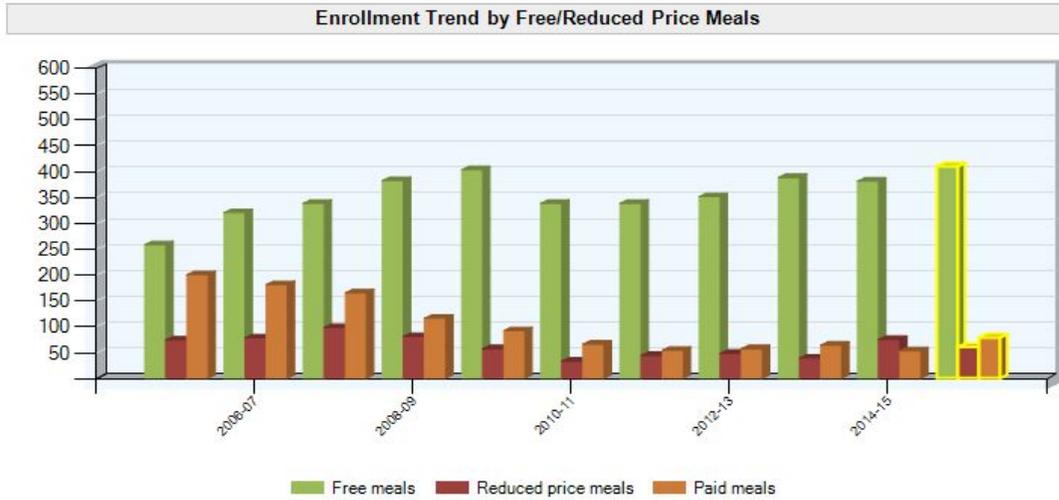
Enrollment 2015-16 by Ethnicity



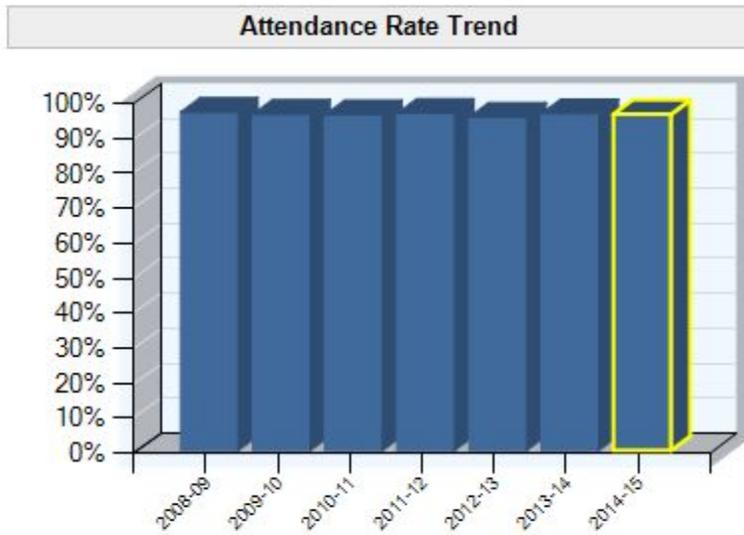
Enrollment 2015-16 by Free/Reduced Price Meals



Poverty Over Time



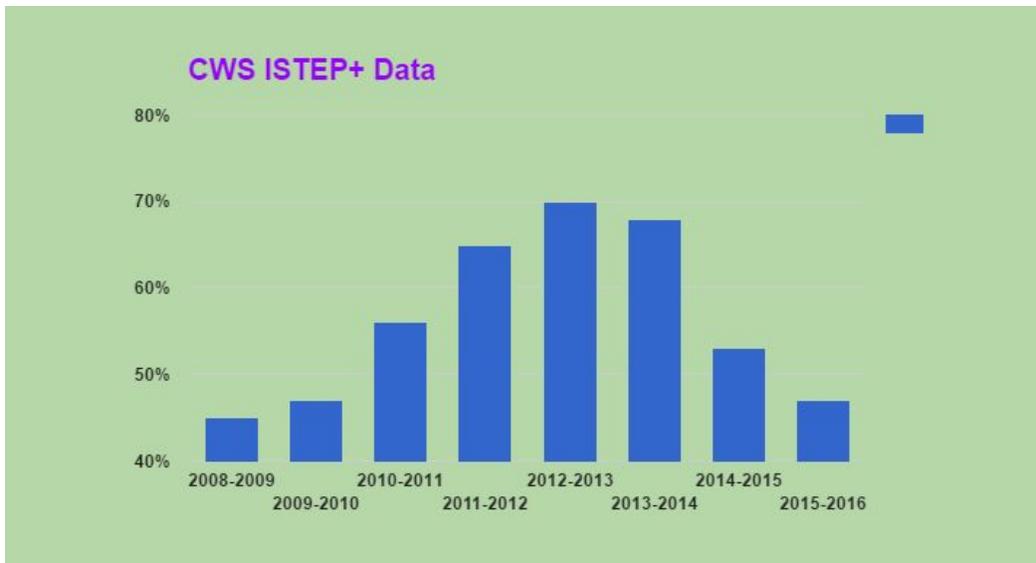
Attendance



AYP History/School Grade Status

070	08	09	10	11	12	13	14	15
8	09	10	11	12	13	14	15	16
No	No	No	YES	YES	YES	YES	*B	?
			S	C	B	B		

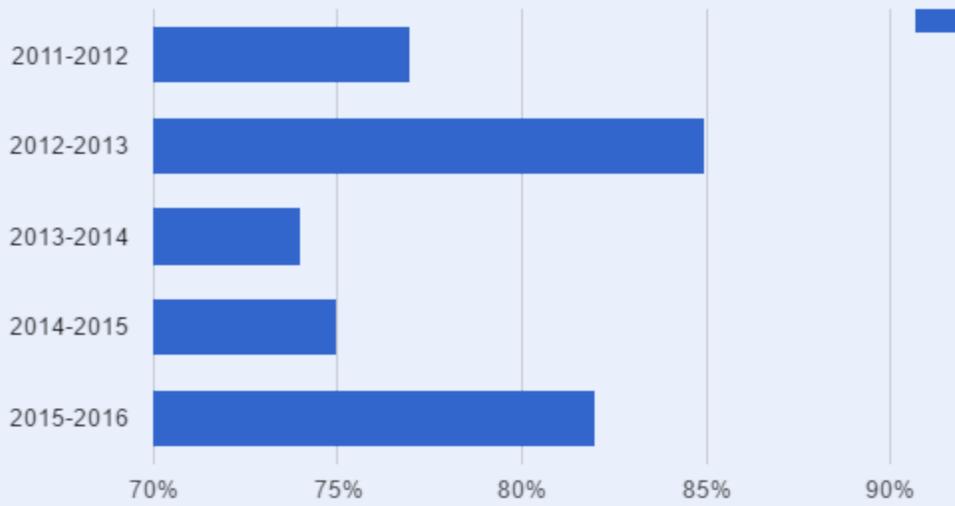
Performance Data



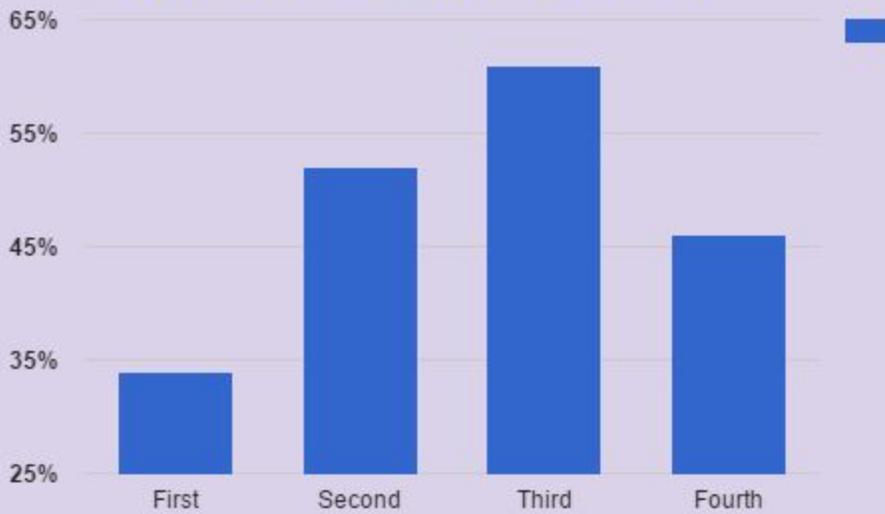
2016 Spring ISTEP+ Disaggregated Data

Grade	Content Area	Population	PASS%	DNP%
3	ELA	ELL	48%	52%
3	ELA	F/R	55%	45%
3	ELA	PD	70%	30%
3	Math	ELL	32%	68%
3	Math	F/R	45%	55%
3	Math	PD	61%	39%
4	ELA	ELL	21%	79%
4	ELA	F/R	35%	65%
4	ELA	PD	56%	44%
4	Math	ELL	37%	63%
4	Math	F/R	38%	62%
4	Math	PD	62%	38%

West Side IREAD3 Results



August 2016 Reading Proficiency



Concord West Side Data Analysis:

Since the state implemented more rigorous standards our scores have decreased dramatically over the past two years. This year only 55% of our 3rd graders passed ELA a very slight increase from the previous year, in contrast every other cell group in 3rd and 4th grade had a decrease in scores. Most notably is the disparity between Paid and F/R and our ELL populations. We have numerous challenges that we continue to address and monitor.

Understanding that we have very low PASS % #s in most of our cell areas we are realigning our instructional practices and closely monitoring our RTI, or responses to interventions. We have now created a SPOTLIGHT Data Team that is very proactive in reviewing student data and intervening with both teacher and student when necessary. This team is lead by our Interventionist, and other specialist within the school building. At the time of this publication the team has created the foundations for a database and plans to communicate with teachers, and implement and MONITOR interventions throughout the school year.

Again, knowing that our overall our data points have decreased we are changing what we do and ensuring we have evidence-based instructional practices in place. This summer we formed an Action Planning Committee which met and adopted an ever changing action plan that we shared with teachers on Day 1, and we continue to keep in the forefront.

This plan is comprised chronologically and includes professional development, followed by implementation, and monitored through observations; both formal and informally.

Student Learning and Achievement (reading, writing, STEM, state and national testing results, college and career readiness, the arts, athletics, etc.)

Strengths	Weaknesses	Opportunities	Challenges
Camp Concord (4)	No Athletics (3)	After school programs (3)	Include science & soc studies
Coding after school (3)	No Spelling Bees (2)	Grants	Parents not helping at home
IREAD remediation after school (4)	No "fun activities" after school	Book reports instead of just AR	Parents struggle with not understanding
Science Fair (2)	Pull Outs (3)	Academic Bowls (2)	
Interventions (3)	Not exercising everyday	Spelling Bee	
Extreme Clubs (4)	Large class sizes (4)	Math Bowl	
ESL Program (2)	Lack of building space	Geography Bowl	
LLI/LINKS	Gym class doesn't go out	Spelling Bowl (2)	
V-Math	Parent need standards	Use area resources	
Anne's Kits (3)	More tutoring		
High % on AR Tests	No career day this year		
Specials Programs	% of failed IREAD test		
Historically Improved test scores	Decrease in state test scores		Incorporating Science & Social Studies into lessons (2)
After school reading & math	Testing takes away from instruction time		
Music Programs (2)	Testing		
Famous Hoosiers			
Holiday Program (2)			
Science Fair			
Science to Go Bus			
Book Bus			
Tuesday Flex Days			
Transportation			
STAR Martial Arts			

Safe, Orderly, and Caring Schools (physical and emotional safety, well-defined procedures, caring individuals and programs that are supportive of students and their families)

Strengths	Weaknesses	Opportunities	Challenges
Counselor's bullying education program (2)	Noise in hallways (3)	Buses - single file & curved around (2)	Bullying
Defining of Bullying	Walking between buses (3)	Use side cafeteria door	Too many bus changes
Buzzed into the school (5)	No "fun activities" after school	Bus tags on bookbags	Too far to walk to a bus stop
Friendly Staff (3)	Pick up - parents have to walk up (with little kids) in bad weather	Substitute training program	Increase in enrollment
Welcoming atmosphere	Tuesday traffic congestion	Line buses up single file	Narrow bus lanes
Monthly drills	Lack of para training for emergencies	Make more room for buses	
Emergency Binders	Adults don't wear badges		
AED	Substitutes don't know school procedures		
CPI & CPR Training			
Principal is Safety Specialist	Unsecure back entrance to playground (2)		
Well supervised recess	Bus Safety		
Teachers always with students	Drop Off & Pick Up		
Pick-up area separate from the office	Bullying		
Visitors wear a badge			
School safety plan			

Highly Effective and Motivated Staff (ability to recruit and retain highly qualified staff, effective professional development, attractive work environment, opportunity to develop leaders)

Strengths	Weaknesses	Opportunities	Challenges
Parent communication through class Dojo (2)	Not enough parent-teacher contact (2)	Teachers learning/ working through parent communication w/class Dojo, Bloomz, etc.	Teacher Shortage
Kindergarten Experience (2)	Out of date picture in the hallways	Teacher Shortage	Class sizes too big
Committee opportunities	Large class sizes (2)	Technology vision	More money to hire pars
Professional Opport. (2)	Lack of Collaboration time	Apps for P/T connection	More money for subs
Para Meetings (2)	Teachers changing grades	Use bilingual parents	Increase in enrollment
Great teachers	Not enough paras	More PD for teachers	
Safe environment	Need more bilingual paras		
Good translations			
Interpreters offered			

Strong Parental Family, and Community Involvement/Satisfaction (systems for communicating and listening; partnering with parents, families, and local organizations; degree to which we involve the community appropriately in advising us)

Strengths	Weaknesses	Opportunities	Challenges
SIT Team	Only paras on field trips (2)	Cultural Night (2)	Language barriers (2)
PTO Carnival (4)	Confusing report cards (2)	Reading levels on chart	Rep from the A.A.
Family Nights (Cubs) (2)	PTO (2)	Build relations w/businesses	
Anne's Kits (2)	Mandatory Parent meetings	More GL family nights	
Kindergarten Experience (2)	Need prizes	Teachers have one evening for parent contact	Reaching non-English parents African Am. too
Open House	Often doesn't include family	Career Day	
Math Night (2)	Increase number of parents involved	Use our diversity	Parents don't come when invited
Reading Night (3)	Too parents involved	Cultural night	

Back to School Night (2)			
IREAD Night			
Title One Night			
Parents need to be invited			

Effective Operations/Fiscal Responsibility (facility technology, transportation, food services, health services - all non-academic support services and budgeting

Strengths	Weaknesses	Opportunities	Challenges
Nurse	Laptops being checked out	Updated computers	Restricted apps on ipads
SmartBoards	Kids being sent home sick	All call for late dismissal	Lack of buses
Technology	Nurse's expectations	Answer phones until 4:30	Smooth dismissal
Things get fixed quickly	Food Choices (2)	Discuss healthy choices	Safety of bus stops
	Office closes at 4:00		
	Parents need to know school budget		

Other areas of operation about which you wish to include a comment

Strengths	Weaknesses	Opportunities	Challenges
	No after school clubs		
	Communicate community resources		

Action & Monitoring Plan

GOAL #1 By June 2017 85% of our K-4 students will increase their reading proficiency by 3 reading levels.

Currently August 2016 1st @ 34%, 2nd @ 52%, 3rd @ 61%, 4th @ 46%.

Building-Level Problem of Practice

Concord West Side has seen decreases recently with students reading on level, or at proficient levels and noticeable decreases with our standardized assessments. We have continued to use many of our same strategies and interventions and this year we are planning to streamline that process to increase student achievement and improve teacher instruction. Many of our students are learning english as a second language and many students lack the needed background knowledge. Our baseline performance was gathered in August using Running Records, Accelerated Reading, and STAR Assessments to obtain a reading level for each student.

Theory(ies) of Action

Students need to know and understand how to use reading strategies in a variety of reading tasks, esp. w/ Non-Fiction literature. These strategies will be deliberately taught using ELA curriculum map, teacher modeling, supported through whole group, guided and independent practice, close reading, academic vocabulary instruction, and student-teacher conferencing.

Student Group

All students

Grade Level(s)

All

Strategies-in-Action (IF, THEN) Statements			
Intervention/ Implementation Strategies	Student Results Indicators	Desired Results	Sources of Data to Monitor
<i>IF the adults... (insert your 1-2 measurable strategies)</i>	<i>THEN we expect to see an increase in the percent of students "Proficient" or higher from Fall 2016 to Spring 2017 on state and local assessments.</i>	<p><i>(What will the adults be doing differently when you are successful at this goal?)</i></p> <p><i>What will the students be doing differently when you are successful at this goal?)</i></p>	<i>(Insert what data sources will be used for progress monitoring throughout the goal period, not just at the end.)</i>
<p>Increase the percentage of teachers deliberately teaching reading skills through the Integrated Literacy framework and Readers Workshop, teacher modeling, support through guided and independent practice.</p> <p>Integration of Academic Vocabulary/Word of the Day into speech and writing</p> <p>Working towards Mastery of of Close Reading Skills and followed by Argument Literacy Skills.</p> <p>Continual formative assessments using common assessments, and STAR.</p> <p>Variety of measures, gather data, and use data to guide instruction,</p>	<p>1) Reading levels, progress monitoring, STAR Reader, IREAD 3, and ISTEP, Local assessments</p>	<p>Teachers will consistently utilize a reader's workshop model that includes daily individual/small group instruction of reading strategies in the areas of comprehension, vocabulary, accuracy, and fluency.</p> <p>Teachers consistently integrating Close Reading Skills and Argument Literacy into their curriculum</p>	<p>Teachers conferring notebooks</p> <p>BOY-EOY Reading Levels</p> <p>Star Reader</p> <p>Local Assess.</p> <p>Intervention Formative assessment</p>

<p>allocate resources both people and consumable.</p> <p>Monitor continuously, using data to provide intensive interventions.</p> <p>Use of Librarian to confer with students</p> <p>Integration of Scholastic News, along with visual aids such as technology</p>			
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SMART GOAL #2: All Grade K-4 general education teachers will implement into their daily literacy curriculum Argument Literacy, and Close Reading evidence-based instructional strategies as measured by professional development and administrative observations by June 2017.

Building-Level Problem of Practice

Our students at each level have recently scored lower on standardized assessments, or common formative assessments The state test has changed and we as staff members understand we have to change our practices. A good portion of our students come to us with challenges, many are English language learners, and many of our students are categorized as Free and/or Reduced Lunch.

Theory of Action

First, we are going to provide professional development for argument-literacy and close reading evidence based instructional strategies to our staff members. Staff will then begin to embed those strategies into their daily lessons. We will monitor our progress and gather data to assure these practices are improving student achievement.

Secondly, we are revising our 3rd and 4th grade guided reading groups (Extreme Clubs) to be science-based, or NF based learning groups. These groups will focus on NF skills both in writing and within their reading.

Student Group

All Groups

Grade Level(s)

All

Strategies-in-Action (IF, THEN) Statements			
Intervention/ Implementation Strategies	Student Results Indicators	Desired Results <i>(What will the adults be doing differently when you are successful at this goal? What will the students be doing differently when you are successful at this goal?)</i>	Sources of Data to Monitor <i>(Insert what data sources will be used for progress monitoring throughout the goal period, not just at the end.)</i>
<p>Teachers will receive Close Reading and Argument Literacy Professional Development.</p> <p>Implement a focus on NF, and science during our 3rd and 4th grade Extreme Clubs.</p> <p>Consistently plan, implement, and monitor writing practices with fidelity using the writing workshop model which includes the five components.</p> <p>Teachers help incorporate academic vocabulary into writing</p>	<p>We expect to see an increase in our reading proficiency scores.</p> <p>We expect to see improved scores with our CCS writing rubrics.</p> <p>Teachers modeling good writing behaviors, responding to writing and conferring with students about their writing.</p>	<p>Teachers will implement the writing workshop with fidelity</p> <p>Teachers and administration will attend writing PD workshops within the district and possibly outside of the district</p> <p>Teachers will monitor their individual student data and confer with students on a regular basis and provide feedback to students and parents</p> <p>Connect with parents on a regular basis to share student status</p>	<p>Local assessments</p> <p>Writing prompts</p> <p>Reading levels</p> <p>ISTEP</p> <p>Conferring notes</p>

<p>using Marzano's Six Step Model</p> <p>Provide opportunities for students to practice both informally and formally.</p> <p>Use bulletin boards to post non-fiction writing pieces.</p> <p>Use of Scholastic News</p> <p>Provide/assure all CWS teachers attend appropriate professional development opportunities w/in the district.</p>			
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SMART GOAL #3: By June 2017 85% of our grade 1-4 students will increase their BOY algebraic thinking common formative assessment from 3% to 70%.

Building-Level Problem of Practice

Having seen recent decreases in our overall standardized and formative assessments we need to change what we are doing. Many of our students are beginning to learn the english language and many lack the background knowledge for many concepts. With a more rigorous assessment we have to assure that we are providing our students with a conceptual understanding that they can apply authentically.

Theory(ies) of Action

We must embed evidence-based practices that include improving our math computation and problem-solving instructional practices. Students need to develop a range of strategies for solving mathematical problems, such as using diagrams, looking for patterns, or trying special values or cases.

We also need to provide our students with proper academic vocabulary, and lots of exposure to conceptual thinking, and solving authentically.

Our teachers understand their role in developing students' mathematical dispositions. They must choose problems that engage students. They need to create an environment that encourages students to explore, take risks, use hands on manipulatives, share failures and successes, and question one another. In such supportive environments, students develop the confidence they need to explore problems and the ability to make adjustments in their problem-solving strategies.

Student Group

All Students

Grade Level(s)

Each Grade Level

Strategies-in-Action (IF, THEN) Statements			
Intervention/ Implementation Strategies	Student Results Indicators	Desired Results	Sources of Data to Monitor
<i>IF the adults do this .</i>	<i>THEN we expect to see an increase in the percent of students “Proficient” or higher from 2016 to 2017 on State and local assessments</i>	<i>(What will the adults be doing differently when you are successful at this goal? What will the students be doing differently when you are successful at this goal?)</i>	<i>(Insert what data sources will be used for progress monitoring throughout the goal period, not just at the end.)</i>
<ul style="list-style-type: none"> Follow Concord Curriculum map Teach using Everyday Math on a daily basis Warm Up (whole group) Focus Lesson (whole group/small group/partners) Practice (small group/partners/individual) Rigorous Problem Solving Lesson Open Response and Re-engagement lessons provided in EM 4 Assessments Unit Assessments Open Response Assessments (odd # units) Fact Practice Manipulatives used on a regular basis 	<p>Then we expect to see an increase in student problem solving computation scores as measured by state standardized assessments, common formative, and summative assessments</p> <p>Students working collaboratively during guided math and small group time.</p> <p>Project based learning taking in the classroom, hands on learning.</p>	<ul style="list-style-type: none"> Students will reach proficient levels as measured by state and local assessments. Staff will understand the cause and effect relationships 	<p>Data Binders ISTEP+ Common Assessments Informal Observations</p>

<p>Balance use of Procedural vs. Conceptual</p> <p>Fluency in Math Computation</p> <p>Increase opportunities for problem-solving</p> <p>Determine student level of math proficiency through continual data analysis, assessments, collaboration of instructional best practices.</p> <p>Teachers will model and require students to show their work and explain the processes/strategies through writing opportunities</p> <p>Increase Professional Development opportunities for staff</p> <p>Small homework sheets that that take little time but reinforce PS skill</p>			
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SMART GOAL #4: We are going to create a Building Safety Committee that meets a minimum of 4 times each school year as measured by meeting Attendance/Minutes by June 2017

(Oct, Dec 2016, Feb, April 2017)

Building-Level Problem of Practice

Our priority is safety. Keeping all persons safe at all times is challenging because of the large number of students/staff/visitors in the building at any one time. Constant transition throughout the building, variables out of our control, student bullying, weather conditions, safe operations, staff and student training. If we do have an emergency, we want to improve the plan for reunification of students and parents.

All of our stakeholders need to take part in this process and we need to be transparent with our families when it comes to safety. Many do not know, or understand what we do in regards to keeping their children safe.

Theory of Action

The building acts as a small community and we must ensure that we have proper standards, and safety measures in place to keep everyone safe at all times. Implement professional development for staff as needed, review current safety plans and make adjustments as need. Involve parents and community resources in the process and meet with them regularly. Adhere to new bullying legislation HEA 1423 and assure that we have proper measures in place.

Student Group

All students and Community Members

Grade Level(s)

K-4

Strategies-in-Action (IF, THEN) Statements			
Intervention/ Implementation Strategies	Student Results Indicators	Desired Results	Sources of Data to Monitor
<i>IF the adults (insert your 1-2 measurable strategies)</i>	<i>THEN we expect to see an increase in the percent of students "Proficient" or higher from 2016 to 2017 on State and local assessments.</i>	<i>(What will the adults be doing differently when you are successful at this goal? What will the students be doing differently when you are successful at this goal?)</i>	<i>(Insert what data sources will be used for progress monitoring throughout the goal period, not just at the end.)</i>
<p>Form a committee that continually reviews safety within the building, meet with district personnel on an as needed basis</p> <p>Increase awareness of safety within the building for both student and staff through differing types of communication</p> <p>Begin to create a definitive plan for reunification in the event of a building evacuation..</p>	<p>Increase in professional development for staff</p> <p>Regular CWS Safety Committee meetings which include parents and community members</p> <p>Increase in student awareness of safety</p> <p>Decrease in staff incidents</p>	<p>Staff will participate in professional development</p> <p>Increased awareness of safety for both student and staff members</p> <p>Staff and community members will share information with admin</p> <p>Students and staff are able to define the SRP vocabulary and understand how to react to certain emergency situations</p>	<p>Monitor Lock Down Drill Data –confer with staff</p> <p>Staff Incident reports Bully reports</p> <p>Review and Monitor Discipline reports</p> <p>Meeting Agenda/Sign In</p>

<p>Increase the amount of Professional Development devoted to safety in and around the building</p> <p>Mr. Donlon will continue to attend State Safety Training 2016-2017 and act as our Building Safety Specialist</p>			
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Goal 5: By June 2017 increase parental and mentor involvement as measured by sign-in sheets, scheduling of volunteers, mentors, and participation during academic events.

Building-Level Problem of Practice (POP)

We would like to provide opportunities and resources to parents so they can help their child to be successful academically. Many of our parents encounter challenges with work schedules, transportation, and language barriers that may inhibit their attendance.

Theory(ies) of Action

To increase our parental involvement during our academic events such as IREAD 3 Night, Annes Kits, Mentor Opportunities we are that help on a consistent basis at school to involving at least 12 more Based on *past success of programs such as Anne’s Kits, and ESL/Family Nights, we have seen the value in helping families become invested in their child’s school. Giving families the tools to help their child succeed builds confidence and a sense of community to hopefully decrease the amount of transience and increase student achievement.*

Student Group

All Students and Community Members

Grade Level(s)

K-4

Strategies-in-Action <i>(IF, THEN) Statements</i>			
Intervention/ Implementation Strategies	Student Results Indicators	Desired Results	Sources of Data to Monitor
<p><i>IF the adults (insert your 1-2 measurable strategies)</i></p>	<p><i>THEN we expect to see an increase in the percent of students "Proficient" or higher from 2016 to 2017 on State and local assessments.</i></p>	<p><i>(What will the adults be doing differently when you are successful at this goal? What will the students be doing differently when you are successful at this goal?)</i></p>	<p><i>(Insert what data sources will be used for progress monitoring throughout the goal period, not just at the end.)</i></p>
<p>Increase the amount of information about what is happening in class and tips for parents on how to help their children at home.</p> <p>Plan at least one family literacy night per semester</p> <p>Continue to offer English classes to the Spanish- speaking families.</p> <p>Our PTO will assist with meals, and encouraging involvement.</p>	<p>We would expect to see an increase in the number of parents becoming involved in school.</p> <p>We would expect to see an increase in the number of families helping their children at home.</p> <p>We would expect to see an increase in student achievement due to parents increased knowledge of what their child is doing at school</p>	<p>Increase in parent involvement</p> <p>Increase in student proficiency as measured by common formative and summative assessments, both local and state.</p>	<p>-News letters sent home</p> <p>-Sign-in sheet for parenting classes</p> <p>-Sign-in sheet for the homework help night.</p> <p>-Improvement in the assessment scores</p> <p>-Annual parent survey</p> <p>-Staff survey</p>

<p>Offer a <u>homework help night</u> for parents of students scoring in the intensive level of STAR or Tier 1-2 to learn strategies for helping the students at home.</p> <p>Find creative ways to get families engaged and involved in the school.</p>			
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Concord West Side: Professional Development Plan

Professional Development	Description	Adults To Be Trained	Timeline
Language Arts District Level Training	Ongoing Literacy Training: Readers Workshop Guided Reading Groups 6+1 Traits of Writing-Smekens	Cert. Staff	2016-2017
Language Arts w/District	Small Group Reading Instruction Argument Literacy PD	Cert. Staff	16-17
Language Arts w/ District Level	Close Reading Strategies Instruction	Cert. Staff	16-17
Language Arts	Embed NF Science for grade 3 and 4 into our Guided Reading Program /Extreme Club Training for new staff members.	Cert. Staff	16-17
TOPS	New Teacher (Mentor) Training	Cert. Staff	16-17
TER	Ongoing Teacher Evaluation Rubric Training	Cert. Staff	16-17
Guided Mathematics Training	At the district level for all those grade 1-4 teachers who have not had the training. Expectation that all 1-4 are trained.	Cert. Staff	16-17
Everyday Math Resource PD	Continual with EM4 Representative and District Math Coach	Cert. Staff	16-17

Math Fluency and Conceptual PD	District Math Coach	Cert. Staff	16-17
Curriculum Mgmt.	Grade Level Curriculum Mapping and Collaboration	Cert. Staff	16-17
SLO(data) Teams –PLC’s	Grade Level data analysis	Cert. Staff	16-17
PAX GBG	Student Self-Regulation Intervention	Cert. Staff/Asst. Prin.	16-17
Continual Safety Training	Attend two all-day State Sponsored Safety Training/Symposiums	Principal	16-17

Technology Infusion

Technology and Internet Integration

All students receive scheduled time with our computer lab/portable laptop carts. Students receive age-appropriate keyboarding skills, and the use of Google applications to complete classroom assignments. A technology paraprofessional teaches our technology curriculum and digital literacy to our students. The classroom teacher will collaborate to teach information literacy and lessons in the computer lab. A technology curriculum has been adopted for all grade levels and its premises is to teach proper keyboarding skills, appropriate use of computers, internet use for each grade level, word processing basics.

There are specific resources related to reading development. Teachers use Tablet PCs to administer assessments K-2. Accelerated Reader, Star Early Literacy, and STAR Reading are used to track student progress. Applicable West Side Media Center volumes are identified with Accelerated Reading levels, as are classroom sets of chapter books in the Leveled Book Room. These fiction and nonfiction books are checked out for use in the classroom.

Each classroom teacher now has a new PC to complete school related duties. Each has 6 ipads for use in the classroom and many have the opportunity to use additional grade level ipads.

Teachers have access to laptop carts which can provide wireless capabilities to the classroom for portable use. Teacher use the portable units daily to complement the curriculum and attend to students learning modalities.

In order to make the use of technology more seamless in the curriculum, mobile laptop carts are available for checkout to use in classrooms. Each classroom is now equipped with interactive or

SMART board technology. The TRC has developed web pages for each grade level with standards-based hyperlinks to specific websites to accompany the curriculum. There are site licenses for Education City lessons and Learn360 streaming videos for stands-based skill development.

Numerous teachers use the SMART technology in the classrooms and many have requested the use of SMART technology within their classroom. SMART Boards equip teachers with 21st Century tools, and provide students with an appropriate technological education needed for the current global workforce. The SMART technology provides the best tools possible to enhance instruction, generate interactivity and collaboration within the classroom. The SMART Board technology gives teachers the tools to engage learners, address the multiple intelligences/learning styles, and provides opportunities for higher order thinking skills. Teachers and students have a limitless set of media elements with SMART technology. Having SMART technology increases student performance as well as behavior; students attend with a willingness and excitement to learn.

Students	Staff	Parents
Classroom Computers -PC	Desktop or laptop computer in each classroom	When available -Access to Computer Lab PC's -Home Portal
1-1 Computing when using our mobile laptop carts which include Chromebooks	Grade Level Ipads	When available -Access to Laptops using our portable Chromebook carts.
Students are able to use ipads w/asst. at least 6 for each classroom	Staff has moved to the GOOGLE DRIVE platform and we continually are provided with professional development.	
Some access to Netbook laptop		
Earobics	Laptop availability for home use	
Accelerated Reader		
Star Reading	Learn360 and MediaCast	

Star Math	SFS or Standards for Success Teacher Evaluation Software	
SMART Boards and Interactive Whiteboards in all classrooms		

Parent Participation

Concord West Side Elementary Parental Involvement Policy

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STATEMENT OF PURPOSE: The involvement of parents and community members is an essential component of nurturing students. Every effort to invite and consider parent and community input was made to ensure the success of our students. A team of parents, teachers and administrators developed the following school/parent/community involvement policy.

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including encouraging —

- that parents play an integral role in assisting their child’s learning whether at home or at school.
- that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

Information about school policies and involvement opportunities are communicated through direct parent contact in the following manner:

- The School Parent/Community Involvement Policy and School/Parent/Student Compact are distributed to parents and students in the Parent Handbook, which is distributed annually at the beginning of the school year. Teachers review the Parent Handbook and policies with the students at the beginning of the year. Parents are asked to read and discuss the Parent Handbook with their child/children and sign and return an acknowledgment form.
- West Side Elementary notifies parents about the School Parental Involvement Policy in an understandable and uniform format. The policy is distributed in English and Spanish.
- West Side Elementary makes the School Parental Involvement Policy available to the local community by posting it on the school website and having copies available in the school office.
- West Side Elementary periodically updates the School Parental Involvement Policy to meet the changing needs of parents and the school.
- West Side Elementary will adopt the school’s School/Parent/Student Compact as a component of its School Parental Involvement Policy.

SCHOOL POLICIES, INVOLVEMENT OPPORTUNITIES, AND MEETINGS

West Side Elementary convenes an annual meeting to inform parents of the following (babysitting, flexible meeting dates will be addressed):

- That their child’s school participates in Title I,
- About the requirements of Title I,
- Of their rights to be involved

Additionally, West Side Elementary invites parents to participate in the joint development and joint agreement of its School Parental Involvement Policy. Parents are provided with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet will be provided.

Parent and Community Resource Binder will include:

- Bilingual School Parent Involvement Policy
- Bilingual School Parent Compact
- School/Meeting Calendar
- Parent/Student Handbook Volunteer Information –distributed early in the year/Open House
- Assessment Information
- Bilingual Curriculum Descriptions for English Language Arts and Math and other content areas.
- The School's Web Site provides information about the staff, classroom activities and parent resources.
- Bilingual Principal Newsletters provide information and are distributed on a monthly basis throughout the school year
- Family Nights with Bilingual Activities/Support
- Student Progress Reports
- As of 5/2014 we want to implement or create a Parent Roundup Night

If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible will be discussed. Parents/community members will be given timely responses to any concerns and suggestions.

- Principal's Meetings
- Monthly Bilingual Parent Newsletter sent by Principal
- Phone Messages sent electronically to all parents in English or Spanish
- PTO Meetings
- School Improvement Team Meetings
- Parent Conferences with Bilingual Support

The School/Parent/Student Compact (Bilingual) is a part of the School Parent Involvement Policy*.

Teachers, parents and administrators developed the compact. It describes the responsibilities of the school and parents to improve student performance and the means in which to do so.

* School/Parent/Student Compact is included with this document.

Building capacity for parent/community involvement is critical for the participation of parents at Concord West Side Elementary. Specific activities include:

- PTO Activities
- Title 1-West Side Celebrations to honor successes at school and in classrooms
- Fall Family Night Activities
- Welcome Back to School Night /Orientation Sessions at beginning of school year
- Access to Concord Adult English Classes –held at least twice during the year
- High Ability meetings for parents at beginning of school year
- Ann's Kits for Kids for Title I parents – workshops that help teach parents how to work with their children both academically and socially with bilingual support
- Bilingual Family Nights held throughout the per school year
- Honoring parent volunteers at end of the school year recognition
- Inviting parents to the High Ability Specialty Fair
- Hosting a school-wide Science Fair to which parents are invited

- Parent meetings will be held to address the needs of students at different times during the day; meetings often result from Child Study Team (Strategies/CORE) results
- Parent – Teacher Conferences are held once per school year with bilingual support
- Coordinate and integrate involvement strategies with parental involvement strategies with other programs, i.e., Head Start which is housed at West Side Elementary
- West Side Elementary will provide parents an individual student report about the performance of student (s) on the ISTEP+ assessment within 7 business days of the receipt of the hard copies from the State and/or by informing parents of the parent link to scores on the World Wide Web
- Parental Support Group is in the initial planning stages. This was discussed during our recent meeting and all agreed that there is a need for parents to gather and generate ideas so they can help their children (academically) at home.

Building capacity for parent/community involvement is listed in the **District Parent Involvement Policy**. Specific activities include:

- All parents are provided with a copy of West Side’s parent involvement policy
- School district will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migrant children in a language that parents understand, when requested.
- Offer a variety of evening programs to share data from school test results
- Complete review process annually of district-wide parent involvement policy
- Work to ensure district is providing necessary staff and educational programs in accordance with Title I guidelines

ADOPTION

This School Parental Involvement Plan has been developed jointly with, and agreed upon with parents of children participating in Title I, Part A programs, at Concord West Side Elementary School as evidenced by the dated agenda and signed participation forms. This Plan was modified and adopted by West Side Elementary School April 2016. The school will distribute the Plan to all parents at the beginning of the school year.

(Signature of Principal)

(Date)

Concord West Side Parent - Teacher Compact

Staff Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Provide a safe and supportive learning environment.
- Teach classes with an interesting and challenging curriculum that promotes student achievement.
- Motivate my students to learn.



- Set high expectations and help every child be successful in meeting the Indiana academic achievement standards.
- Communicate frequently and meet annually with families about student progress and the School - Parent Compact.
- Provide opportunities for parents to volunteer, participate, and observe in my classroom.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making with parents and school colleagues to make our school accessible and welcoming for families.
- Respect the school, students, staff and families.

Student Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Communicate regularly with my parents and teachers about school experiences so that they can help me be successful in school.
- Limit my TV watching, video game playing, and internet usage.
- Study or read every day after school.
- Respect the school, classmates, staff, and families.



Family/Parent Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4 – 6).
- Ensure that my child attends school every day and gets adequate sleep, regular medical attention, and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate, as appropriate, in decisions about my child's education.
- Attend parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.



Safety

We do have safety plans in place. We have numerous days throughout each month to practice fire, storm, lock down, and drills as needed. Each classroom has been provided with RED hard cover binders that include current rosters and emergency information and flashlights. Each elementary handbook is revised each year and notes specific instructions highlighting a safe and secure environment for students. The School Safety Plan is updated annually and is on record at both CWS and the CEC. The plan includes emergency plans that we may encounter, and mandates for monthly and semester drills. The Safety plans include a chain of command list in the event of an emergency, death, or catastrophe that we would need to act upon immediately.

Concord West Side Elementary has one full-time school counselor who conducts a comprehensive developmental guidance and counseling program for all kindergarten through 4th grade students. West Side's counseling program has earned and maintained the Indiana Gold Star School Counseling accreditation as well as the National American School Counseling Award RAMP since 2006. The counseling program addresses the student social-emotional needs and school environment as they affect a student's' learning and academic success.

Specific programs that address the school environment and strive to create a "safe school" include guidance curriculum, the Anti-Bully Prevention Program and the Student Assistance Teams. The developmental guidance lessons are aligned with the Indiana Guidance and Counseling State standards and include topics that address social emotional needs and school environment such as anger management, bully prevention, and conflict resolution.

The school-wide Anti-Bully Prevention Program has been in place at West Side since 2004 and is a strong element in creating a safe school and environment conducive to learning. The counselor facilitates a committee comprised of teachers and administrators that meet monthly to plan school wide activities to promote bully prevention and monitor school safety needs.

West Side has two Student Assistance Teams, they are Strategies and CORE. These two teams are a combination of the Student Assistance and RTI models and address academic as well as social emotional and behavioral needs. Members of the teams include the school counselor, classroom teachers, administrator, special Ed teachers, and school nurse. The Strategies team provides classroom teachers with suggestions of intervention for the struggling student and assists in monitoring the progress of interventions. If interventions are not successful or progress is not being made the student may be passed on to CORE where the team continues to provide suggestions and support as well as works with the parent and sometimes community agencies to help the child reach full potential. Often student behavior and social emotional needs impair not only that students' ability to learn but also affect the class environment and others' ability to learning.

Transition from Pre-K *CWS host an Elkhart/St Joseph County Head Start classroom. We continually communicate with the Head Start Consortium and our CWS Head Start Teaching staff especially as we plan for year end transitions. The ECSEC, or Elkhart County Special Education Cooperative team continually monitors individual students and plans for specific student needs as they move to Kindergarten by communicating with administrative and teaching staff.*

Rules and Statutes To Be Waived

None.

Curriculum Description and Location

The Indiana Academic State Standards serve as the foundation of the curriculum at Concord West Side Elementary. A copy of the grade-level standards and curriculum for each grade level are available on request in the principal's office for public inspection or accessing the district website.

CULTURAL COMPETENCE

- A climate of inclusion, respect, connection, and caring is fostered in the school and classroom. Interpersonal relationships are built and fostered, and a learning community culture is developed.
- The school translates at least 95.5% of the information that goes home in both English and Spanish.
- Bridges are built between academic learning and students' prior understanding, knowledge, native language, and values. Culture and native language (and cultural dialect) are valued and used as assets in learning, rather than deficits.
- Use of cultural literature for instruction (Journeys is infused with this), focus heavily on math vocabulary.
- Teaching and usage of Spanish/English cognates.
- Meeting with parents in the home or at the local Community Centers
- Summer Reading Opportunities through our Book Mobile and held at the local Public Library
- Using parents as resources/experts in the classroom & on committees (PTO, ESL parent meetings)
- High expectations and high standards are set for all students. Activities are designed to foster higher order thinking.
- The most effective classroom practices are hands-on, cooperative, and culturally aligned. There is less emphasis on lecture.
- Teachers find out as much as possible about their students' culture, language, and learning styles so they can modify curriculum and instruction accordingly.
- More background knowledge & scaffolding is appropriate for students who have not been in US schools for long, or whose families are not well integrated into American culture.

- Most teachers assign a student with little or no English a peer buddy to explain procedures and tasks.
- Emphasizing reading comprehension and peer interactions and frequent monitoring of student progress.

Principal Reflections & Recommendation

This year brings with it a sense of urgency. Our staff understands that we have to do things differently, that we have to reevaluate all that we are doing, and closely monitor what we are doing all year long.

Our latest ISTEP scores have decreased dramatically. Granted the assessment is now more rigorous; we are now adapting to those changes and implementing changes to our curriculum and instructional practices. Our school created an Action Plan Committee this summer and we took time to embed evidence-based instructional practices into our school calendar. This includes staff professional development and implementation periods.

We are continuing to use our STAR ELA and Math formative assessments to progress monitor our students along with building and district common formative assessments. Our most recent 3rd grade reading assessment, the IREAD-3, did see some good gains from the previous year. We improved our pass percentage by 7pts, going from 75% to 82% students passing the foundational reading assessment.

Our staff completed a climate survey and agrees with our vision and the path we are currently taking. Parents completed a short survey in the fall of 2015 and most strongly agree that we, the teachers, are doing a good job. We plan to distribute another survey this fall to get additional feedback from parents.

Our teachers are committed to the Teacher Evaluation System/Rubric and have increasingly improved instruction because of the commitment to grow professionally. Both at the District and School level staff has been involved in professional development in honing their skills, and understanding of the curriculum.

Once again our committed staff is ready to begin a new year! We have a strengthened curriculum with the addition of the STAR Early Literacy/Star Reader, and STAR Math, updated digital literacy curriculum, and adjustments to streamline and strengthen the student day. We have 5 school goals; 3 academic, and 1 devoted to constantly improve safety, and the other is to improve parental involvement. This document is living; we plan to revise as the data changes throughout the fall and possible imbed additional interventions or strategies if needed.

