

# **Madison Elementary School**

## **Continuous Improvement Plan**

**2012-13**

Aaron Leniski – Principal/Chairperson  
Deb Gurtner – Teacher Representative  
Kathy Dance – Teacher Representative  
Julie Unrue – Teacher Representative  
Elaine Truex – Support Staff Representative  
Beth Pogue – Parent Representative  
TBA- Community Business Representative

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MADISON ELEMENTARY SCHOOL  
CONTINUOUS IMPROVEMENT PLAN  
2012-13

## INTRODUCTION

Madison Elementary School is a rural elementary school located in southeastern Saint Joseph County. It is part of the Penn-Harris-Madison School Corporation with a projected enrollment of approximately 141 students in grades K-5 for the 2012-13 school year. The kindergarten is a full-day experience. Madison School became the recipient of the 2004, 2005, 2006, 2009, 2011, and 2012 Four Star School Award by the Indiana Superintendent of Public Instruction. The school is organized in traditional grades but offers differentiated grouping in all grade levels. The school serves as a center for the community. Madison offers a number of school sponsored family learning opportunities and activities. The Madison Elementary 2012-13 student body is composed of 91.5% White, 1.4% Hispanic, 2.1% Multi-racial, .7% Pacific Islander, and 2.8% Native American students. In addition, our student body has 36.2% participating in the free or reduced lunch program. Each year our percentages increase showing that poverty is no longer limited to more populated areas. As the percentages increase, the staff continues to address diversity in the areas of academics, socio-economic, emotional, social, and physical needs. Our life skills are used school wide by the staff to support differences in every student.

The school's curriculum is located in the principal's office and at the Educational Services Center of the Penn-Harris-Madison School Corporation. It is a curriculum that is fully aligned with the Indiana Academic Standards and currently transitioning to the Common Core State Standards. Grade level standards are taught, monitored, assessed and re-taught throughout the school year. This systematic approach is taught through a program called FI (focused instruction). Specific Focused Instruction skills, which are drawn from the standards, are posted in each classroom. Individual student mastery of the state standards for each grade level is reported to parents quarterly.

Teachers, parents, and students use this information as their guide for basic skills instruction and assessment. Parents receive an unsatisfactory progress report at the halfway point of each of the four grading periods to formally communicate concern of student progress. In addition to ISTEP, Madison Elementary uses multiple measures to validate student growth.

## MISSION, VISION AND BELIEFS

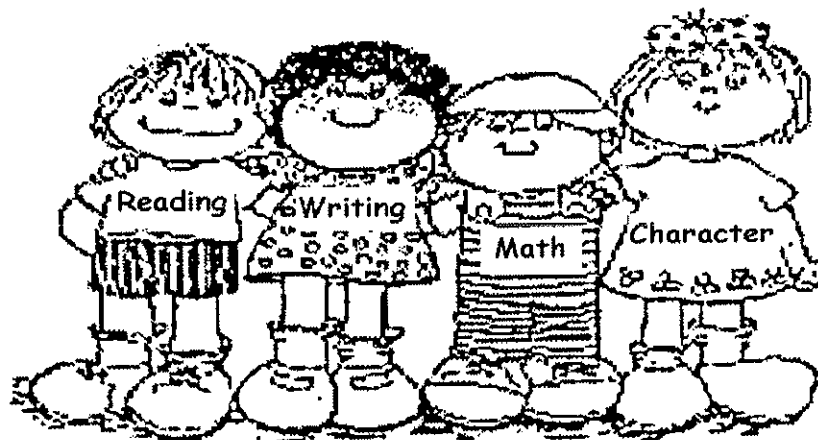
Madison Elementary School has adopted the mission, vision, and beliefs of the Penn-Harris-Madison School Corporation. Along with all schools in the corporation, Madison works to ensure that all students attain the proficiencies listed in the Graduate Profile for P-H-M students. These district goals serve as the framework for establishing school

level goals. The attached **Appendix A** summarizes the district's Continuous Improvement Plan vision, mission, values, goals, and profile of a P-H-M graduate.

Madison Elementary School's mission, vision, and beliefs are as follows:

The Madison Elementary School Community is dedicated to promoting and maximizing the education of all students. The staff accepts the challenge to develop the academic skills and lifelong guidelines needed for each student to become a problem solver, an effective communicator, and a life-long learner. The staff consistently works toward creating a positive learning climate that encourages students to be successful, gain confidence, respect others, and possess the qualities to be productive contributors in our society. It is our continued commitment that we are "BUILDING A FOUNDATION ON WHICH TO GROW" in reading, writing, math, and character development.

Building a Foundation on Which to Grow



Madison Elementary School

### SUMMARY OF DATA

Assessments of the current status of educational programming throughout the grades at Madison Elementary School are listed on the following three pages. Appendix B depicts Tier 1 data regarding student performance on the corporation indicators. Appendix C graphs information from the corporation's annual performance report.

### GRADE LEVEL ASSESSMENTS

#### Kindergarten

KDI II (pre Kindergarten)  
mclass DIBELS Next, 3D Math  
LAS Links for selected students

LAS Links for selected students

#### First Grade

mclass DIBELS Next, 3D Math

#### Second Grade

mclass DIBELS Next, 3D Math  
LAS Links for selected students

### Third Grade

ISTEP+ for Language Arts and Math  
ACUITY Predictive  
IREAD-3  
IMAST for selected students  
LAS Links for selected students  
ISTAR for selected students

### Fourth Grade

ACUITY Predictive  
ISTEP+ for Language Arts and Math  
ISTEP+ for Science

IMAST for selected students  
LAS Links for selected students  
ISTAR for selected students

### Fifth Grade

ACUITY Predictive  
ISTEP+ for Language Arts and Math  
ISTEP+ for Social Studies  
IMAST for selected students  
LAS Links for selected students  
ISTAR for selected students

## **ASSESSMENTS DEFINITIONS**

### **ISTEP+**

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

### **ISTAR**

ISTAR is an individual student assessment administered by staff members who work directly with eligible special education students.

### **IMAST**

IMAST is a new IDOE product to test students with the ISTEP+ material in a more appropriate format for selected special education students.

### **IREAD-3**

IREAD-3 is an assessment administered to students in grade 3 only and measures foundational reading standards through grade three

### **ACUITY**

Comprehensive data-informed teaching and decision making solution helps diagnose, predict, report, communicate, and provide individual instruction. Acuity is used throughout the year to build achievement with individual students and classrooms. Acuity delivers innovative resources that support the gradual and effective transition to teaching and learning relative to the Common Core State Standards (CCSS).

### **LAS Links**

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

### **KDI II**

KDI II, the Kindergarten Diagnostic Instrument is used as an initial assessment for incoming kindergarten students. It is a norm referenced, one-on-one assessment with thirteen subtests to determine kindergarten readiness, high ability and at-risk performance.

### **mclass DIBELS Next, DIBELS 3D and DIBELS Math**

mclass DIBELS Next, Dynamic Indicators of Basic Literacy Skills, is a research-based, norm-referenced assessment to check competency in beginning reading skills and math. It is

administered three times per year to all students in grades K-2 and is used for progress monitoring in students at-risk each two weeks.

## CONCLUSIONS AND CURRENT STATUS OF EDUCATIONAL PROGRAMMING

Madison Elementary School, along with other schools in the Penn-Harris-Madison School Corporation, has focused on aligning its curriculum and assessments on the Indiana Standards. For the 2012-13 the Common Core State Standards will be fully implemented in grades K-5. Reading, writing, and mathematics continue to be the primary areas of school improvement focus. Multiple measures are used frequently to monitor student proficiency of the standards. Additionally, student performance data is examined and reviewed by grade level and class to enable the district to identify instructional practices that lead to the highest levels of student performance.

Teachers and support staff meet as professional learning communities (PLC) to discuss student work, share instructional strategies, and behavior modifications. A list of school wide interventions and highly able student activities is updated periodically and is provided in the Appendix (D).

A thirty-two station computer-learning lab is available to each class and small remediation groups. Students selected at each grade level receive extra individual tutoring using instructional software that is organized around the Indiana Standards, Common Core State Standards, and the PHM curriculum. Students are pre-tested and then placed at appropriate instructional levels for guided and/or independent practice. Teacher directed flexible groups that focus on specific skills allow the Madison Staff to utilize differentiated instruction strategies to ensure that all students have the opportunity to learn the intended standards based curriculum. These opportunities include direct instruction, re-teaching, guided and independent practice.

The analysis of student achievement on the ISTEP+, Acuity, Dibels, mclass, Six + One Writing assessment, and other computerized assessments and teacher assessments indicate there is a need to place stronger emphasis in the areas of reading, writing, and language arts which align the goals with those of the school corporation.

### 1) 2012 ISTEP DATA

	3rd Grade		4th Grade		5th Grade	
	ELA	Math	ELA	Math	ELA	Math
% Pass	91%	82%	100%	100%	82%	95%
Pass	18	11	13	5	14	6
Pass+	2	7	2	10	4	15
DNP	2	4	0	0	3	1

- 2) Our Attendance rate was 96.55% for 2011-12.
- 3) IREAD – All 3<sup>rd</sup> grade students at Madison Elementary passed IREAD by the end of summer school.
- 4) mClass/Dibels Results

BOY = Beginning of the year  
 EOY = End of the year

		English/Language Arts (ELA)					
		Kindergarten		1 <sup>st</sup> Grade		2 <sup>nd</sup> Grade	
		BOY	EOY	BOY	EOY	BOY	EOY
% Pass		83%	84%	61%	63%	80%	92%
Core		12	11	11	14	19	20
Strategic		3	5	3	1	1	3
Intensive		3	3	9*	9	5*	2
		*one incomplete		*two incomplete		*one incomplete	

		Math					
		Kindergarten		1 <sup>st</sup> Grade		2 <sup>nd</sup> Grade	
		BOY	EOY	BOY	EOY	BOY	EOY
% Pass		%	95%	%	92%	%	96%
Core			12		4		8
Strategic			6		18		13
Intensive			1		2		1

### STUDENT ACHIEVEMENT OBJECTIVES, SPECIFIC AREAS FOR IMPROVEMENT, AND BENCHMARKS FOR MEASURING PROGRESS

Student achievement objectives, specific areas for improvement, and benchmarks for measuring progress are contained within the following goals for student achievement. These goals are summarized with their Tier 1 measures on the attached chart entitled, *School Improvement Goals/Indicators Matrix*, attached and marked as Appendix B.

#### GOAL 1

**95% of students will show proficiency on the ISTEP+ writing applications and language conventions as 5<sup>th</sup> graders.**

To ensure continuous progress toward achieving this goal, teachers in grades K-5 will implement the 6+1 Writing Traits and Simple 6 through consistent and continuous instruction. Opportunities for writing in math, science and social studies will be provided to students on a regular basis. Students in grades 2-5 will use a writer's notebook as a tool on a daily/weekly basis. Teachers will monitor proficient performance two times per year using a writing rubric. Using the DesCarts manual and assessment data, differentiated instruction will be provided to

students to ensure an increase equivalent to one year of growth for all students, including high ability students.

## **GOAL 2**

**95% of students will demonstrate proficiency on the English/Language Arts ISTEP+ when taking the test as 5<sup>th</sup> graders.**

To ensure continuous progress toward achieving this goal, teachers in grades K-2 will implement strategies to increase phonemic awareness and increase proficiency in decoding while teachers in grades 3-5 will implement strategies to increase comprehension skills and build vocabulary. Guided reading and novel studies will be used to differentiate instruction for students. Students in grades 4 and 5 will have the opportunity to work at a higher level by participating in enrichment activities at an advanced grade level. Extra reading instruction will be provided to struggling students in grades 1-5 using the Triumphs program from MacMillan/McGraw-Hill 3-5 times per week. A benchmark of 85% for kindergarten students demonstrating proficiency on the spring DIBELS assessment will be set. Differentiated instruction will be used to show promote growth in all levels of learners.

## **GOAL 3**

**95% of students will demonstrate proficiency on the mathematics ISTEP+ when taking the test as 5<sup>th</sup> graders.**

To ensure continuous progress toward this goal teachers will increase opportunities for students to master basic facts and basic computation algorithms and will increase opportunities for students to articulate, through written explanation, their methods and procedures for solving problems. Students in grades 4 and 5 will have the opportunity to work at a higher level by participating in enrichment activities at an advanced grade level. Differentiated instruction will be used to show promote growth in all levels of learners.

More details on strategies/interventions planned to achieve these three goals are found in **Appendix D**

## **PARENT PARTICIPATION**

Parent Participation at Madison Elementary School has been and continues to be very high as evidence by parents and volunteers providing over 875 service hours per year. Parent participation is generally 100% at student/parent/ teacher conferences. Parents of students are routinely and consistently informed of their student's progress toward standards through formal and informal written and spoken communication. Teachers are in contact with parents on a regular basis through TAC (teacher-access-center), newsletters, notes, phone calls, emails, work samples, student planners, and school conferences.

In the fall of 2007, the Penn-Harris-Madison School Corporation administered a parent survey to measure the satisfaction of parents with the Penn-Harris-Madison

Corporation Schools. The survey was administered online and offered to all parents in the corporation. Parents were first asked to give a letter grade to a series of various characteristics about Penn-Harris-Madison School Corporation and the school their child(ren) attend. The majority of Madison parents (52.8 percent) gave an overall grade of "B" for the corporation, with 41.1 percent giving the corporation an overall "A."

Less than 10 percent gave the corporation a C or less. When asked to rate the overall quality of education students receive, and the curriculum/classes offered in the corporation, parents gave very similar ratings. Teachers in the corporation received what could be compared to a B+ average, with 44 percent of parents rating the teachers and "A". Parents consider the schools safe, and agree there are many opportunities for parent involvement. Of the core areas of curriculum, mathematics received the highest ratings.

Madison has a systemic remediation/enrichment process, called Focused Instruction (FI), done on a daily basis from to allow a systematic time slot everyday for tutorial and/or enrichment activities using all available staff. A list of interventions and enrichment opportunities provided students has been generated. Appendix (D). This information is shared once each semester so that all parents are aware of the interventions being made available even though their children may not always be involved in the specific activities or intervention or enrichment. In addition individual student interventions are recorded quarterly on the student progress report. The principal regularly meets with staff members to discuss academic and behavior concerns about students.

It is essential that the parents and students at Madison Elementary School be informed and partner in the understanding of the Continuous School Improvement plan. Teachers post FI (focused instruction) Skills based on the state standards in classrooms and use a variety of strategies, which encourage students' work toward mastery of those essential skills. Parents participate in a variety of activities at home with their children in order to partner with the school as students make progress toward learning essential skills. Such activities include nightly family reading time, family Home link or Study link activities (Everyday Math) with a focus on the basic skills, and visits to the libraries, etc.

Art Smart volunteers enable all students to replicate illustrators' work and exhibit them in the halls throughout the school. The Madison School PTO supports a Family Reading night held each February where over 40% of the families attend. The PTO supports the evening with promotional material, book swap, refreshments, and door prizes (books for each grade level and local bookstore gift certificates). Madison conducts two month-long reading programs each year with incentives for student participation. Parents help monitor the number of minutes their student spends in reading beyond specific school assignments. Students are recognized by means of certificates, reading patches, and McDonald coupons following the school reading program. The school's Accelerated Reader Program is also encouraged and enables students to read throughout the school year. Students accumulate points based on the amount of reading they accomplish along with their rate of success on book quizzes.

The staff has engaged in book studies, learned about the Classroom Walk Through model, and received training on differentiated instruction in the classroom. Professional development is a current and future focus for teacher professional development.

In addition to parent representatives from the School Improvement Committee, staff members, and Madison Elementary School Executive PTO members have the opportunity to review the Continuous School Improvement Plan yearly. Newsletters sent home by classroom teachers and monthly parent newsletters to the community by the principal continue to address the school mission and the learning goals of the Continuous School Improvement plan. Madison provides parent resources through the web page and parent library, which encourages parents to partner in their student's education.

The Madison PTO partnered with teachers implementing a discipline program, Panther Pride, which encourages good choices in daily behavior and builds a safe school environment. Several parents get involved in an after school enrichment program entitled "Panther PM" which historically services over 25% of the students. Parents and community volunteers teach classes in which the students take to enrich their learning opportunities. Foreign language, math, art, fitness, and science classes are often offered. Parents also receive weekly e-mail bulleting reminders of important calendar events through the PTO Madison Minutes.

## **TECHNOLOGY AS A LEARNING TOOL**

Technology as a learning tool is outlined in a technology plan, which has been formulated by the Madison Elementary School Technology Committee in order to enhance and align the development and integration of technology with the Continuous School Improvement Plan. Madison students utilize the WMAD Morning News by broadcasting daily important events and sharing a Words of Wisdom message through a character education program. Students work as a team to conduct a daily broadcast, which informs students of events and activities in the learning community. Each grade level will develop a plan for using computers in their classrooms and computer lab which will best support their curriculum and give students practice in the necessary skills to support their assessed needs.

Computer lab time is used to accomplish three tasks: keyboarding practice, Odyssey Program, and the introduction of continued in-service for staff in the various computer programs in order to maximize student growth. Students will use prescribed software programs to practice needed skills and develop projects. Some of these programs include, but are not limited to, Odyssey, Lexia, office suite, Writing Blaster, and Accelerated Reader. Many of these programs provide instruction and practice in specific skills. Students also have the opportunity to utilize the computer lab after the school day in order to provide additional time for children who are in need of remediation in essential skills. Madison School will continue to provide precise scheduling of the computerized remediation lab during the school day so the learning

lab coordinator can assist classroom teachers with remediation and curriculum projects, which align with state standards.

## **MADISON ELEMENTARY SCHOOL-WIDE BEHAVIOR EXPECTATIONS**

This guide provides specific goals, behavioral expectations, teacher and staff responsibilities, strategies for acknowledgement, procedures for handling infractions of behavioral expectations, and specific routines to be followed.

### **School Goal:**

Students at Madison Elementary will follow PAWS throughout the school day by following the four positive behavioral expectations.

### **Madison Behavioral Expectations:**

- P**     **Personal Best**
- A**     **Accept Responsibility**
- W**     **Work Together**
- S**     **Safety Matters**

### **Teacher & Staff Responsibilities:**

- Teachers and staff will teach, model and practice each of the behavioral expectations throughout the year.
- Teachers and staff will acknowledge and recognize student behaviors that meet the four behavioral expectations.
- Teachers and staff will implement I–HUM strategies.

I – interact with students

HU – heads up, always looking around at students

M – moving constantly in and around students

Teachers and staff will follow procedures for infractions.

The philosophy of Teaching with Love and Logic is also implemented. Staff is very conscientious of using instructional time wisely. Distractions and interruptions are kept to a minimum. Guest teachers are provided with a sub folder, which outlines rules and behavior expectations for students.

The “Panther Pride” program is designed to increase the positive relationships between students and decrease the number of incidents of disrespectful behavior toward one another. The “Words of Wisdom” program is in place to promote character building and making good choices in behavior. The program is used daily as part of our televised school news program during the morning announcements and provides inspirational messages to students to

encourage making positive behavior choices. The physical education teacher conducts direct instruction with students to promote anti-bullying measures at each grade level, with such topics as conflict resolution and self-esteem. In addition, the Student of the Month program recognizes students for their efforts with behavior, citizenship and academic effort.

Madison Elementary School has a comprehensive plan for safety and security in place. This plan is a part of the Madison School Safety and Security manual, which is on file in the principal's office. This plan is regularly monitored and revised to ensure both the physical and emotional safety of students and staff. Fire, storm, and crisis drills are routinely practiced.

### **ADDITIONAL STUDENT RESOURCES**

**Rtl**  
Team members consist of the Principal, classroom teachers of referred students, School Psychologist, and Speech Teacher. The team reviews data of recommended students struggling both academically and behaviorally to select and determine remediation strategies for each student. Data is monitored for success, and referrals are determined at the end of the process. This team meets weekly.

#### **Special Education**

The students who qualify for services based on federal special education guidelines receive specialized services from a full-time highly qualified special education teacher and licensed support teachers in the areas of speech, visual, orthopedic, and occupational therapy. We also have trained program assistants working under the guidance of the special education teacher. We follow a full-inclusion model of instruction.

### **SAFE/ORDERLY LEARNING ENVIRONMENT**

Madison Elementary School has been supported by the use of the Lifelong Guidelines, which have been in place since 1991. The skills taught throughout the year – truth, trust, no put-downs, active listening and personal best are intrinsically teaching positive behaviors. Students deserve a safe environment for learning. The open parent/teacher relationships, and the school's policy that all staff members are responsible for all students, support the idea that discipline is a community effort.

The Madison learning environment is disciplined and safe. The climate survey indicated that parents and staff members feel it is an environment conducive to learning. It revealed that parents and staff members feel Madison provides a caring environment where students learn. Students are also taught conflict resolution skills and learn to deal with bullies through classroom presentations. The total school staff provided even more emphasis this year on the negative effects of bullying. The PHM Foundation provided a BULLY PROOF KIT as a school resource. Resources to continually reinforce that bullying hurts have also been purchased to assist teachers in the classroom. A specific communication tool to report bullying has also been created.

A comprehensive safety and security plan has been established. Safety within the building is maintained by having all doors with the exception of the main front door locked and a *visitor sign-in* system in the office. A Honeywell security station located in the office and two

security cameras allow the office staff opportunity to monitor all doors. Visitors are restricted to the lobby area until they are approved to enter the building. All staff wear picture identification tags and all visitors must sign in and wear a nametag. All children going home other than on a school bus, are called to the office at the end of the day, checked out with an adult on duty, and then escorted out of the building to cars by an adult. All school volunteers have passed a background check and have met the corporation-approved requirements.

The Madison Elementary School Safety and Security manual is on file in order that all staff and parents may review it. The crisis intervention team updates the crisis plan annually and is prepared to put the plan into effect in the event of an emergency. A staff phone tree has also been established. Fire, storm, crisis (code blue), and shelter in place drills are practiced routinely. Blue lights have been strategically placed throughout the building to signal a crisis situation (Code Blue).

## **PROFESSIONAL DEVELOPMENT**

A comprehensive plan for continuing professional development is essential to achieving the goals of the Madison Elementary School's Continuous Improvement Plan. Professional development is aligned to Indiana's core principles. As part of a joint effort on the part of the individual schools and the Penn-Harris-Madison Learning Division, teachers have participated in training in the following curricular areas and programs: strategies for teaching writing traits and proficiency in using the scoring rubric of the 6+1 Writing Traits program and The Simple 6; training in the use of Wilson Foundation strategies for teaching phonemic awareness; training and/or book study of Teaching with Love and Logic; high ability learners; Ruby Payne's mental models, alternative instructional and assessment strategies for improving reading comprehension skills; differentiation strategies to ensure individual continuous student progress; behavior team work with Dr. Rob March; interpreting assessment data and test scores and using the results to make sound instructional decisions; developing criterion-referenced assessment tools to monitor attainment of Indiana Academic Standards and corporation curriculum objectives; coaching/mentoring to support the implementation of the reading/language arts program. Emphasis in the area of differentiated instruction will continue to occur. Three year plan:

### **2012-13**

1. Acuity training for implementation, data usage, and remediation and enrichment
2. Ongoing mclass DIBELS Next, DIBELS 3D and DIBELS Math training for assessing, progress monitoring and remediation activities
3. Differentiating Instruction for each grade level
4. Continued use of 90-minute reading block and 60-minute math block
5. Full day kindergarten program with instructional aide support
6. Instructional aides work one-on-one and in small groups with students under the guidance and direction of the certified teacher
7. Primary grade staff members are trained and utilize Foundations, 6-Trait Writing, and Visualizing and Verbalizing
8. Intermediate grade staff members are trained and utilize Wilson, Foundations, 6-Trait Writing, and Visualizing and Verbalizing.

9. Spring Survey of Professional Development Needs for Staff
10. Ongoing Parent meetings
11. Continued School-wide Reading Incentive Program with recognition awards
12. Continued staff development with Common Core State Standards
13. Continued staff development utilizing technology in the classroom

**2013-14**

1. Ongoing training for staff and students with the Positive School-wide Behavior Plan
2. A 90-minute block for Language Arts will continue.
3. Increase the rigor and fidelity of adopted curriculum materials in all grade levels.
4. Foundations will be used for 30 minutes each day. This will be implemented for grades K-2, and includes spelling and phonics.
5. Upper grades will concentrate on Informational Text both for structures and comprehension.
6. Professional development will continue in both reading and math.
7. A 60-minute, five-day a week dedicated block of time for math instruction will be scheduled.
8. Search for appropriate software to help students become fluent with math facts and computation.
9. Continued School-wide Reading Incentive Program with recognition awards
10. Spring Survey of Professional Development Needs for Staff
11. Ongoing Parent meetings
12. Training to transition to PARCC Assessment

**2014-15**

1. Continuation of successful implementation

**STATUTE & RULES**

No statute or rules will need to be waived.

**TIMELINE FOR IMPLEMENTATION, REVIEW, AND REVISION**

Instructional strategies proposed within this plan will be implemented immediately and will continue throughout the time frame set by the state of Indiana. The plan will be reviewed twice annually, after fall achievement has been received and again after spring achievement data is available. Annual review reports will be shared with staff, parents, the corporation administrative cabinet and the Board of School Trustees. Interventions and strategies will be adjusted or added during the review process as appropriate. Because Madison Elementary School strives for higher levels of continuous improvement, goals may be adjusted accordingly during the initial three years of the plan.

**CULTURAL COMPETENCY COMPONENT**

As part of our continuous improvement process and data collection, Penn-Harris-Madison recognizes the need to identify the racial, ethnic, language minority, cultural,

exceptional learning and socioeconomic groups. The largest subgroup of concern is socioeconomic and research has shown that the impact of poverty is cross-cultural.

Currently 5 out of 11 elementary schools have 30% or more of their student population living at the poverty level. In addition two out of the three middle schools, along with the high school are impacted by a subgroup of students of low socioeconomic status. Dr. Ruby Payne is at the forefront of research regarding instructional strategies that educators can use to effectively educate these student populations. Focused Instruction was a result of Dr. Payne's citing of practices that close the achievement gap, based on socioeconomic status. We feel we can better educate all children, particularly those of poverty. Penn-Harris-Madison has committed resources to train two principals to serve as district wide trainers of Ruby Payne's research regarding poverty.

Dr. Payne's work focuses on eight crucial resources that children need to be successful. These resources include financial, spiritual, physical, mental, support systems, emotional, relationship/role models, and knowledge of the hidden rules of middle class. All schools have identified students lacking resources and implemented strategies to meet those needs. Schools have worked at building appropriate relationships with at risk students. All certified staff members received information on the "Hidden Rules" of poverty during opening day staff development activities, and support staff members in October 2004. The overview of Dr. Payne's work was presented to the PHM Forum, which is comprised of parent representatives. Ongoing professional development opportunities have and will continue addressing the needs of this particular student subgroup, in which the Madison staff will continue to participate.

The Madison Elementary 2012-13 student body is composed of 91.5% White, 1.4% Hispanic, 2.1% Multi-racial, .7% Pacific Islander, and 2.8% Native American students. In addition, our student body has 36.2% participating in the free or reduced lunch program. A variety of school wide activities support the cultural heritage found within the school community. English as a New Language services are provided to those students at various levels mastery. Students are assessed and identified for services provided by an ENL tutor.

During the 2004-2005 school year, schools within the Penn-Harris-Madison school corporation received specific training in various modules of Dr. Payne's work. The staff at Madison Elementary School has been trained in discipline methods, learning structures, and cognitive strategies, as they relate to students in poverty and/or at risk. In February of 2006, teachers were trained in using mental models. Staff development opportunities in differentiating curriculum and instruction, along with the work of Dr. Payne will continue through the next three years in the Penn-Harris-Madison School Corporation. Beginning in 2008 and continuing through the 2010-11 school year, schools in the Penn-Harris-Madison School Corporation participated in staff development with Dr. Rob March and developed a school-wide comprehensive positive behavior support plan. The Madison plan is included in this document. During the 2011-2012 school year, professional development was provided on transitioning to the common core. This training will be continuous during the 2012-2013 school year.

PENN-HARRIS-MADISON SCHOOL CORPORATION  
SCHOOL IMPROVEMENT GOAL STRATEGIES

SCHOOL YEAR: 2012-13

Madison School

Improvement Goal: 1 Each year students in grades 3-5 will achieve a minimum of 2% gain in their target growth as measured by Acuity. Students in grades 3-5 demonstrating proficiency in English/Language Arts ISTEP+ will increase by 2% when students take the ISTEP in the spring of 2013 moving from an average of 91% to 93%.

Specific Strategies	Periodic Measure	Responsible Persons	Timeline	Costs
The staff will monitor reading comprehension for all students across grade levels utilizing appropriate test data.	Progress Reports, Acuity Level, ISTEP, FI scores, Macmillan weekly & Unit test scores	Classroom teachers and principal	School year	None
Staff will utilize the Odyssey to target groups and skills that need interventions based on data from Acuity testing, ISTEP, FI, and Odyssey	Odyssey assessments- pre/post tests, and quizzes	Learning Lab and Classroom teachers	School year	None
Staff will promote reading in all grade levels through established incentive based reading programs. *October to March = Book It and February = WSBT "I Love to Read."	Reading records and logs Accelerated Reader Reports	Media Aide and classroom teacher	Oct/Feb Rdg for Excellence Program	None
Kindergarten teachers will use LIPS in the classroom. Kindergarten and first grade classrooms will also use the Foundations Program.	Lesson Plans, lesson visual aides	Teachers	School year	None
The staff will use Earobics and Lexia for student growth and phonemic development.	Assessments	Learning Lab and homeroom teacher	School year	None
Students will use Accelerated Reader to aid in the development of reading comprehension. 4/5 grade students will develop quarterly goals.	Accelerated Reader tests	Media Aide and homeroom teacher	School year	Upgrades-\$500.00 est./yr)
Staff will modify classroom instruction and curriculum to promote reading improvement. Increase written responses to reading selections.	STEP+, Unit Tests, Acuity, Teacher Assessment, FI	Classroom teachers	School year	None

Specific Strategies	Periodic Measure	Responsible Persons	Timeline	Costs
Staff will use nonfiction materials to build reading skills in all content areas.	Lesson Plans, Macmillan Readers and purchase orders	Classroom teachers and principal	School year	Nominal
Staff will use Focus Instruction Time (FIT 8:00 - 8:30 daily) to remediate and enrich basic benchmark skills in reading comprehension.	Tutoring/Enrichment logs, FIT Assessments, FIT Rosters	Madison Staff, Parent and Community volunteers	School year	None
Staff will use the Computer Lab for after school Odyssey remediation sessions for identified students.	Staff evaluation, Level Testing, ISTEP,	PHM Staff	Throughout the school year	None
Teachers will set independent reading goals for students to follow.	Monthly Calendars, student planners	Students, Parents, Classroom Teachers	School year	None
Teachers will collaboratively team-up at grade levels to analyze student reading comprehension scores for planning instruction.	Unit tests	Classroom teachers	School year	None
Staff will promote parent involvement by sharing effective reading strategies.	Parent communication, Parent resource library for student learning	Staff, Parents and Students	School year	None
Staff will provide time during the student day to promote silent reading, and time to allow students to listen to good literature being read to them	Weekly Plans, reading record (planner), class and IMC schedule.	Classroom Teacher	School year	None
Purchase resources that may assist parents and/or volunteers to address specific skills for specific students. Organize and make available "kits" for parents and volunteers to check out for individual student use. Resources will include grade level appropriate: Backpack Skill Kits, Video Series, Vacation Software, Specific Skills for Reading Booklets, etc.	Parent/student check out, purchase orders	Principal with teacher suggestion		
Staff will identify students in need of early intervention to promote successful reading. (Earobics, LIPs, Extended Learning Opportunity – Summer School, After School Odyssey Tutoring, KDI, and other assessments).	Parent communication and correspondence, rosters, Intervention log for individual students, KDI Results	Parents, students, and staff	Yearly	ISTEP remediation & prevention \$\$
Staff will identify candidates who would benefit from Summer School.	Record of attendance for summer school year	Parents, students, and staff	Summer	ISTEP remediation & prevention \$\$

Specific Strategies	Periodic Measure	Responsible Persons	Timeline	Costs
Staff will provide parents Summer Reading Program information from area public libraries.	Madison Memo	Madison Staff and Parent volunteers	School year	None
Provide parents the opportunity to purchase Summer Bridging Activities Book.	Parent order forms, shelf supply	Staff, parents and students	School year	\$12.00 a book
Classroom teachers will display vocabulary using Word Walls.	Classroom displays	Madison Staff and Parent volunteers	School year	None
Teachers will use Word Masters in the classrooms.	Word Master Assessment	Classroom teachers	School year	None additional
Teachers will incorporate different teaching techniques such as: vocabulary cards or weekly vocabulary bookmarks and playing various vocabulary games like pictionary, steal the bacon or hangman.	board displays, lesson plans and student vocabulary cards on large rings.	Classroom teacher	School year	None additional
Teachers will utilize the Most Frequently Used Words – sight words, dolch lists, reading lists and word books or "their own dictionary" to improve student vocabulary.	Lesson plans, student work	Classroom teacher	School year	None additional
Teachers will read aloud – above their grade level to develop a higher level of vocabulary exposure for their students.	Lesson Plans, AR tests	Classroom teacher	School year	None
Teachers will provide sticky notes for students to identify unknown words.	Classroom supplies, student notes, lesson plans	Classroom teacher	School year	None
Teachers will utilize Accelerated Reading books to aide in the development of vocabulary.	AR tests, lesson plans, IMC records	Classroom teacher, School Media Aide	School year	None
Students, both in the classroom and also in the computer lab, will be prompted, when writing and reading to complete Thesaurus work that will actively involve them while expanding their vocabulary.	Lesson Plans, computer lab schedule, student work	Classroom teacher and Lab aide	School year	None
Primary teachers will utilize the Indiana Reading Diagnostic Assessment to assess student performance in the area of reading.	Assessment	Classroom teacher	School year	None
The intermediate teaching staff will incorporate the use of novel studies during reading instruction.	Instructional unit	Classroom teacher	School year	None
The literacy coach will work with students in need of remedial assistance.	Assessment	Literacy coach	School year	None

PENN-HARRIS-MADISON SCHOOL CORPORATION

SCHOOL: Madison

SCHOOL YEAR: 2012-13

Improvement Goal: 2 Each year students in grades 3-5 will achieve a minimum of 2% gain in their target growth as measured by Acuity. The percentage of students demonstrating proficiency in Writing Applications in English/Language Arts ISTEP+ will increase by 2% from 85% to 87% by 2013.

Specific Strategies	Periodic Measure	Responsible Persons	Timeline	Costs
Staff will analyze ISTEP+ and 6 + 1 writing scores in grades 3-5 to identify weaknesses.	Revised Copy of Writing Standards compiled by Madison staff	Writing Mentors & Classroom teachers	Yearly review/revision	Staff development sub cost to review/revise
All teachers will have a writing block built into their weekly schedule.	Plan books	Classroom teachers	Weekly	None
Teachers will collaboratively team-up at grade levels to analyze student writing samples and share.	Release time, and Simple Six writing rubric, collaborative release time agenda	Classroom teachers	School year	Sub costs
Staff will share ideas, strategies, and best practices for writing instruction and grading/assessing written work each semester.	Simple Six, IDOE, and 6+1 Writing Rubric	Classroom teachers	Each Semester	None
Teachers will utilize the Writing Blaster and the Computer Lab for writing projects	Lab schedule and assessment of completed project	Classroom teachers and computer lab aide	Monthly	None
Teachers will utilize the technology resource person to assist with student writing projects.	Lab schedule, lesson plans, and various web sites	Classroom teachers and computer lab aide	Monthly	None
Teacher will model with student samples	Plan books, bulletin boards, overheads	Classroom teachers	Monthly	None
Staff will conduct peer conferences about writing/editing	Plan books, schedules	Classroom teachers		None
Staff will promote parent involvement by sharing the writing process, writing traits, rubrics, and projects.	Parent communication rubrics	Classroom teachers	Newsletter, Progress Reports, Fall Open House and PTS Conferences	None

Specific Strategies	Periodic Measure	Responsible Persons	Timeline	Costs
Add writing skills to the Focused Instruction Skill List	FI Calendar	Classroom Teachers	FI Bi-weekly Schedule	None
Staff will promote more formal writing in all curricular areas and different genres: descriptive, expository, narrative, persuasive, poetry and research.	Lesson plans	Classroom and specials teachers	Weekly	None
Teachers will incorporate the Simple 6 and 6 + 1 writing traits and the writing process in their writing curriculum.	Lesson plans, student writing samples, scoring rubrics	Classroom teachers	School year	\$700.00
Staff will display more student writing samples in the various display areas to create the idea of a writing gallery.	Displays, Madison Memo, Web page, Photo prints of displays	Classroom teacher & Principal	Monthly	None
Students will complete at least four writing samples per year from various prompts.	Lesson plans, Corporation and Madison calendars, NCRL scoring, staff collaboration scoring	Classroom teachers and writing mentors	4 times a year	None
Teachers will provide students with copies of the writing rubric and/or grade level appropriate check lists to guide their writing to include the specific traits being emphasized.	Posters displayed in classrooms & lab. Handouts	Classroom teacher	School year	None
Teachers will conference with students regarding their writing.	Lesson plans, scoring rubrics	Classroom teacher	4 times a year	None
Aides will assist students during After School Study Tables.	Classroom performance	Staff	2 times a year	None

PENNHARRIS-MADISON SCHOOL CORPORATION  
SCHOOL IMPROVEMENT GOAL STRATEGIES

SCHOOL: Madison

SCHOOL YEAR: 2012-13

Improvement Goal: 3 Each year students in grades 3-5 will achieve a minimum of 2% gain in their target growth as measured by Acuity. Students in grades 3-5 demonstrating proficiency in Mathematics ISTEP+ will increase by 2% when students take the ISTEP in the spring of 2012 moving from an average of 91% to 93% by 2013.

Specific Strategies	Periodic Measure	Responsible Persons	Timeline	Costs
Students will work on basic skills and computation facts.	Timed tests and math assessments	Madison Staff and Parent volunteers	School year	None
Students will be invited to after school tutorial sessions.	Progress reports	Classroom teachers and teacher aides	School year	None additional
Students will utilize the Odyssey Program to work on math skills.	Classroom assessments	Classroom teacher	School year	None additional
Teachers will integrate writing into the math curriculum.	Weekly work	Classroom teacher	School year	None additional
Students will utilize the Everyday Math games to increase awareness of math concepts.	Weekly observation	Classroom teacher	School year	None
Math Pentathlon games will be used to emphasize problem solving skills.	Plan books	Classroom teachers	School year	None
Students will be taught math skills by differentiating curriculum using flexible grouping for enrichment and remediation needs.	Classroom assessments	Classroom teachers	School year	None
Students will utilize the assistance of a teacher aide with remediation groups.	Classroom performance and assessments	Classroom teachers	School year	None

INDIANA DEPARTMENT OF EDUCATION  
PROFESSIONAL DEVELOPMENT PROGRAM

DUE DATE: 28 September

School Information

School Name: MADISON ELEMENTARY SCHOOL \_\_\_\_\_

County/Corp/School# 71 / 7175 / 7341

Address: 66030 Dogwood Road \_\_\_\_\_  
(Street, P.O. Box)

Wakarusa, IN 46573 \_\_\_\_\_  
(City, State, Zip)

Phone: (574) 633-4531

Fax: (574) 633-4987

Name of Principal (Include Title): Aaron Leniski, Principal \_\_\_\_\_

Principal's e-mail address: aleniski@phm.k12.in.us \_\_\_\_\_

Grade levels included in school: Kindergarten through fifth grade \_\_\_\_\_



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.) Improvement Goal: 1 Each year students in grades 3-5 will achieve a minimum of 2% gain in their target growth as measured by Acuity. Students in grades 3-5 demonstrating proficiency in English/Language Arts ISTEP+ will increase by 2% when students take the ISTEP in the spring of 2013 moving from an average of 91% to 93%.

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

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

Activity	Intended Audience (Stakeholders)	Person Responsible	Collaborative Partners Needed	Time Line (Include completion date)	Resources (People, material, time)		
					Need	Have	
Peer Coaching/ Mentoring	Administrators, teachers, and support staff	Literacy Coach		Immediate and on-going	Time Consultants	✓	✓
Collaboratively Examining Student Work	Administrators, Teachers	Administrator, Teachers		Immediate and on-going	Release time if budget allows	✓	
Staff Meetings	Administrators, Teachers, Support Staff	Administrator, Reading Committee		Monthly	Staff meetings, planning time	✓	
Grade level meetings	Teachers	Teachers		Weekly	Planning time	✓	

\*See definitions page

FORM D

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.) Improvement Goal: 2 Each year students in grades 3-5 will achieve a minimum of 2% gain in their target growth as measured by Acuity. The percentage of students demonstrating proficiency in Writing Applications in English/Language Arts ISTEP+ will increase by 2% from 85% to 87% by 2013.

District Goal to Which Improvement Goal is Aligned: All students will read at grade level by the end of 3rd grade.

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

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

<u>Activity</u>	<u>Intended Audience (Stakeholders)</u>	<u>Person Responsible</u>	<u>Collaborative Partners Needed</u>	<u>Time Line (include completion date)</u>	<u>Resources (People, material, time)</u>	
					Time	Need Have
Peer Coaching/ Mentoring	Administrators, teachers, and support staff	Literacy Coach		Immediate and on-going	Time Consultants	✓
Collaboratively Examining Student Work	Administrators, Teachers	Administrator, Teachers		Immediate and on-going	Release time if budget allows	✓
Staff Meetings	Administrators, Teachers, Support Staff	Administrator, Reading Committee		Monthly	Staff meetings, planning time	✓
Grade level meetings	Teachers	Teachers		Weekly	Planning time	✓

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.) Improvement Goal: 3 Each year students in grades 3-5 will achieve a minimum of 2% gain in their target growth as measured by Acuity. Students in grades 3-5 demonstrating proficiency in Mathematics ISTEP+ will increase by 2% when students take the ISTEP in the spring of 2012 moving from an average of 91% to 93% by 2013.

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

Activity	Intended Audience (Stakeholders)	Person Responsible	Collaborative Partners Needed	Time Line (Include completion date)	Resources (People, material, time)	
					Need	Have
Peer Coaching/ Writing Mentor	Administrators, Teachers and parents	Writing Mentors		Immediate and ongoing	Professional materials Writing Supplies Time	✓ ✓
Collaboratively Examining Student Work	Administrators, Teachers	Administrators, Teacher		Immediate and ongoing	Release time to examine student work as budget allows	✓
Staff Meetings	Administrators, Teachers,	Administrator and Teaching Writing Mentor		Monthly	Staff Meetings	✓
Grade Level Meetings	Teachers	Teachers		Weekly	Planning Time	✓

Training and Professional development	Administrators, Teachers, Support Staff, Parents	Math Committee		Immediate and On-going	Resources, Time	✓	✓
Math Resources	Administrators, Teachers, Parents	Administrators, Teachers		Immediate and on-going	Parent support materials	✓	
Staff Meetings	Administrators, Teachers	Administrators, Academic Committee members		Monthly	Staff meetings, planning time, possible release time	✓	
Grade level meetings	Teachers	Teachers		Every other week	Planning time	✓	

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:

Improvement Goal: 1 Each year students in grades 3-5 will achieve a minimum of 2% gain in their target growth as measured by Acuity. Students in grades 3-5 demonstrating proficiency in English/Language Arts ISTEP+ will increase by 2% when students take the ISTEP in the spring of 2013 moving from an average of 91% to 93%.

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

See attached appendix A

Goal will be reviewed and revised as necessary

The Continuous School Improvement Team at Madison will change summary of data and evidence at regular meetings.

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

Students will develop a positive attitude toward reading and will be able to read fluently and read with understanding. Students will become proficient in domains such as making inferences, summarizing, explaining, and synthesizing.

Teachers will be informed, observant, and responsive to students' needs in the reading process. This will occur through professional development for teachers in knowledge of and interpretation of current reading research, through the learning of various reading strategies, and through the observing and evaluation of young readers.

Alternative ways to communicate with parents will be examined, informative newsletters that parents can easily access and understand will be provided, learning events in the area of reading will be made visible to families, and parents will be informed of the importance of their role in their child's reading and achievement.

Madison School has published a current list of interventions and enrichment activities; most of them addressing the area of reading.

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.)

-Analysis of Dibels Reading Inventory for first and second graders.

-Data from Acuity Tests

-Data from teacher assessments (Focused Instruction Tutorial Assessments, ISTEP, and the Indiana Reading Inventory

**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#** 2 From your school improvement plan

Statement of School Goal:

Improvement Goal: 2 Each year students in grades 3-5 will achieve a minimum of 2% gain in their target growth as measured by Acuity. The percentage of students demonstrating proficiency in Writing Applications in English/Language Arts ISTEP+ will increase by 2% from 85% to 87% by 2013.

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

See attached appendix A

To ensure continuous progress toward this goal all teachers in grades K-5 will assess student writing with a common prompt and score such writing with the district rubric twice each year. In addition, students will be asked to do writing sample at least once a month. The writing sample could be a simple report about a field trip, school project, or personal experience or thank you letter. Scores of those students reaching a 4 or higher will be reported. Student scores in writing will be analyzed for growth within a grade level and growth by an individual student over time. Teachers will meet in grade level teams to analyze student work and share best practices used for instructing writing and grading written work at least once per month. Some of this exchange will happen during regularly scheduled team meetings and during a shared lunch period. Best practices and successful strategies will be shared within the building by grade levels and across the school district through grade level and an intranet web page. Teachers will be encouraged to collaborate on the analysis of the routine writing samples where students pay particular attention to the two key traits for the given year.

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

Students will develop a positive attitude toward writing while gaining understanding of how to become a better writer. With focused instruction from the teachers on each trait, the students will be better able to understand the core components that make up good writing.

Emphasis will be placed on the development of knowledge and skills in the teaching of writing so that all students can perform at high levels. This will occur through training of teachers for scoring, and heightened expectations for quality, which will help define the benchmark/standard for student writing proficiency.

Information will be shared with parents to explain district writing rubric. In addition, parents will gain writing knowledge of the 6+1 traits through optional informational training sessions and conferences.

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?

-Continued analysis of ISTEP writing scores.

-Data from teacher scored on randomly selected student-writing samples.

-Data from teacher assessed student papers.

FORM E

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# 3** From your school improvement plan

Statement of School Goal:

Improvement Goal: 3 Each year students in grades 3-5 will achieve a minimum of 2% gain in their target growth as measured by Acuity. Students in grades 3-5 demonstrating proficiency in Mathematics ISTEP+ will increase by 2% when students take the ISTEP in the spring of 2012 moving from an average of 91% to 93% by 2013.

- I. Summary of data and evidence upon which this goal was based.  
See Appendix (A) specifically Acuity Mathematics

To ensure continuous progress toward this goal all teachers in grades K-5 will assess student mathematics scores after each unit test and after the completion of Acuity/mclass Dibels testing. Students will have the opportunity to utilize the Everyday Math games and Math Pentathlon to reinforce problem solving in mathematics. Teachers will encourage writing in the area of mathematics and students will utilize additional time in the area of computation.

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

Students will develop a deeper understanding of how to write in the area mathematics and be able to describe how to they obtained their answers on math problems. Teachers will receive additional strategies to teach students computation skills.

- 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?

Continued analysis assessment data  
Data from Acuity Tests  
ISTEP

Data from teacher assessments (Focused Instruction Tutorial Assessment)



### SURVEY INFORMATION

The following information is needed by the Indiana Department of Education. It will be used to identify the best practices to share with other schools. **THE ANSWERS WILL NOT BE PART OF THE SCORING RUBRIC FOR YOUR GRANT.**

**Your cooperation in answering these two questions is greatly appreciated.**

**Please limit your answers to one page and do not use less than a ten-point font.**

1. Will time be organized differently in your school to accommodate professional development? If so, how?

According to the National Education Association's Special Committee on Time Resources, the single most important resource for effective school improvement is time with colleagues. District curriculum committee meetings occur during the school day, as well as before or after school. Stipends are also granted for curriculum work after school hours and during the summer. Within the corporation, release time is provided for teachers willing to act as mentors for curricular committees (math, writing, reading, technology). In addition, district elementary grade level meetings occur twice yearly. All elementary teachers are released one half-day per semester to discuss issues pertinent to curriculum within specific grade levels. All schools within Penn-Harris-Madison have leadership teams that are devoted to meeting school improvement goals.

Within each building staff meetings are held on a regular basis with the focus being individual school improvement goals. Contractual staff meeting time will be used for staff development activities, such as reviewing student work, analyzing standards, discussing curriculum issues, etc. A priority is to give large blocks of uninterrupted instructional time while also providing collaborative planning time for teachers. For these reasons, time has been organized in the following ways: physical education, music and library classes are scheduled back to back within grade level teams. During this time classroom teachers meet twice weekly for focused discussion on children's work and instruction.

At least once a week the building administrator will provide 45 minutes of planning time in order for the teachers to collaborate, plan and organize flexible literacy groups.

Four times a year curriculum based assemblies are scheduled for the students. Teaching assistants will accompany students to these assemblies allowing classroom teachers to attend a study group focused on instructional practices.

## Survey Information (cont'd)

2. How will technology be used in your professional development? (This refers to technology used as a delivery system for professional development and/or helping staff use technology in instruction.)

A district technology coordinator aides in providing customized training at all schools to meet individual and small group needs. A corporation system is in place that gathers, records and analyzes data related to student achievement in order to make instructional decisions. Technology as a learning tool is outlined in a three-year technology plan, which has been formulated by School Technology Committees in order to enhance and align the development and integration of technology with the Continuous School Improvement Plan. Each grade level will develop a plan for using computers in their classrooms and lab which will best support their curriculum and give students practice in the necessary skills to support their assessed needs. Continued in-service for staff in the Odyssey software will permit us to maximize the capabilities of Odyssey with the students.

At Madison Elementary School, all students and staff have access to a variety of technology tools including building wide networked computers, whole school WIFI, overhead and digital projectors, document cameras, a digital camera, color printer, DVD players, laser disks/player, TV/VCR, LCD Data Projector, walkie-talkies, video camera, amplifier box, microphone mixer, sound boxes, video mix and live switcher, Safari Montage, and security cameras. In the computer lab, students work on curriculum projects that are aligned to state and corporation standards and objectives. Technology will support Madison's goals of improving written communication, reading comprehension and math skills as they relate to the corporation and state standards.

Computers are used to enhance instruction in a number of ways at Madison. Teachers create and use computer-generated assessments designed to provide timely feedback regarding student achievement. This allows teachers to focus on data when identifying students in need of early interventions. Students in grades K-1 use phonemic software such as Earobics and Lexia Primary Reading to improve decoding skills. Students in grades 3-5 demonstrate growth using Acuity testing, 6+1 Writing Rubric and Accelerated Reader software. This data helps teachers make decisions regarding flexible grouping to further target student needs. Students in grades 3-5 receive formal instruction in keyboarding and using word processing programs. Multiage students use the NASA website "Star Child" to extend learning about astronomy, and Kindergarten age children create alphabet books using Kid Pix and Odyssey programs. At many grade levels the internet is used for research and prewriting activities. All students K-5 visit the lab weekly where they often use Odyssey, a software program that encompasses a wide variety of instructional reading and math skills for elementary students. This software is also available on classroom computers and is used as a component of differentiated learning centers. Teachers have been encouraged to integrate this software into their instructional and assessment plans.

Teachers and staff record and analyze data that is collected and stored on the network in spreadsheets, such as Pinnacle, 6+1 Writing Rubric and Focus Instruction results. Using computers, teachers are able to disaggregate data indicating patterns of students' strengths and weaknesses. Team and grade level meetings are then devoted to discussing strategies identified as areas of concern.

2012-13  
Penn Harris Madison School Improvement  
Process Timeline

September 2012  
October 2012

Principal meets with School Improvement committee to confirm membership and fill vacancies as per PHMTA Agreement

November 2012

School Improvement Committee reviews previous School Improvement and Professional Development Plan and evaluates progress made toward original goals set in current plan.

December 2012

An 'All Principals' focused work session will be held to share progress and procedures, and questions and concerns, regarding the development of the plans.

School Improvement Committee reviews accountability legislation, NCLB, district goals, state curriculum standards, historical and current assessment data. School Climate Survey conducted.

January 2013

School Improvement Committee selects new goals or revises previous goals and begins first draft of School Improvement and Staff Development plan using the district approved template.

April 2013

Drafts are submitted to Heather Short for cabinet review. PHMTA reviews Professional Development portion of plan as required by PL221.

May 2013

Draft Plans are returned to School Improvement Committees for revision if necessary or completion of final product.

# APPENDIX (A)

## **PHM Mission Statement**

Our mission is to provide an educational environment for students to reach their highest academic achievement. We will prepare them to be responsible, healthy, contributing citizens who have acquired the skills to be lifelong learners ready to adapt to a changing world.

## **PHM Vision**

Our curriculum is clearly defined, rigorous, integrated with technology, frequently assessed to reach every student, and supported by innovative teaching strategies.

Our students are lifelong learners who demonstrate creativity, analytical problem-solving, and are engaged in positive social, emotional and healthy life skills.

Our school climate is the result of communication and collaboration among the administration, parents, teachers, staff and students. A safe and personalized learning environment in our schools nurtures the whole child.

Our personnel are highly trained individuals who model innovative best practices in all areas of their job assignment. Continuous opportunities for professional development are provided to support their performance at the highest level.

Our creative and visionary leadership team exhibits responsible fiscal management that is committed to our mission and is accountable to the community.

Our corporation seeks to collaborate with the greater Penn-Harris-Madison community in support of our mission.

## **PHM Values**

We value learning as a priority and challenge all students to excellence through a continuous improvement model.

We provide a healthy, safe, respectful and nurturing learning environment.

We support continuous professional growth of a quality staff.

We model a collaborative relationship between students, staff, and parents.

We value community partnerships.

We respect the uniqueness of each student.

We demonstrate fiscal responsibility in support of our mission.

## **PHM Goals**

Annually, all students will achieve proficiency as measured by state standards *in core academic areas* through multiple assessments.

Annually, all students will demonstrate continuous academic progress through multiple assessments.

All 10<sup>th</sup> grade students will demonstrate mastery of the proficiencies on the Graduation Qualifying Exam.

Annually, expenditures will not exceed revenues as measured by the certified budget.

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### **P-H-M Profile of a Graduate**

#### **Be an effective communicator both technically and personally who:**

- Reads and comprehends written materials.
- Communicates thought, ideas and information through writing.
- Applies active listening skills.
- Communicates thoughts, ideas and information through speaking.
- Uses technology as a tool for communication.

#### **Be a problem-solver who:**

- Uses basic and advanced academic skills to solve problems.
- Uses higher order thinking skills.
- Collects, analyzes and assesses information related to problems.
- Develops and evaluates possible solutions.  
Chooses and implements solutions.

#### **Be an effective contributor who:**

- Expresses own ideas.
- Possesses skills to be an independent thinker and cooperative worker.
- Solves problems as a contributing member of the group.
- Uses leadership skills.

#### **Be a lifelong learner and contributing member of society who:**

- Consistently produces a quality effort.
- Is self-disciplined and can develop and implement plans based upon established criteria.
- Has a positive and healthy self-concept.
- Knows how to acquire and apply new knowledge and skills.
- Possesses a global awareness.
- Models good citizenship and contributes to the community.
- Understands the changing world of work and how to acquire the necessary real life skills to remain productive for a lifetime.
- Respects the worth, rights and feelings of others.

# APPENDIX (B)

ELEMENTARY SCHOOL - Madison Elementary School

DEMOGRAPHIC & ACHIEVEMENT DATA - Tier 1 Indicators, 5-year collection

FALL ADM ENROLL- MENT	2008	2009	2010	2011	2012
Full Day Kgn	21	29	20	18	34
Grade 1	21	24	30	22	17
Grade 2	22	16	24	28	22
Grade 3	27	24	18	22	30
Grade 4	18	29	24	15	22
Grade 5	25	21	27	22	16

Figures in the ISTEP table below reflect percent of students who passed.

I S T E P		FALL 2008	SPR 2009	SPR 2010	SPR 2011	SPR 2012
GRADE 3 English / Language Arts	SCHOOL	89	86	91	100	91
	DISTRICT	81	82	89	89	91
	STATE	74	74	80	82	84
GRADE 3 Mathematics	SCHOOL	89	79	82	93	82
	DISTRICT	79	81	85	86	87
	STATE	70	72	76	78	78
GRADE 3 Writing Applications (Standard 5)	SCHOOL	89	86	91	93	100
	DISTRICT	83	84	88	78	79
	STATE		76	80	61	63
GRADE 3 Language Conventions (Standard 6)	SCHOOL	93	86	95	100	91
	DISTRICT	83	83	89	89	89
	STATE		75	80	86	87
GRADE 4 English / Language Arts	SCHOOL	83	76	81	92	100
	DISTRICT	82	82	86	89	89
	STATE	73	73	78	80	80
GRADE 4 Mathematics	SCHOOL	72	71	81	92	100
	DISTRICT	82	80	85	85	88

	STATE	74	70	76	77	77
GRADE 4	SCHOOL	78	71	88	79	100
Writing Applications	DISTRICT	82	84	89	75	68
(Standard 5)	STATE		75	81	58	82
GRADE 4	SCHOOL	83	76	88	88	100
Language Conventions	DISTRICT	82	83	88	93	92
(Standard 6)	STATE		74	81	88	87
GRADE 4	SCHOOL			85	96	100
Science	DISTRICT			80	84	88
	STATE			75	75	77
GRADE 5	SCHOOL	88	92	85	88	82
English /	DISTRICT	83	83	82	83	90
Language Arts	STATE	74	70	71	74	76
GRADE 5	SCHOOL	92	100	85	92	95
Mathematics	DISTRICT	87	88	90	91	95
	STATE	77	76	81	85	84
GRADE 5	SCHOOL	72	92	90	88	95
Writing Applications	DISTRICT	85	85	83	80	81
(Standard 5)	STATE	83	73	74	66	70
GRADE 5	SCHOOL	84	88	85	92	95
Language Conventions	DISTRICT		83	85	93	95
(Standard 6)	STATE		72	76	89	91
GRADE 5	SCHOOL	56	76	65	84	86
Social Studies	DISTRICT		66	71	74	80
	STATE	65	60	64	66	66

# APPENDIX (C)

**\*\*PHM School Corporation will submit plan.**

## APPENDIX (D)

### INTERVENTIONS

#### **Ways and means of Madison School providing interventions for our students:**

- Classroom teacher modified instruction based on varying student ability.
- Focused Instruction Time (FIT) - Tutorial sessions for specific skills not mastered in reading and/or math. Grouped by need
- Earobics – computer program for phonemic awareness with Mrs. Powell in computer lab
- Summer school
- Offer a Summer Bridges Activities consumable Book (150 pages)– provided at discount price. Specific Skills Booklets
- Parent Volunteers for Enrichment and Tutoring
- Lindamood Phoneme Sequencing (LiPS) Program - foundation for phonics instruction for K-1
- Odyssey Lab– Skill groups of less than 10 with teacher aide during the school day
- Provide a list of potential personal tutors who have responded to our fall survey to parents who inquire (sometimes parents contact high school students)
- Suggestions provided at Parent Teacher Conferences in fall
- After School Study Room held twice per year for recommended students
- Peer tutoring in selective situations
- Wilson Approach to Reading with trained instructors
- Lexia Primary Reading Program (K-2)

### **High Ability**

#### **Ways and means of Madison School providing enrichment for our students:**

- Focused Instruction Time (FIT) – daily for enrichment activities
- Staff is providing an Enrichment Plus grouping of students (gr. 3-5) who **consistently** would not be involved in tutorial activities for reading and/or math during FIT
- Classroom teacher differentiate assignments/expectations
- Special Projects/Assignments (sometimes using computer software)
- Science Fair/Learningsphere each grade level, optional for K-3 and all grade 4 and 5
- Art Smart (Art appreciation and experiences) provided by parent volunteers (K-5)
- Panther PM enrichment classes, sponsored by PTO, offered to all students twice each year.