

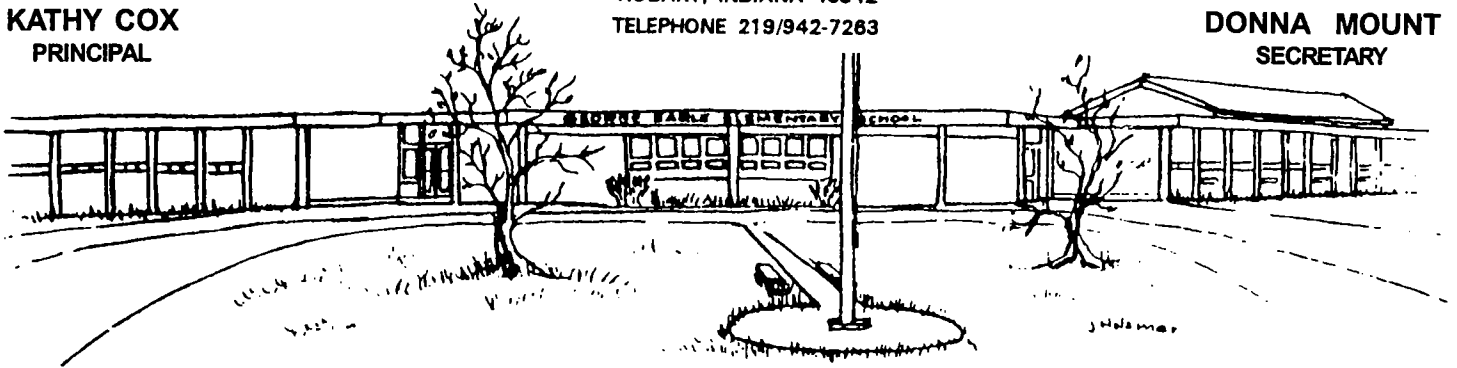


GEORGE EARLE ELEMENTARY SCHOOL

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April 21, 2006

To: Dr. Peggy Buffington
From: Kathy Cox *KC*

The George Earle School staff reviewed and revised our school improvement action plan. This plan reflects our current instruction and assessment practices.

Goals did not change.

Reading and writing interventions and activities were rewritten to reflect school wide implementation of reading and writing workshop – balanced literacy.

Intervention and activities were added to reading, writing, and mathematics goals to address increasing academic learning time.

Mathematics interventions and activities were reviewed and revised to reflect current instruction.

SCHOOL IMPROVEMENT ACTION PLAN

George Earle Elementary School

Goal: All students will improve their reading skills across the curriculum.

<p>Support Data (from the Profile): GE School Improvement Plan Pages: 12-23, 28, 32-45</p>	<p>Standardized Assessments: ISTEP+ NWEA</p>	<p>Local Assessments: DRA Running Records and Anecdotal Records Standards Based Assessment</p>	<p>Research/Best Practice Sources: <u>Best Practices</u> by Steven Zemelman, Harvey Daniels, Arthur Hyde</p>							
<p>Intervention: Students will receive balanced literacy instruction daily through a variety of texts at their instructional level.</p>										
<p>Activities to implement the intervention:</p> <p>A. Students will develop effective strategies for processing texts through daily Reading Workshop.</p> <ol style="list-style-type: none"> 1. Teachers will clearly state the teaching point in the mini-lesson and model a specific skill or strategy that good readers use. 2. Students will practice a skill or strategy during the daily mini-lesson. 3. Students will participate in an independent reading time daily. 4. Teachers will confer with individual students or pull together small groups of students who need the same kind of support for guided reading or strategy lesson groups. 5. Students will talk with partners in ways that support each other's comprehension. 6. Teachers will confer with student partnerships to support and extend the work the students are doing together. 7. Students will gather to share how they incorporated the ideas of the day's mini-lesson into their work or to share their new insights or discoveries. 8. Teachers will facilitate discussion by asking students to share with a partner, retell, a conference or demonstrate a mini-lesson. 	<p>Person(s) Accountable:</p> <p>Principal, K-5 Teachers, Reading Teachers, LRE Facilitator, and Students</p>	<table border="1" style="width: 100%;"> <thead> <tr> <th colspan="2" style="text-align: center;">Timeline</th> </tr> <tr> <th style="width: 50%;">Begin</th> <th style="width: 50%;">End</th> </tr> </thead> <tbody> <tr> <td style="height: 100px;"></td> <td></td> </tr> </tbody> </table>	Timeline		Begin	End			<p>Resources:</p> <p>rwproject.tc.columbia.edu www.lexile.com classroom library with a variety of leveled genres <u>Growing Readers</u> by Kathy Collins <u>The Art of Teaching Reading</u> by Lucy Calkins <u>Revisiting the Reading Workshop</u> by Barbara Orehovec and Marybeth Alley</p>	<p>Staff Activities</p> <p>Teachers will participate in:</p> <ul style="list-style-type: none"> • Reading Workshop Training from Teachers College, Columbia University, NY. • training to differentiate instruction through individual conferences. • Book Studies to learn more about teaching children using Reading Workshop. • DRA training to effectively use this assessment tool. • training to effectively use Running Records as an assessment tool. • technology trainings for available software that can be used to enhance reading instruction. • Staff Sharing twice a month to encourage each other and share ideas.
Timeline										
Begin	End									

<p>E. Teachers will instruct students daily using curriculum that is aligned to the Indiana Academic Standards:</p> <ul style="list-style-type: none"> • Standard 1 – Word Recognition, Fluency, and Vocabulary Development • Standard 2 – Reading Comprehension • Standard 3 - Literary Response and Analysis • Standard 7 – Listening and Speaking Skills, Strategies, and Applications 	<p>Principal, K-5 Teachers, Students, and Administrators</p>		<p>Curriculum Guides, Standards Books, and Standards Based Lessons and Assessments</p>	
<p>F. Students will participate in daily curriculum instruction that is aligned to the Indiana Academic Standards:</p> <ul style="list-style-type: none"> • Standard 1 – Word Recognition, Fluency, and Vocabulary Development • Standard 2 – Reading Comprehension • Standard 3 - Literary Response and Analysis • Standard 7 – Listening and Speaking Skills, Strategies, and Applications 	<p>Principal, K-5 Teachers, Students, and Administrators</p>		<p>Curriculum Guides, Standards Books, and Standards Based Lessons and Assessments</p>	
<p>G. Parents will be invited to participate in informational meetings and dialogue with teachers about the Indiana Academic Standards:</p> <ul style="list-style-type: none"> • Standard 1 – Word Recognition, Fluency, and Vocabulary Development • Standard 2 – Reading Comprehension • Standard 3 - Literary Response and Analysis • Standard 7 – Listening and Speaking Skills, Strategies, and Applications 	<p>Principal, K-5 Teachers, Students, Parents, and Administrators</p>		<p>Curriculum Guides, Standards Books, and Standards Based Lessons and Assessment</p>	

SCHOOL IMPROVEMENT ACTION PLAN

George Earle Elementary School

<p>Goal: All students will improve their writing skills across the curriculum.</p>							
<p>Support Data (from the Profile): GE School Improvement Plan Pages 3, 12-23, 28, 32-34</p>	<p>Standardized Assessments: ISTEP+ NWEA</p>	<p>Local Assessments: Writing Prompts using ISTEP Rubrics Standards Based Assessment</p>					
<p>Intervention: Students will receive balanced literacy instruction daily in writing at their instructional level.</p>							
<p>Activities to implement the intervention:</p> <p>A. Students will develop effective strategies for writing through daily Writing Workshop.</p> <ol style="list-style-type: none"> Teachers will clearly state the teaching point in the mini-lesson and model a specific skill or strategy that good writers use. Students will practice a skill or strategy during the daily mini-lesson. Teachers will model and use the language good writers use. Students will participate in an independent writing time daily. Teachers will confer with individual students or pull together small groups of students who need the same kind of support for writing strategies. Students will talk with partners in ways that support each others' writing. Teachers will confer with student partnerships to support and extend the work the students are doing together. Students will gather to share how they incorporated the ideas of the day's mini-lesson into their work. 	<p>Person(s) Accountable:</p> <p>Principal, K-5 Teachers, LRE Facilitator, and Students</p>	<p>Timeline</p> <table border="1"> <tr> <td style="width: 50%; text-align: center;">Begin</td> <td style="width: 50%; text-align: center;">End</td> </tr> <tr> <td style="height: 100px;"></td> <td style="height: 100px;"></td> </tr> </table>	Begin	End			<p>Resources:</p> <p>rwproject.tc.columbia.edu</p> <p><u>Primary Units of Study</u> by Lucy Calkins</p> <p><u>The Art of Teaching Writing</u> by Lucy Calkins</p> <p><u>Writing Workshop</u> by Ralph Fletcher</p> <p><u>The Writing Workshop</u> by Katie Wood Ray</p> <p>Available Software</p> <p>ISTEP+ Rubrics</p> <p>Blackburn-Cramp</p>
	Begin	End					
		<p>Staff Development Activities</p> <p>Teachers will participate in:</p> <ul style="list-style-type: none"> Writing Workshop Training from Teachers College, Columbia University, NY. training to differentiate instruction through individual conferences. Book Studies to learn more about teaching children using Writing Workshop. technology trainings for available software that can be used to enhance reading instruction. Staff Sharing twice a month to encourage each other and share ideas. 					

<p>D. Students will know and use the common language of the universal writing traits.</p> <ol style="list-style-type: none"> 1. Students will read, score, and discuss anonymous sample papers using rubrics for any given trait. <ul style="list-style-type: none"> • Students will work with teacher and peers to assess a paper through teacher modeling. • Students will score papers individually and then discuss their scores with a partner or in a small group to resolve discrepancies by using a scoring rubric. 2. Students will practice and rehearse focused revision. <ul style="list-style-type: none"> • Students will discuss suggestions for revision. • Students will work with a partner to revise for one trait. • Students will revise all or part of a weak paper for the trait discussed. • Students will rehearse the process of revision in small groups. • Students will receive scores on at least two papers annually with an analysis focusing on grade level appropriate universal writing traits. 3. Parents will be encouraged to review writing pieces using guidelines provided by the school. 	<p>Principal, K-5 Teachers, and Students</p>			<p>WriteSource and WriteTraits</p>	
<p>E. Teachers will instruct students daily using curriculum that is aligned to the Indiana Academic Standards:</p> <ul style="list-style-type: none"> • Standard 4 – Writing Process • Standard 5 – Writing Application • Standard 6 – Written English Language Conventions • Standard 7 – Listening and Speaking Skills, Strategies, and Applications 	<p>Principal, K-5 Teachers, Students, and Administrators</p>			<p>Curriculum Guides, Standards Books, and Standards Based Lessons and Assessments</p>	

SCHOOL IMPROVEMENT ACTION PLAN

George Earle Elementary School

<p>Goal: All students will improve their writing skills across the curriculum.</p>				<p>Local Assessments: Writing Prompts Standards Based Assessment</p>	
<p>Support Data (from the Profile): GE School Improvement Plan Pages 3, 12-23, 28, 32-34</p>		<p>Standardized Assessments: ISTEP+ NWEA</p>		<p>Research/Best Practice Sources: <u>Best Practices</u> by Steven Zemelman, Harvey Daniels, Arthur Hyde</p>	
<p>Intervention: Students will participate in programs to increase their academic learning time.</p>					
<p>Activities to implement the intervention:</p>					
<p>A. All subgroups will participate in the Focused Leveled Instruction Program (FLIP) based on assessment.</p>	<p>Principal, K-5 Teachers, Students, and Administrators</p>	<p>Principal, K-5 Teachers, Students, and Administrators</p>	<p>Begin</p>	<p>End</p>	<p>Resources: Great Source: Afterschool Achievers Reading Club ISTEP+ Rubrics Blackburn-Cramp</p>
<p>B. All subgroups will participate in summer school based on assessment.</p>	<p>Principal, K-5 Teachers, Students, and Administrators</p>	<p>Principal, K-5 Teachers, Students, and Administrators</p>			
<p>C. The Hispanic subgroup will participate in an ESL pull out program based on assessment.</p>	<p>Principal, ESL Teachers, Students, and Administrators</p>	<p>Principal, ESL Teachers, Students, and Administrators</p>			
<p>D. Eligible Kindergarten students will receive full day instruction based on assessment.</p>	<p>Principal, Kindergarten Teachers, and Students, and Administrators</p>	<p>Principal, Kindergarten Teachers, and Students, and Administrators</p>			
<p>Staff Development Activities</p>					

<p>E. Students will explain problem solving strategies orally several times a week.</p> <p>F. Students will use a variety of problem solving strategies (i.e. make a graph, draw a picture, act it out, work backwards, use logical reasoning, find a pattern, guess and check, make it simpler) and apply them appropriately.</p> <p>G. Parents will assist the students with weekly math homework.</p> <p>H. Teachers will instruct students daily using curriculum that is aligned to the Indiana State Standards:</p> <ul style="list-style-type: none"> • Standard 1 – Number Sense • Standard 2 – Computation • Standard 3 – Algebra and Functions • Standard 4 – Geometry • Standard 5 – Measurement • Standard 6 (Grades 4-5) – Data Analysis and Probability • Standard 7 (or 6 for Grades K-3) – Problem Solving • Learning Skill – Communication (woven through standards) • Learning Skill – Reasoning and Proof (woven through standards) 	<p>Principal, K-5 Teachers, and Students</p> <p>Principal, K-5 Teachers, and Students</p> <p>Principal, K-5 Teachers, Parents, and Students</p> <p>Principal, K-5 Teachers, and Administrators</p>		<ul style="list-style-type: none"> • The Graph Club • Neighborhood Map Machine <p>Inquiry Math</p> <p>Curriculum Guides, Standards Books, and Standards Based Lessons and Assessments</p>	
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SCHOOL IMPROVEMENT ACTION PLAN

George Earle Elementary School

Goal: All students will improve their mathematics skills across the curriculum.

Support Data (from the Profile): GE School Improvement Plan Pages 3, 12-15, 20-34	Standardized Assessments: ISTEP+ NWEA	Local Assessments: Standards Based Assessment
<p>Intervention: Students will participate in activities to increase their ability to collect, organize, display, and analyze real world data.</p>		
<p>Activities to implement the intervention:</p>		
Person(s) Accountable:	Timeline	
	Begin	End
<p>A. Teachers will model the collection of real world data (i.e. lunch preferences, favorites, attendance, subject/assignment scores) weekly for the students.</p>		
<p>B. Students will collect real world data (i.e. lunch preferences, favorites, attendance, subject/assignment scores) at least twice a month</p>		
<p>C. Students will participate in a daily Math Meeting, which incorporates a variety of skills, such as calendar, weather, money, time, problem solving, patterning, and mental math.</p>		
<p>D. Teachers will utilize a variety of organizational tools (i.e. tally charts, graphic organizers, and computer software) in compiling data with the students.</p>		
<p>E. Students will utilize a variety of organizational tools (i.e. tally charts, graphic organizers, and computer software) in compiling data.</p>		
	<p>Resources: Saxon Math Available Software • Millie's Math House • Math Keys Whole Numbers Vol. I-II • Math Keys Measurement Vol. I-II • Math Keys Geometry Vol I-II • Math Keys Probability Vol I-II • Math Keys Fractions and Decimals</p>	<p>Research/Best Practice Sources: NCTM McREL</p> <p>Staff Development Activities</p> <p>Teachers will participate in: • training by Saxon personnel on teaching math skills through a variety of problem solving situations. • Purdue Math Workshops. • Staff Sharing twice a month to encourage each other and share ideas. • computer software training.</p>

<p>J. Parents will be invited to participate in informational meetings and dialogue with teachers about the Indiana State Standards:</p> <ul style="list-style-type: none">• Standard 1 – Number Sense• Standard 2 – Computation• Standard 3 – Algebra and Functions• Standard 4 – Geometry• Standard 5 – Measurement• Standard 6 (Grades 4-5) – Data Analysis and Probability• Standard 7 (or 6 for Grades K-3) – Problem Solving• Learning Skill – Communication (woven through standards)• Learning Skill – Reasoning and Proof (woven through standards)	<p>Principal, K-5 Teachers, Parents, and Administrators</p>		<p>Curriculum Guides, Standards Books, and Standards Based Lessons and Assessments</p>	
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<p>G. Students will be exposed to a variety of written practice activities, which focus on content, process, and affective/attitudinal thoughts.</p> <p>H. Students will be exposed to additional mathematic vocabulary through various genres in literature.</p> <p>I. Parents will be informed about the current problem solving strategies being used in the classroom.</p> <p>J. Teachers will instruct students daily using curriculum that is aligned to the Indiana State Standards:</p> <ul style="list-style-type: none"> • Standard 1 – Number Sense • Standard 2 – Computation • Standard 3 – Algebra and Functions • Standard 4 – Geometry • Standard 5 – Measurement • Standard 6 (Grades 4-5) – Data Analysis and Probability • Standard 7 (or 6 for Grades K-3) – Problem Solving • Learning Skill – Communication (woven through standards) • Learning Skill – Reasoning and Proof (woven through standards) 	<p>Principal K-5 Teachers</p> <p>Principal K-5 Teachers</p> <p>Principal K-5 Teachers</p> <p>Principal, K-5 Teachers, and Administrators</p>		<ul style="list-style-type: none"> • The Graph Club • Neighborhood Map Machine <p>Inquiry Math</p> <p>sets of books about math topics</p> <p>Curriculum Guides, Standards Books, and Standards Based Lessons and Assessments</p>	
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SCHOOL IMPROVEMENT ACTION PLAN

George Earle Elementary School

Goal: All students will improve their mathematics skills across the curriculum.

<p>Support Data (from the Profile): GE School Improvement Plan Pages 3, 12-15, 20-34</p>	<p>Standardized Assessments: ISTEP+ NWEA</p>	<p>Local Assessments: Standards Based Assessment</p>	
<p>Intervention: Students will participate in programs to increase their academic learning time.</p>			
<p>Activities to implement the intervention:</p>	<p>Person(s) Accountable:</p>	<p>Timeline Begin End</p>	<p>Resources: Staff Development Activities</p>
<p>A. All subgroups will participate in the Focused Leveled Instruction Program (FLIP) based on assessment.</p>	<p>Principal, K-5 Teachers, Students, and Administrators</p>		<p>Great Source: Afterschool Achievers Math Club</p>
<p>B. All subgroups will participate in summer school based on assessment.</p>	<p>Principal, K-5 Teachers, Students, and Administrators</p>		
<p>C. The Hispanic subgroup will participate in an ESL pull out program based on assessment.</p>	<p>Principal, ESL Teachers, Students, and Administrators</p>		
<p>D. Eligible Kindergarten students will receive full day instruction based on assessment.</p>	<p>Principal, Kindergarten Teachers, Students, and Administrators</p>		