



**Strategic and Continuous School Improvement Plan**

for

***Converse Elementary***

6073

**600 East Walnut Street, P.O. Box 489  
Converse, Indiana 46919**

**(765) 395-3560**

**FAX (765) 395-7830**

**for the period of  
July 1, 2011 to June 30, 2014**

*Submitted by:*

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**Valree Kinch  
Principal  
May 1, 2011**

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Converse Elementary School chose to adopt the continuous school improvement format similar to the North Central Association as its model for compliance with P.L.221. This decision was made following a review of other school improvement planning strategies and for the following reasons:

The NCA school improvement model

- is a continuous school improvement model;
- has a strong correlation with the plan components required by P.L.221;
- is supported by opportunities for professional development;
- has peer review as an integral component of the process;
- provides software for data analysis and the development of a school profile that facilitates consistent data gathering for each school;
- focuses on improved achievement for all students.

*Documentation of Compliance*

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***School Improvement Committee Membership***

- Jenny Kreitzer      - Support Staff
- Kim Hare            - Parent
- Brooke Cheek      - Parent
- Barb Kidd           - Community/Business Representative
- Teresa Hovermale   - Teacher
- Tanya O’Blenis     - Teacher
- Dana Schaal        -Teacher
- Stacie Hensley     - Teacher
- Valree Kinch        - Principal

**Certification of Superintendent's Review and Adherence to Timelines as  
Established by I.C.20-10.2-3-2**

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Step 1 – I.C.20-10.2-3-2 Sec.2.(a)

The committee, comprised of the building principal, administrators, teachers, parents, and community and business leaders, must submit a school's initial plan to the superintendent by March 1, of the school year before the year of implementation.

Valree Kinch  
*Signature of Building Principal*

February 29, 2011  
*Date of Submission for Superintendent Review*

Step 2 – I.C.20-10.2-3-2 Sec. 2. (a)(1)(2)(3)

The superintendent shall review the plan to ensure that the plan aligns with the school corporation's objections, goals, and expectations; and may make written recommendations of modifications to the plan to ensure the alignment and return plan and recommendations to the committee by April 1 of the school year before the year of implementation.

\_\_\_\_\_  
*Signature of Superintendent*

\_\_\_\_\_  
*Date of Return*

Step 3 – I.C.20-10.2-3-2 Sec. 2.(b)(c)

A school committee may modify the plan to comply with the recommendations made by the superintendent then shall submit the plan and the written recommendations of the superintendent to the governing body by May 1 of the school year before the school year before the year of implementation.

\_\_\_\_\_  
*Signature of Building Principal*

\_\_\_\_\_  
*Date of Submission for Board Review*

**Summary of Superintendent's Recommendations Per I.C.20-10.2-3-2 Sec. 2.(a)(1)**

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Written recommendations to ensure alignment with the school corporation's objectives.

Written recommendations to ensure alignment with the school corporation's goals.

Written recommendations to ensure alignment with the school corporation's expectations.

**Resolution of the Board of School Trustees to Adopt the Strategic and  
Continuous School Improvement Plan**

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This resolution is adopted by the Board of School Trustees for Oak Hill United School Corporation, Converse, Indiana.

WHEREAS a three year Strategic and Continuous School Improvement Plan has been developed and coordinated by the building principal with input from a committee of persons which included administrators, teachers, parents, and community and business leaders for Converse Elementary as required by I.C.20-10.2-3-1, and

WHEREAS, the Superintendent of Schools has, as required by I.C.20-10.2-3-2 Sec. 2 (a), reviewed the plan to ensure that the plan aligns with the school corporation's objectives, goals, and expectations, and

WHEREAS the governing body is required under I.C.20-10.2-3-2 Sec. 2(d) to review said plan, and

WHEREAS the governing body reviewed this plan on May 1, 2010, at the Office of the Superintendent of Schools, 1474 North 800 West-27 Box 550, Converse, In 46919.

THEREFORE BE IT RESOLVED that the governing body will submit this plan to the Indiana Department of Education as required under 511IAC 6.2-3-5 Sec. 5. and directs that a copy of this plan remain on file for public review in the Office of the Principal.

ATTEST:

BOARD OF SCHOOL TRUSTEES

\_\_\_\_\_  
*Joel Martin, Superintendent*

\_\_\_\_\_  
*Dana Biggs, President*

\_\_\_\_\_  
*Kevin Pearson, Vice-President*

\_\_\_\_\_  
*Ryan Smith, Secretary*

\_\_\_\_\_  
*Doug Daugherty, Member*

\_\_\_\_\_  
*Scott A. Dubois, Member*

\_\_\_\_\_  
*Steve Fagan, Member*

\_\_\_\_\_  
*Jerry Smith, Member*

**Documentation of the Annual Review of the Strategic and Continuous School Improvement Plan by the School Improvement Committee**

Have a majority membership of the School Improvement Committee sign on this page prior to the following dates: May 1, 2009; May 1, 2010; May 1, 2011

Certification of Annual Review
Date: 1/29/09

Certification of Annual Review
Date: 11-23-09

Certification of Annual Review
Date: 1-31-11

*Vance Kind*  
Principal

*Vance Kind*  
Principal

*Vance Kind*  
Principal

*Stacie Hensley*  
Committee Chairperson

*Stacie Hensley*  
Committee Chairperson

*Stacie Hensley*  
Committee Chairperson

*Dana Schaal*  
Committee Chairperson

*Dana Schaal*  
Committee Chairperson

*Dana Schaal*  
Committee Chairperson

*Deb G. Mann*  
Committee Member

*Dixie Harts*  
Committee Member

*Janet O'Brien*  
Committee Member

*Dixie Harts*  
Committee Member

*Brooke Cheek*  
Committee Member

*Brooke Cheek*  
Committee Member

*Janice Martin*  
Committee Member

*Janice Martin*  
Committee Member

*Kum Hare*  
Committee Member

*Jessica Hoovermale*  
Committee Member

*Stacie Hensley*  
Committee Member

*Jessica Hoovermale*  
Committee Member

*Janet O'Brien*  
Committee Member

*Barbara Kidd*  
Committee Member

*Barbara Kidd*  
Committee Member

*Janet O'Brien*  
Committee Member

*Janet O'Brien*  
Committee Member

*Janet O'Brien*  
Committee Member

## ***Description of Community, School and Educational Programs***

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### **Community Profile**

Oak Hill United School Corporation serves families in two east central Indiana counties. It occupies 115 square miles, basically in western Grant County, with one township in Miami County. Three primary towns are located in the district: Converse, Swayzee, and Sweetser. Smaller communities within the district are Amboy, Herbst, Jalapa, Mier and Sims. Two major highways, Indiana 18 and Indiana 13, provide quick, convenient access to Marion, Kokomo, Wabash and Elwood. The larger cities of Indianapolis, Fort Wayne, Muncie and Anderson are each within about an hour travel time.

Many churches, clubs, and civic organizations enrich the lives of Oak Hill citizens. They contribute immensely to the spiritual and social well being of community residents. Two nearby reservoirs, Mississinewa and Salamonie, provide excellent opportunities for fishing, boating, water skiing, swimming, camping and hiking. Surrounding communities offer good facilities for other activities such as golf, tennis, dining, a movie multi-plex, civic theatre, and philharmonic orchestra. In addition, the two universities located in Grant County offer many opportunities for attending programs and activities of national and international note. Also, the Honeywell Center in nearby Wabash and the Eastern Howard Performing Arts Center in nearby Greentown provide many cultural events.

Two state universities operate campuses near Oak Hill: Indiana University/ Purdue University at Kokomo and Ball State University at Muncie. Each offers extensive evening and summer courses. Indiana Wesleyan University in Marion, also offers a nationally recognized program to acquire advance degrees, such as an M.B.A., in an alternative manner. Taylor University is also located in Grant County, as is a campus of Ivy Tech Community College and Indiana Business College.

Converse Elementary School is located within the town of Converse directly off of Indiana State Road 18. The town of Converse has a population of about 1,109 people. The community is comprised of small businesses, residential areas and farms. Even though Converse is a small town it provides many services for the community including; U.S. Post Office, Dollar General, First Farmers Bank and Trust, Converse Public Library, Drook Medical Center, Converse Dental Clinic, a dentist office, Oak Hill Winery, a full line grocery, a convenience store and several popular places to eat.

In Converse, known as "The Fair Community," the neighboring communities enjoy the festive atmosphere of the annual Converse fair. The all-weather fairgrounds track provides many opportunities for great entertainment and thrilling sport activities. When completed, Converse Junction will be a walking/biking trail 3 1/2 miles in length which will connect to the Sweetser Switch Trail. Together, they will link to the Cardinal Greenway, which is a part of the American Discovery Trail. The American Discovery Trail is a coast to coast trail connecting the East and West coasts of the USA. Work has been done to update the landscape of downtown Jefferson Street in Converse. [For more information about the town of Converse go to the following website: http://www.townofconverse.com](http://www.townofconverse.com)

## **School Profile**

Converse Elementary School is one of five campuses of Oak Hill United School Corporation located in rural southeastern Miami County. The 2004-2005 reconfiguration of the elementary schools resulted in the following Oak Hill configuration of its schools: K-2, 3-4, 5-6. Because we are the kindergarten, first, and second grade building our students come to us from all of the Oak Hill communities. The building is not able to house all kindergarten through second grade students; therefore, some kindergarten classes are housed at the other two elementary buildings as needed. The present building was built in 1966 with an addition to the building in 1977. The elementary building offers the students a comfortable learning environment. Most rooms are carpeted and all have air conditioning. Our classrooms are suitable for various classroom activities. The physical plant has been renovated in 2010 with an updated computer lab that houses twenty-nine computer stations. The students have access to over 7,000 books within the comfortable environment of the school library. Special area classes such as art, gym, and music are offered in rooms appropriate for the specific needs. Students with special education needs are met through a speech and multi-categorical resource room and inclusion services. Individualized plans specify those students' educational services.

The enrollment of our kindergarten – second grade students ranges from 280-320 yearly. Approximately 20%-25% of the enrollment qualifies for free or reduced breakfast and lunch. In 2007-2008, 96% of the student population was white, 3% multi-racial, 1% Hispanic and <1 % American Indian. There are 20 certified and highly qualified teachers on staff: 9 with Masters degrees and 11 with Bachelors degrees. The number of educational assistants who support the students is determined by class size, Title One service needs and special education students' needs.

Converse Elementary is proud to have made "Adequate Yearly Progress" (AYP) each year since 2003. AYP is the state's model for rating schools as a result of the federal No Child Left Behind Act that expects schools to make annual improvements with the overall student population as well as with specific subgroups of the population. In 2004-2005, 2005-2006 and 2007-2008 (the most up to date data), "commendable progress" was made by Converse Elementary within the PL-221 state monitoring system.

## **Educational Programs**

The students of Converse Elementary benefit from a wide range of educational programs. The core textbook adoptions at Converse are: K-1<sup>st</sup> grade - Harcourt Trophies Language Arts Program, 2<sup>nd</sup> grade - Houghton Mifflin Reading Instruction, D'Nealian Handwriting, Saxon Math, Scott Foresman Science, Harcourt Health and Fitness, and Houghton Mifflin Social Studies.

Each grade level has one thirty-five minute class period per week in art, music, and physical education. Classes are taught by certified faculty members. Students also have one thirty-five minute library class taught by a library Para-professional, and one thirty-five minute computer class taught by a computer Para-professional.

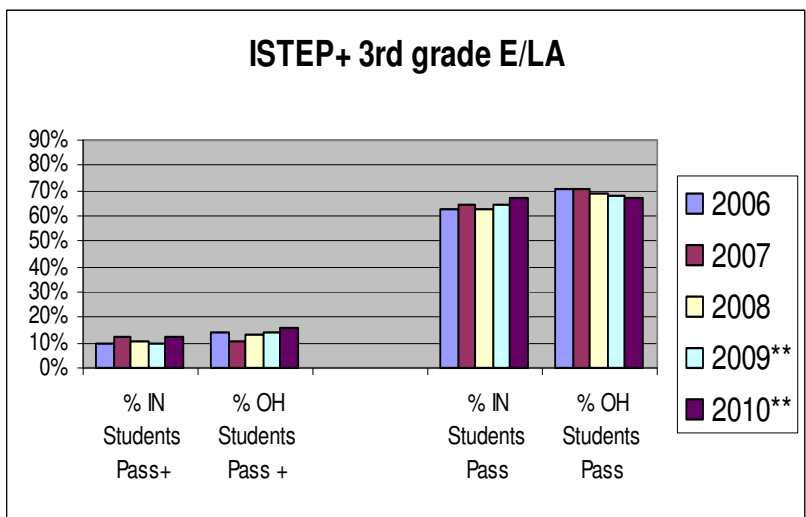
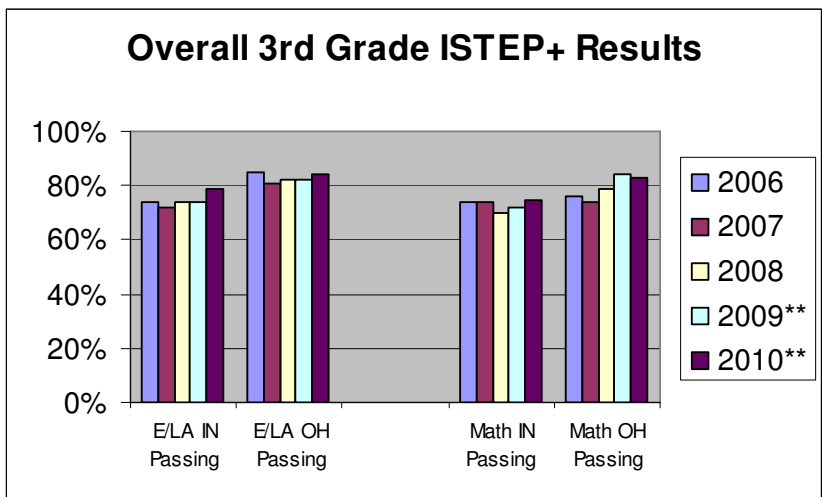
Students at Converse Elementary are provided with several unique opportunities for educational growth and development. Each year, first and second grade students participate in a 10 day swimming program at the high school (kindergarten participates in a five day program).

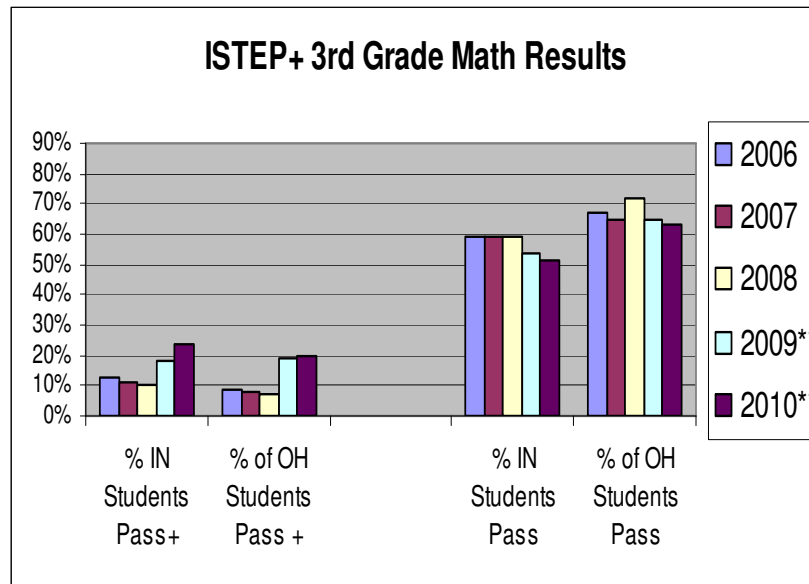
Our building houses the C.O.R.E. (Converse Opportunities for Remarkable Education) Center. The CORE center provides services to students through Title One and special education.

Additional programs that provide support for students include the Bridges Program and the Accelerated Reading (AR) program. The Bridges program is a unique program that works to help students improve their learning strategies. It develops 25 cognitive abilities to aid students' in learning. Our school librarian facilitates the AR program for grades one and two as a way to encourage and promote reading throughout our building.

We are also very fortunate to have a Kids Hope program supported within our building by the Converse Church of Christ. The Kids Hope program provides one on one adult mentoring for students in need.

### Data Presentation and History

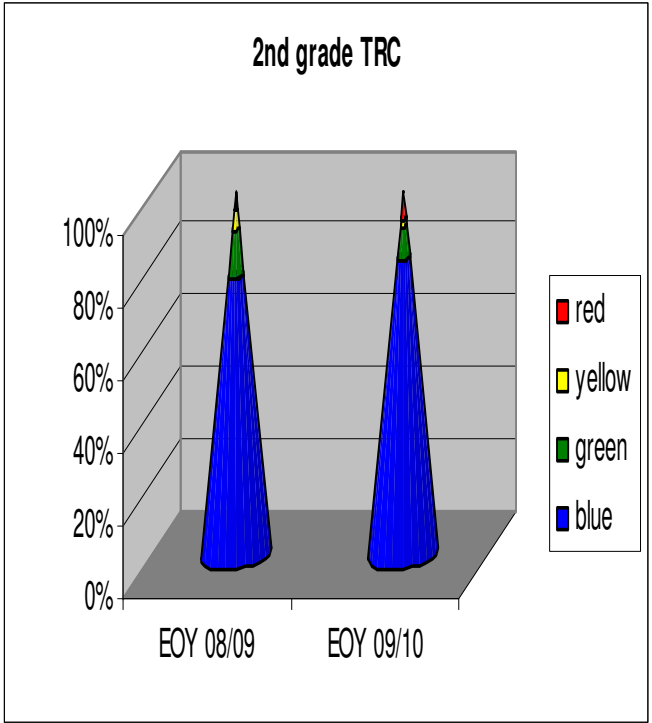
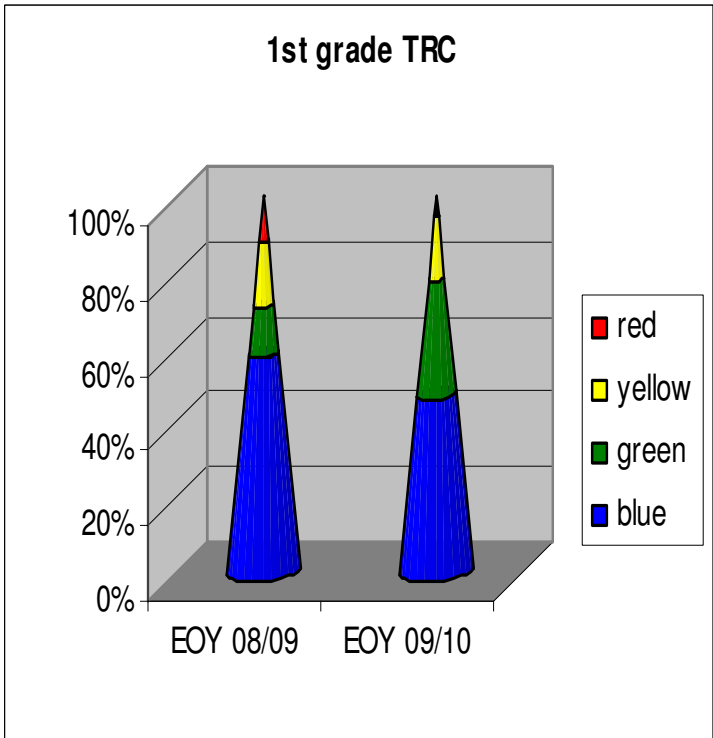
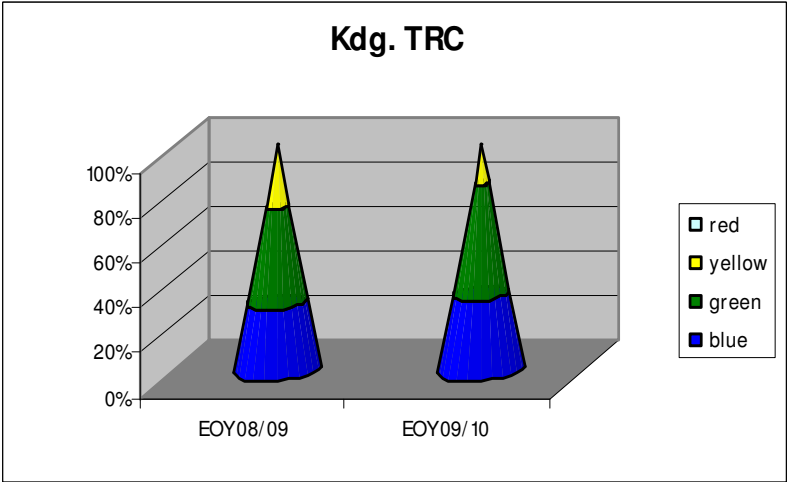




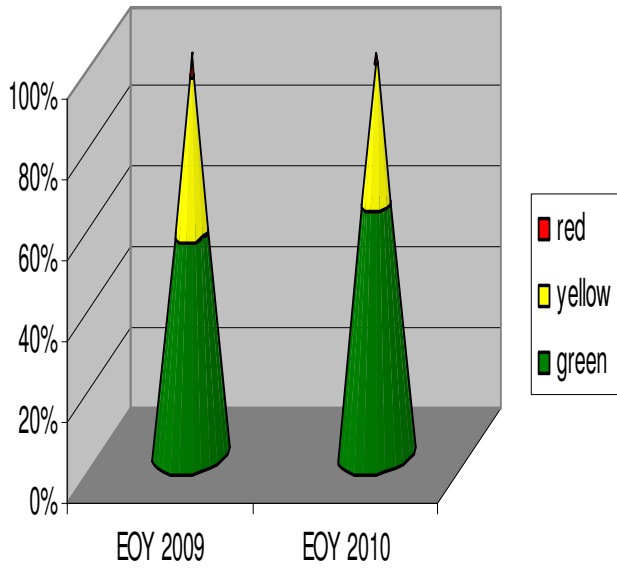
### New Spring 3<sup>rd</sup> Grade ISTEP+ Results

3 <sup>rd</sup> Grade	Total %age Passing E/LA	Total %age Passing E/LA - INDIANA	Total %age Passing Math	Total %age Passing Math- INDIANA
March 2010	84%	79%	83%	75%
March 2009	82%	74%	84%	72%

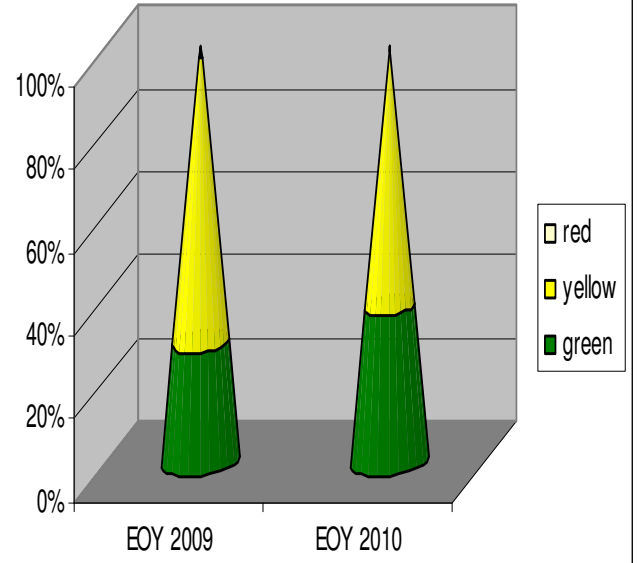
3 <sup>rd</sup> Grade	Total %age Pass+ E/LA	Total %age Pass+ E/LA - INDIANA	Total %age Pass+ Math	Total %age Pass+ Math- INDIANA
March 2010	16%	12%	20%	24%
March 2009	14%	10%	19%	18%



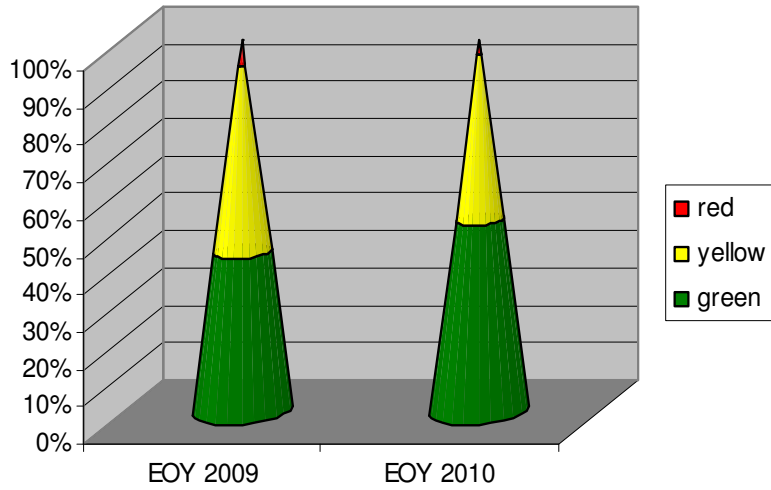
mCLASS Math - Kdg.



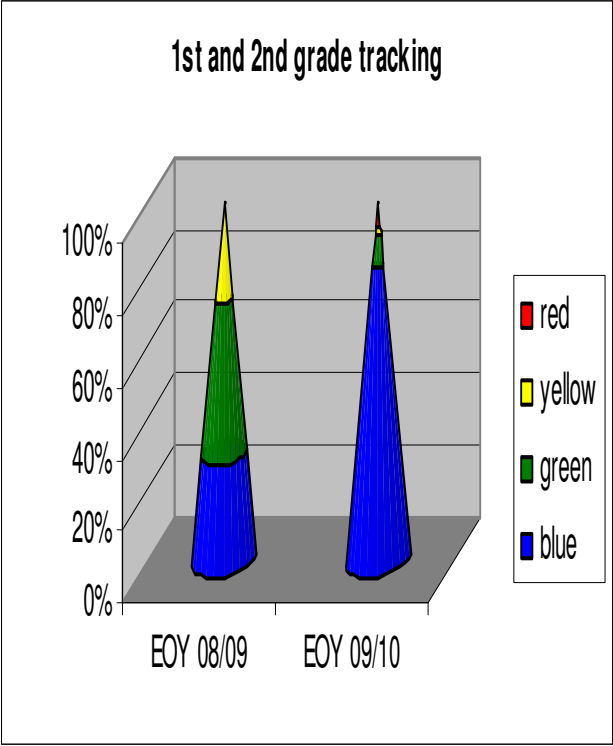
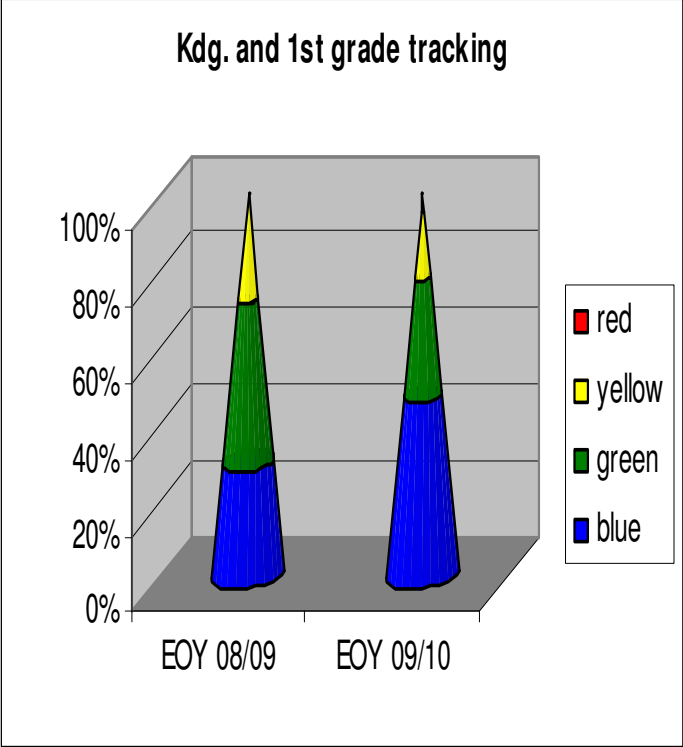
mCLASS Math - 1st grade



mCLASS Math - 2nd grade



**Tracking Classes by Grade Levels EOY TRC results**



**STAR Reading and STAR Math**

	<b>GRADE ONE – Rdg. (EOY)</b>	<b>GRADE ONE – Math. (EOY)</b>	<b>GRADE TW0- Rdg. (EOY)</b>	<b>GRADE TW0- Math (EOY)</b>
<b>%age above benchmark 2009-2010</b>	60% (MOY)	82% (MOY)	85% (MOY)	77% (MOY)

## ***District and School's Mission and Vision Statement***

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### **Oak Hill United School Corporation Mission Statement:**

The mission of the Oak Hill United School Corporation is to work together with the community to empower each student with the knowledge, skills, and high standards which prepares them to be successful, contributing members of a changing global society.

### **Oak Hill United School Corporation Vision Statement:**

We believe the ability to learn exists in all people. Maximizing that ability is the principal responsibility of the board and staff, with participation of students and the support of parents and the community. The learning environment should be organized, creative, nurturing and challenging.

### **Converse Elementary**

#### **School's Vision:**

The staff of Converse Elementary School in cooperation with parents, students, and community provides opportunities which challenge students to do their personal best while becoming lifelong learners.

#### **Mission Statement:**

All staff believes that the mission of our school is to inspire students' learning in a manner that lays the foundation for each student to become a learner for life.

#### **Motto:**

“Personal Best, No Less”

#### **Pledge of Excellence:**

I promise to be a responsible citizen by doing these things:

- I will be a caring friend and not use put downs.
  - I will be honest and trustworthy.
  - I will be an active learner.
- I will be responsible for my choices.
- I will respect my school and the property of others.

I am proud to do my part to make Converse Elementary an awesome school where we all learn, work, and grow. Personal best, No less!

## ***Curriculum Supports and Services***

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### **Curricular Support for Achievement of Indiana Academic Standards**

The Oak Hill Curriculum Committee uses the state standards as the foundation for developing Oak Hill's curriculum. Curriculum is written by a committee of teachers and administrators with parental involvement and approved by the school board. Our expectations meet and exceed state standards and are revised every six years. Instructional materials are reviewed and selected by teachers, parents, and administrators to address the components of the state standards. Methods of tracking state standards are implemented by individual classroom teachers and are monitored by administration on a regular basis. Using data from assessments, (such as mCLASS Reading which includes DIBELS and TRC components , Guided Reading Assessments, mCLASS Math, and STAR reading and math tests) analysis can be made to track student progress towards mastery of essential skills. Supplemental preventative and remedial services are provided to students who do not appear to be on track for meeting state and/or grade level standards. Beginning in the 2011-2012 school year the kindergarten curriculum will follow the Indiana Core Standards in language arts and mathematics. The remaining grades will begin to follow the Core Standards in language arts and mathematics in the subsequent years following grade level order.

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

The curriculum of Converse Elementary is located in the school office and teachers have a copy of their grade level curriculum in all subject areas. The curriculum is also available online at <http://www.ohusc.k12.in.us>.

### **Curriculum Support for Achievement**

As an integral component of the instructional strategies of all elementary schools in the Oak Hill United School Corporation, the curriculum for all academic subject areas are written to align with - and whenever possible, expand on - the Indiana Academic State Standards.

As needed, supplemental materials are purchased to help teachers meet, and teach, the standards. Those materials include, but are not limited to: computer programs, supplemental textbooks, and instructional supplies.

Each classroom teacher will incorporate the practice of Differentiated Instruction as a part of their curriculum. All classroom teachers are making this a part of their daily curriculum. Through book studies, workshops, and in partnership with professional facilitators, the staff works to stay knowledgeable of and implement best practice strategies within the classrooms.

**Listed Below are the Converse Elementary instructional strategies following the Indiana Academic Standards for Language Arts and the Oak Hill Curriculum:**

- 90 Continuous minutes of reading instruction is implemented daily in grades K-2.
- To address decoding, word recognition and fluency, students are instructed through a variety of strategies. These strategies will include the use of phonemic awareness, decoding strategies, sight word instruction, along with independent and guided reading.
- Through the use of curriculum and computerized assessments, guided reading groups, and running records; teachers determine individualized reading levels for optimal development of each student within the areas of word recognition and comprehension. Venn diagrams, modeling mental imagery, read alouds, taped books, Accelerated Reading Program, and note taking skills are some of the strategies teachers may use to meet the reading comprehension state standards. Vocabulary is developed through the use of context clues, dictionaries, thesauruses, word/vocabulary maps, and pictorial representations.
- Literary response and analysis are achieved through the use of any or all of the following: character maps, story plans, visual charts, comparing genres of various literatures, and the Indiana Reading List put out by the Indiana Department of Education.
- The writing process strategies may include but are not limited to, writing on a daily basis, free choice writing, journal writing, use of dictionaries and thesauruses to improve word usage, graphic organizers, language conventions instruction, and the process of writing instruction. The beginnings of word processing are taught as part of the curriculum during Computer Lab instructional time.
- Writing applications strategies may include but are not limited to a school-wide book writing project, research projects, book reports, modeling the various types of writing, and through school-wide emphasis of the Six Plus One Traits of Writing. Progress to measure writing achievement is conducted using 3 prompts yearly.

**Listed below are the Converse Elementary instructional strategies following the Indiana Academic Standards for Mathematics and the Oak Hill curriculum:**

- To address number sense, students will participate in place value activities such as: place value charts, blocks, games and numerous types of manipulatives.
- Computation is addressed through a variety of instructional strategies such as individual math facts strategies, timed assessments, internet websites, and computer software programs. These strategies may be used to reinforce basic math facts and/or challenge higher level skills. The various methods use the four operations for computation with whole numbers.
- Algebraic functions are introduced in primary grades with missing addends, subtrahends, minuends and daily patterning exercises. Various strategies involving development of charts and pictographs aid in teaching algebraic principles.

- Geometry is addressed through manipulatives by discovering congruent shapes, lines of symmetry, and shape identification (planes and solids).
- Development of measurement skills is taught through the use of hands on measurement experiences (including non-standard, standard and metric measurements) and daily math meetings. In second grade, perimeter and area formulas are used in instruction for plane figures.
- Problem solving is continually addressed through students acting out problems, manipulating objects, creating tables/charts, performing mental math, graphing activities, lessons on determining important pieces of information, estimating, and explaining student responses. The activities range on a continuum from the most basic being concrete/hands-on instruction to the goal of application of abstract concepts in a written form.

Converse Elementary is applying many researched strategies to meet the expectations of the Indiana Department of Education in order to better equip our students with learning tools necessary for life.

## **Standardized Assessments**

### **STAR Reading Assessment**

Grade 1

Grade 2

Students are assessed at least three times during the year on this computer based program. The purposes are to determine progress, growth and independent reading levels. Students not on track to achieve at grade level are provided additional assistance 1-on-1 or in guided reading groups.

### **STAR Math Assessment**

Grade 1

Grade 2

Students are assessed at least three times during the year on this computer based program. The purposes are to determine skill level, monitor progress and determine success of intervention. Students not on track to achieve at grade level are provided additional assistance 1-on-1 or in small groups.

### **mCLASS**

#### **DIBELS- Dynamic Indicators of Basic Early Literacy Skills**

Grades Kindergarten, 1 and 2

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of standardized, individually administered measures of early literacy development. They are one-minute measures used to regularly monitor the development of pre-reading and early reading skills. All students in K-2 are assessed at the beginning, middle, and end of the school year. Students not at benchmark levels receive intervention and progress is monitored monthly.

### **TRC-**

Grades Kindergarten, 1, and 2

Text Reading and Comprehension (TRC) is an individually administered assessment using leveled readers from a book set to determine a student's instructional level- the reading level at which he or she is not only performing well, but is being challenged.

## Math-

Grades Kindergarten, 1, and 2

The mCLASS math is modeled after Dr. Herbert Ginsburg's Test of Early Mathematics Ability that is based on interviewing kindergarten and first grade students. The tests are administered whole class to second graders. The tests include: counting (k-1), number identification (k-1), quantity discrimination (k-2), missing number (k-2), next number (1), number facts (1-2), computation (2), and concepts (2).

## Special Assessments-

Kindergartners who are suspected of falling into the High Achieving category are administered the CoGat Assessment. In the second semester, all second grade students are given the InView Cognitive Ability Test.

Grade	Fall Assessment	Mid-Year Assessment	Spring Assessment
Kindergarten	mCLASS: DIBELS TRC Math	mCLASS: DIBELS TRC Math CoGat	mCLASS: DIBELS TRC Math
1 <sup>st</sup> Grade	mCLASS: DIBELS TRC Math STAR Reading STAR Math	mCLASS: DIBELS TRC Math STAR Reading STAR Math	mCLASS: DIBELS TRC Math STAR Reading STAR Math
2 <sup>nd</sup> Grade	mCLASS: DIBELS TRC Math STAR Reading STAR Math	mCLASS: DIBELS TRC Math STAR Reading STAR Math InView	mCLASS: DIBELS TRC Math STAR Reading STAR Math

## Data Benchmark Meetings-

The classroom teacher, principal, Title One coordinator, and social worker collaborate following all three mClass benchmark assessments. This meeting is used to discuss student successes and possible interventions for those students who did not meet the most recent benchmarks in reading and math.

## Parental Involvement

Converse Elementary has various opportunities to foster parental involvement. Some of the opportunities that are currently implemented are: parent-teacher conferences, room volunteers, classroom projects, presentations in the classroom, open house, committee membership, conferences and workshops, and an active Parent Teacher Organization.

- Room volunteers are utilized in many ways throughout the school year helping both the students and teachers with everyday activities.
- Parents are often invited to assist with and/or attend a variety of projects their children have been creating.
- Parents are asked to share their expertise, hobbies, and knowledge of content pertaining to the curriculum.

- The fall open house is well attended by parents and community members alike. (2005-78%, 2006-84%, 2007-84%, 2008- 82%, 2009 -83%, 2010- 79 %)
- Parents are encouraged to serve on committees that include school improvement curriculum and textbook selection.
- Opportunities are made available to parents to attend educational and parenting workshops.
- Monthly newsletters are sent out with parent information and suggested activities for parents to do with their children.
- In the 2009-2010 school year, we hosted our first Literacy Night to promote parents reading with their children.
- The Oak Hill Elementary PTO is a very active organization that offers multiple activities including: monthly meetings, a district-wide elementary spring auction, building-wide skating parties, fundraising events, and Pastries with Parents.

### **Technology Initiatives**

The staff of Converse Elementary has received, and continues to receive, extensive hands-on training in the use of computers and the various programs available to the staff and students of our school. As new teachers and staff members are hired, training is provided by the Building Technology Coordinator(s) as well as the Corporation Technology Coordinator.

Technology is integrated into the Converse Elementary curriculum through various means for the purpose of meeting the Indiana Academic Standards. Software programs such as Accelerated Reader, Accelerated Math, STAR Reading, and STAR Math are used for assessing and tracking student progress. Students are given direct instruction in certain programs, facilitated by an instructional assistant, in a 29-workstation lab environment. Each classroom contains at least one computer that is connected to the school corporation network. All teachers and staff have the ability to collaborate with staff members throughout the corporation – or with anyone who has access to e-mail. This facilitates the sharing of information throughout the corporation. Teachers also access student records, submit attendance and utilize electronic grade book through our network. Families with Internet connection may access the corporation and school web sites.

Instruction of the Indiana Academic Standards is enhanced and applied through the use of several programs available to Converse Elementary. Microsoft X programs such as Microsoft Word, Excel, and Publisher, The Ultimate Writing and Creativity Center and PowerPoint are presentation software available for students and teachers. The Waterford Learning program is an available intervention for students needing addition help in reading and math. Digital cameras, a scanner and the Photo Editor program are other technological tools available to the staff and some students. Many teachers enhance their classroom instruction through the use of VCR, overhead projectors, tape recorders, CD players, classroom LCD projectors, Mobi, digital presenters, and other audio/visual equipment. The Internet is used extensively by the staff and students for researching and other activities.

The staff at Converse Elementary is confident in using various technological tools to integrate the Indiana Academic Standards into the daily curriculum.

## Safe and Disciplined Learning Environment

Converse Elementary School currently has several procedures/services in place that contribute to its safe and disciplined learning environment. They are as follows:

1. Oak Hill United School Corporation Elementary Student Handbook  
The handbook is given to each student at the beginning of the school year. It includes school expectations for students, guidelines for student conduct, and the discipline policy and discipline grid. The discipline grid lists infractions and the specific disciplinary action that will occur for each infraction. This helps students, teachers, staff and parents know what to expect when an infraction occurs and helps contribute to a safe and disciplined learning environment. The handbook is also available on our web page at:  
<http://www.ohusc.k12.in.us/Converse/index.htm>
2. Oak Hill United School Corporation Crisis Response Guide  
The response guide is given to all teachers and staff. It covers how to handle various emergency situations such as bomb threats, earthquakes, fires, and guns or weapons. Teachers and staff are reminded at the beginning of the school year to review its contents. Fire drills are conducted monthly, there are two tornado drills completed twice each semester, and one manmade drill occurs in each semester.
3. Visitor's Badge  
All visitors are required to check in at the office and wear a visitor badge while in the building. This ensures teachers and staff that the visit has been cleared by the office and helps contribute to a safe learning environment. All visitors must enter by the front doors as the other entry doors are locked soon after student arrival.
4. Background Checks  
Parents who are volunteering in the classroom or on fieldtrips, and might in unsupervised settings with OH students, must complete a background check. This ensures that parents and other volunteers are cleared to work with students.
5. Part-Time Social Worker  
The social worker is available to help students resolve their conflicts peacefully, learn effective ways to handle anger, and deal with personal issues that may be negatively affecting interactions at school. The Social Worker interacts with students individually, in small groups, through classroom presentations, and meets with parents as needed. The Social Worker coordinates activities for Red Ribbon Week to promote a healthy, drug-free lifestyle and facilitates many components of our Character Education Program.
6. Safety Committee  
In the fall of 2005, a school safety committee was established with membership that included those on the school improvement committee. Our district-wide school safety specialist provides materials when requested to assist our safe school committee in developing a plan for the school that addresses the following issues:
  1. Unsafe conditions, crime prevention, school violence, bullying, and other issues that prevent the maintenance of a safe school.
  2. Professional development needs for the faculty and staff to implement methods that decrease problems.
  3. Methods to encourage

- A. involvement by the community and students.
  - B. development of relationships between students and school faculty and staff.
  - C. use of problem solving teams.
4. Student handbook/discipline grid completed and updated yearly.

7. Red Cross Certified CPR Training

This training has been made available by the school corporation to two staff members in each building who will be "on call" for their building in case of an emergency that might require CPR skills.

8. Building Health Aide

A staff member who has had specific training in health specific issues is available during the school day. This staff member assists students and staff during emergencies when the school nurse is attending to another building or student.

9. Installation of Defibrillator

In the spring of 2007, a defibrillator was installed within the building. Training was provided to all staff on its use and new staff continues to be trained yearly.

10. Character Education

Converse Elementary uses **CHARACTER COUNTS!** "The Six Pillars of Character" framework to teach students about trustworthiness, respect, responsibility, fairness, caring and citizenship. The framework includes ideas for classroom lessons and activities, community involvement and service-based learning. This program is being taught as part of the social studies curriculum. Character education is thought to work best when it is pervasive and when the character traits are consciously taught, enforced, advocated and modeled (T.E.A.M.) throughout the school and community. The staff along with the building principal and the school social worker work to develop ideas to help implement character education throughout the school and community with the goals of integrating it into core classes, reading and writing assignments, and standards of conduct for student and adult behavior on playgrounds, in school buses, cafeterias, assemblies and sports programs. During each six-week focus on the six pillars of character, students attend a positive behavior convocation focusing on the current character trait. Following the convocation, those students who have exhibited exceptional behavior for the past six weeks are invited to join in a "behavior boogie." During this time, students and staff celebrate their success and rewards are distributed to students.

## Cultural Competency

IC20-10.2-8-2

As added by P.L.57-2004, SEC. 4

Sec. 3 (a) Throughout the process of developing the PL 221 document, the committee kept the cultural competency of Converse Elementary’s teachers, principal, staff, parents, and students in mind.

Converse Elementary is primarily a kindergarten, first, and second grade building. Some of the kindergarten programs are housed in other elementaries due to space.

- ◆ Identification of the school’s racial, ethnic, language-minority, cultural, exceptional learning, and socioeconomic groups in the Converse Elementary population based on 3<sup>rd</sup> grade ISTEP+ results follow:

	<b>Ethnic</b>	<b>Lang. Minority</b>	<b>All Students</b>	<b>Free/Reduced</b>	<b>Gen. Pop.</b>	<b>Spced.</b>	<b>Male</b>	<b>Female</b>
<b>E/LA</b>								
<b>Spring 2010</b>	x	84%	84%	74%	88%	50%	81%	86%
<b>Spring 2009</b>	X	X	82%	70%	88%	50%	77%	87%
<b>2008-2009</b>	X	X	82%	71%	78%	59%	78%	86%
<b>2007-2008</b>	X	X	81%	75%	86%	61%	83%	80%
<b>2006-2007</b>	X	X	85%	78%	87%	67%	91%	78%
<b>2005-2006</b>	X	X	82%	73%	87%	50%	78%	87%
<b>Math</b>								
<b>Spring 2010</b>	X	83%	84%	74%	87%	50%	83%	83%
<b>Spring 2009</b>	X	X	84%	73%	88%	64%	85%	83%
<b>2008-2009</b>	X	X	79%	71%	88%	82%	76%	82%
<b>2007-2008</b>	X	X	74%	64%	75%	74%	79%	68%
<b>2006-2007</b>	X	X	76%	69%	80%	76%	84%	69%
<b>2005-2006</b>	X	X	75%	59%	79%	75%	73%	76%

- ◆ Culturally appropriate strategies for increasing educational opportunities and educational performance for each group in Converse’s plan.
- ◆ Title One resources will be allocated to target language arts and math assistance for the at-risk SES population.
- ◆ STAR Reading and Math assessments will track the progress of the special education population.
- ◆ All students below standards will be targeted. The SES population will be tracked as a separate category.
- ◆ Differentiated Instruction will continue to be emphasized in each classroom.
- ◆ Areas of recommendation in which additional professional development is necessary to increase cultural competency in Converse’s educational environment: female, special education, and SES.
- ◆ The committee will update annually and review the information identified in the table above.

## *School Improvement Plan*

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The school improvement plan for Converse Elementary is outlined on pages 26 through 38. Our plan is presented in this format in order to:

- Focus on the interventions as the means to accomplish the stated goals.
- Recognize the correlation that exists between increasing student achievement and the expansion of instructional strategies, the integration of media and technology into the curriculum, and the need for professional development to accomplish these goals.
- Create a document that can be easily communicated to and understood by all stakeholders.

Student achievement objectives, derived from an assessment of the current status of educational programming, including the following:

Attendance Rate	<i>IC20-10.2-3-3(b)(1)</i>
Percentage of students meeting ISTEP+ academic standards	<i>IC20-10.2-3-3(b)(2)</i>
Benchmarks for progress (included in action plan)	<i>IC20-10.2-3-3©</i>
Specific areas where improvement is needed immediately	<i>IC20-10.2-3-3(d)</i>
Statutes and rules to be waived	<i>IC20-10.2-3-5(a)(1)</i>
Three (3) year time line (inherent in action plan)	<i>IC20-10.2-3-1, IC20-10.2-3-3(a)(1)</i>

**INDIANA DEPARTMENT OF EDUCATION  
PROFESSIONAL DEVELOPMENT PROGRAM**

**DUE DATE: 30 JUNE 2011**

**School Information**

*IC20-10.2-3-5(a)(8)*

School Name: Converse Elementary

County/Corp/School # Miami/Oak Hill United School Corporation/#6073

Address: 600 E. Walnut St., P.O. Box 489  
Converse, Indiana 46919

Phone: (765) 395-3560

Fax: (765) 395-7830

Name of Principal (Include Title): Valree Kinch, Principal

Principal's e-mail address: valreeki@ohusc.k12.in.us

Grade levels included in school: Kindergarten, First, and Second

I, Lynn Calloway/Teresa Shafer, as the exclusive representative, by signing this document, demonstrate my support for the Professional Development Program submitted by the above mentioned school.

\_\_\_\_\_  
Signature (Lynn Calloway/Teresa Shafer)

\_\_\_\_\_  
Date

Committee responsible for this plan:

Name	Group you are representing:	Signature	Date
Valree Kinch	Principal	<i>Valree Kinch</i>	3/29/11
Stacie Hensley	Teacher	<i>Stacie Hensley</i>	4/1/11
Teresa Hovermale	Teacher	<i>Teresa Hovermale</i>	4/1/11
Dana Schaal	Teacher	<i>Dana Schaal</i>	3/30/11
Tanya O'Blenis	Teacher	<i>Tanya O'Blenis</i>	3/30/11
Jenny Kreitzer	Support Staff	<i>Jenny Kreitzer</i>	3/30/11
Brooke Cheek	Parent	<i>Brooke Cheek</i>	4/1/11
Kim Hare	Parent	<i>Kim Hare</i>	4/7/11
Barb Kidd	Community/Business	<i>Barbara Kidd</i>	4/1/11

**Narratives:**

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

Converse Elementary School's vision for professional development is to ensure that our staff learns and works collaboratively with the expectation of professional development improving student performance.

This statement reflects the desire our staff has to learn and implement more effective instructional strategies. We discuss and analyze academic and social strategies that work with an individual student for success measured by their performance on multiple assessments like: mCLASS Reading, mCLASS Math, and ISTEP+. In our desire to help all students, we want to expand our knowledge of effective, research-based instructional strategies. We want to find instructional strategies that work.

2. What are the goals of your Professional Development Program?

Converse Elementary School's professional development goal is to increase teacher knowledge of effective instructional practices and to see that increase in knowledge positively impact student learning. Through a variety of professional development models, our staff plans on increasing knowledge in order to meet the minimum percentage of students passing the IREAD-3 assessment, increasing the numbers of students passing math on the ISTEP+, and maintaining attendance rates to surpass state standards.

Our emphasis over the three years of this plan will focus mostly on increasing the percentage of students passing mathematics on the ISTEP+. Through analysis of the ISTEP+ results, STAR math results, mCLASS scores, and curriculum tests, we will monitor student progress. An educational consultant will be hired to work with us to guide us in improving mathematics instruction. The consultant will come to our school to do workshops, suggest book studies, and help to facilitate our growth in improving math instruction for all students.

We will also work to increase our percentage of students passing the IREAD-3 Assessment. We will do this through our clustering model for classroom design, through participation in book studies, and through evaluating additional curriculum and teaching resources. Workshops and speakers will also be utilized as means for improving our knowledge within this area. Since student attendance correlates with student achievement, we will also continue to monitor attendance rates and utilize study groups to focus on strategies for improving attendance when necessary.

3. How will all staff members be involved in continuous learning? How will continuous learning be embedded in practice?

The staff will have the opportunity to meet in study groups on effective instructional practices.

Possible topics for study:

- Best Practice for Mathematics Instruction for Primary Grades
- Differentiated Instruction
- High Ability/Gifted Learning
- Brain Research
- Low Socioeconomic Issues

The staff will have opportunity to be involved in collaboration.

- Teachers will meet to discuss student data to implement instructional strategies that address student needs.
- Staff members will be expected to evaluate building-wide and classroom assessment results.

The expectation is that the information learned within workshops, in-services, or book studies will become routine rather than an event. In order to ensure that happens the following strategies for in-service opportunities will be offered:

1. Use of available time, and team planning.
2. Peer Coaching/Peer Observations
3. Vertical and Horizontal Collaboration
4. Workshop attendance insights will be shared with colleagues.
5. Staff in-service will support professional development and goals.

# ACTION PLAN

**FORM D**

School Goal # 1 - Mathematics

Professional Development Goal:

The staff will explore best practice strategies and research to improve our student's math achievement.

Research upon which your professional development approach was formulated:

"Best Practice: New Standards for Teaching and Learning in America's Schools" by Zemelman, Daniels, and Hyde

"So Each May Learn: Integrating Learning Styles and Multiple Intelligences" by Silver, Strong and Perini

"Classroom instruction that Works: Research Based Strategies for Increasing Student Achievement" by Marzano, Pickering and Pollock

" About Teaching Mathematics: A K-8 Resource" by Marilyn Burns

"Elementary and Middle School Mathematics: Teaching Developmentally" by John A. Van de Walle

Activity	Intended Audience (Stakeholders)	Person Responsible	Collaborative Partners Needed	Time Line (Include completion date)	Resources (People, materials, time)		
					Need	Have	
Continue to research other school district's math assessment and instructional practices	Staff	A team of teachers and principal	Other schools performing well on 3 <sup>rd</sup> grade math	September 2011 through May 2014	<ul style="list-style-type: none"> <li>• Release time w/ substitute</li> <li>• School</li> </ul>	X	X
Continue to research and implement best practice math theories/ programs for primary students	Staff	Teachers Principal	Expert Input	September 2009 through May 2014	<ul style="list-style-type: none"> <li>• Release time w/ substitute</li> <li>• Presenter</li> <li>• Funding</li> <li>• Book Study</li> <li>• Manipulatives</li> <li>• Resource Library</li> </ul>	X X X X	X
Review and analyze ISTEP+ scores and common errors	Staff	Teachers Principal	Possible facilitator	Yearly, September 2011 through May 2014	<ul style="list-style-type: none"> <li>• Funding</li> <li>• Staff or grade level meeting</li> </ul>	X X	

Continue development and implementation of intervention model for at-risk math students Teachers will analyze data to determine areas of strength and weakness and alter instruction accordingly	Staff Students	Teachers Principal	Special Education Resources Title One Staff	September 2011 through May 2014	<ul style="list-style-type: none"> <li>• Release time w/ substitute</li> <li>• Funding for new interventions</li> </ul>	X X	
	Staff	Teachers Principal Title One Staff	Teachers Principal Title One Staff	September 2011 through May 2014	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Data Review</li> <li>• Team Meetings</li> <li>• Funding</li> <li>• Release Time w/ substitute</li> </ul>	X X	X X

## ACTION PLAN

School Goal # 2 - Language Arts

Professional Development Goal:

The staff will explore best practices to improve our students' Language Arts achievement.

Research upon which your professional development approach was formulated:

"Best Practice: New Standards for Teaching and Learning in America's Schools" by Zemelman, Daniels, and Hyde

"So Each May Learn: Integrating Learning Styles and Multiple Intelligences" by Silver, Strong and Perini

"Classroom instruction that Works: Research Based Strategies for Increasing Student Achievement" by Marzano, Pickering and Pollock

"Reading with Meaning: Teaching Comprehension in the Primary Grades" by Debbie Miller

"Guided Reading: Good First Reading for all Children" by Fountas and Pinnell

"Literacy Work Stations: Making Centers Work" by Debbie Diller

Activity	Intended Audience (Stakeholders)	Person Responsible	Collaborative Partners Needed	Time Line (Include completion date)	Resources (People, materials, time)		
					Need	Have	
Continue to research and explore methods to facilitate Language Arts instruction for students with a focus on best practice strategies (different learning styles, multiple intelligences, and Differentiated Learning)	Staff	Teachers Principal	Expert in the field Conferences and workshops	August 2011 through May 2014	<ul style="list-style-type: none"> <li>• Release Time w/ substitute</li> <li>• Professional Resources</li> <li>• Presenter</li> <li>• Funding</li> <li>• Literacy Coach</li> </ul>	X  X X	   X
Teachers will analyze data to determine areas of strength and weakness and alter instruction accordingly.	Staff	Teachers Principal	Grade level teachers Title One Staff Social Worker	August 2011 through May 2014	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Data Review Team Mtgs.</li> <li>• Release Time w/ substitute</li> <li>• Funding</li> </ul>	X  X X	X

## ACTION PLAN

School Goal # 3 - Attendance

Activity	Intended Audience (Stakeholders)	Person Responsible	Collaborative Partners Needed	Time Line (Include completion date)	Resources (People, materials, time)		
					Need	Have	
Continue to utilize STI program to track attendance	Staff	Secretary Teachers		Daily, August 2011 through May 2014	<ul style="list-style-type: none"> <li>• Teacher</li> <li>• Secretary</li> </ul>		X X
Continue to send attendance letters to track chronic absentees	Parents	Staff Member	Prosecutor's Office	August 2011 through May 2014	<ul style="list-style-type: none"> <li>• Staff Member</li> <li>• Attendance letters</li> </ul>		X X
Parent conferences with parents of chronic absentees	Parent	Principal Social Worker		August 2011 through May 2014			X
Continue perfect attendance and near perfect reward system	Students	Principal	PTO	August 2011 through May 2014	<ul style="list-style-type: none"> <li>• Prizes</li> </ul>		X
Chart and publish classroom attendance	Students	Principal Social Worker		August 2011 through May 2014	<ul style="list-style-type: none"> <li>• Charts</li> </ul>		X

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

<b>Federal Sources</b>	<b>Amount</b>	<b>State Sources</b>	<b>Amount</b>	<b>School Corp. Sources</b>	<b>Amount</b>	<b>School Sources Include grants and partnerships</b>	<b>Amount</b>	<b>Total Amount of Each Row</b>
Title II-Part A	\$ 44,965	High Ability Grant	\$30,965	General Fund	\$16,135			\$ 92,065
Title I	\$185,630							\$185,630
Total each "Amount" column	\$230,595		\$30,965		\$16,135			\$277,695
Amount Allocated to Professional Development	\$ 42,330		\$ 1,100		\$16,135			\$ 59,565

## **SURVEY INFORMATION**

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

-Possible workshops and/or book studies will be held after school on Tuesdays, Wednesdays, or Thursdays.

- Those teachers available to participate will meet for one hour (3:30-4:30 p.m.) These workshops are not mandatory.

- Any teacher who accumulates six hours of in-service may choose:

1) a stipend (\$100)

2) one day off (Personal Business)

- Possible sessions to discuss during faculty or collaboration meetings or during after school workshops.

Examples: brain research, Differentiated Instruction, In-depth study standardized test scores, best practice for mathematics, best practice instructional strategies for language arts instruction, curriculum extensions, and attendance reviews

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.

- We will use e-mail to consult with other teachers and schools in our league, as well as experts within their area of expertise.

- We will use technology to improve the tracking of attendance.

- We will use technology to provide additional enrichment or remediation for students through various computer programs and web-sites.

-The internet may be used as an additional resource to supplement our plan.

<b>Strategic and Continuous School Improvement and Achievement Plan</b>			
<b>Goal 2011 Goal 2014</b>	Converse Elementary will improve the percentage of students passing on the ISTEP+ Math Essential Skills Assessment to 88% by 2014		
<b>Benchmark</b>	85% by 2012, 87% by 2013, 88% by 2014		
<b>Supporting Data (Triangulate the data)</b>	<b>Assessments</b>		
	<ul style="list-style-type: none"> <li>◆ <b>Standardized</b></li> <li>◆ ISTEP+</li> <li>◆ Possible tools:</li> <li>◆ mCLASS scores</li> <li>◆ Saxon Math assessments</li> <li>◆ Accelerated Math scores</li> <li>◆ STAR Math Scores</li> </ul>	<ul style="list-style-type: none"> <li>◆ <b>Locally Developed</b></li> <li>◆ Report Cards</li> <li>◆ Teacher developed assessments</li> <li>◆ Anecdotal Notes</li> </ul>	
<b>Intervention</b>	<b>Research/Best Practices</b>	<b>Resources</b>	
<ul style="list-style-type: none"> <li>◆ Title One (CORE Center)</li> <li>◆ Students will participate in mathematics instruction for at least 45 minutes daily</li> <li>◆ Accelerated Math</li> <li>◆ Technology</li> <li>◆ Waterford Early Learning Program</li> </ul>	<ul style="list-style-type: none"> <li>◆ Students will participate in mathematics instruction for at least 60 minutes daily (45 min. for kindergarten)</li> <li>◆ Students need to build mathematical meaning</li> <li>◆ Provide experiences that stimulate students' curiosity</li> <li>◆ Build confidence in investigating problem solving and communication</li> <li>◆ Math is an integrated whole</li> <li>◆ Language must be used to communicate mathematical ideas</li> <li>◆ Reasoning is fundamental</li> <li>◆ Number concepts, operations, computation and geometry should be broadly developed and applied</li> <li>◆ Provide experiences that involve experimentation and discovery of relationships with concrete materials</li> <li>◆ Understanding comes from real world application</li> <li>◆ Evaluation and assessment is used to make meaningful decisions about teaching and learning</li> <li>◆ Justification for thinking</li> <li>◆ Students will use problem solving skills with an emphasis on explaining reasoning</li> </ul>	<ul style="list-style-type: none"> <li>◆ Indiana Math Standards</li> <li>◆ Saxon Math</li> <li>◆ NCTM Standards</li> <li>◆ Consultant(s)</li> <li>◆ Books/Professional Resources</li> <li>◆ Conferences</li> <li>◆ Common Core Standards</li> <li>◆ Learning Connection</li> </ul>	
<b>Strategies</b>			
<b>Instructional</b>	<b>Parent involvement</b>	<b>Media/Technology</b>	<b>Staff Development</b>
<ul style="list-style-type: none"> <li>◆ Use of games</li> <li>◆ Fact strategies</li> <li>◆ Mental math</li> <li>◆ Manipulatives</li> <li>◆ Real world mathematical problems/situations/experiences</li> <li>◆ Giving justification for answer orally and in writing</li> <li>◆ Written/verbal analysis of mistakes in computation</li> <li>◆ Problem solving chart</li> <li>◆ Peer tutoring</li> <li>◆ Assessing and grouping according to need</li> <li>◆ Differentiated Instruction utilizing Accelerated Math</li> <li>◆ Use of multiple choice tests similar to standardized tests</li> <li>◆ Calendar time</li> <li>◆ Rtl model</li> <li>◆ School-wide math fact program</li> </ul>	<ul style="list-style-type: none"> <li>◆ Math Flash cards may be sent home to involve parents</li> <li>◆ Send home grade appropriate lists of websites and computer software programs</li> <li>◆ Monthly Title One newsletter will be sent home</li> <li>◆ Parent-Teacher conferences as needed</li> <li>◆ Informational letter explaining math program</li> <li>◆ Standardized Test results are shared with parents (STAR, mCLASS Math, Accelerated Math)</li> <li>◆ Volunteer Opportunities</li> <li>◆ Family Fun Night</li> </ul>	<ul style="list-style-type: none"> <li>◆ Internet sites</li> <li>◆ STAR Math software</li> <li>◆ Math Facts n Flash software</li> <li>◆ Accelerated Math software</li> </ul>	<ul style="list-style-type: none"> <li>◆ Review IN Math standards to discover and address gaps with texts and instruction</li> <li>◆ Teacher collaboration to research best practices of math instruction</li> <li>◆ Review 3<sup>rd</sup> grade ISTEP+ for common errors</li> <li>◆ Visit schools with successful math programs</li> <li>◆ Continue to search for a Consultant to work with staff on developing a successful plan for increasing math scores and provide additional knowledge on best practice in teaching mathematics</li> </ul>

# Strategic and Continuous School Improvement and Achievement Plan

<b>Goal 2011</b>	Converse Elementary will have 90% of 3 <sup>rd</sup> grade students pass the I-Read 3 Reading Assessment by 2012		
<b>Goal 2014</b>			
<b>Benchmark</b>	Benchmarks will be developed annually by grade level		
<b>Supporting Data</b> (Triangulate the data)	<b>Assessments</b>		
	<b>Standardized</b>	<b>Locally Developed</b>	
	<ul style="list-style-type: none"> <li>◆ ISTEP+</li> <li>◆ mCLASS scores (TRC and Dibels)</li> <li>◆ STAR Reading assessments</li> <li>◆ Accelerated Reader program</li> </ul>	<ul style="list-style-type: none"> <li>◆ Teacher developed assessments</li> <li>◆ Report Cards</li> <li>◆ Running Records</li> <li>◆ Anecdotal Notes</li> </ul>	
<b>Intervention</b>	<b>Research/Best Practices</b>	<b>Resources</b>	
<ul style="list-style-type: none"> <li>◆ Technology</li> <li>◆ Accelerated Reader</li> <li>◆ Guided reading groups</li> <li>◆ Waterford Early Learning Program</li> <li>◆ Title One pull out of individual students who are at risk</li> </ul>	<ul style="list-style-type: none"> <li>◆ Reading is a process</li> <li>◆ Systematic phonics instruction</li> <li>◆ An effective reading program exposes students to a wide and rich array of print</li> <li>◆ Extends beyond the basal</li> <li>◆ Choice in literature is an integral part</li> <li>◆ Actively uses reading and writing as tools for learning</li> <li>◆ Reading assessment should match classroom practice</li> <li>◆ High expectations for student learning</li> <li>◆ Use strategies that develop comprehension, fluency, phonics, phonemic awareness and vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>◆ Books/Professional Resources</li> <li>◆ Conferences</li> <li>◆ Consultant(s)</li> <li>◆ Learning Connection</li> <li>◆ Literacy Coach</li> <li>◆ Leveled Reader Library</li> </ul>	
<b>Strategies</b>			
<b>Instructional</b>	<b>Parent involvement</b>	<b>Media/Technology</b>	<b>Staff Development</b>
<ul style="list-style-type: none"> <li>◆ Cognitive strategies: predicting, monitoring, evaluating</li> <li>◆ Higher Order Thinking Skills</li> <li>◆ Actively examine meanings constructed from text</li> <li>◆ Monitor and reflect on own reading/writing</li> <li>◆ Assessing and grouping according to needs with opportunities made available in another classroom during guided reading groups when it meets their level of instruction.</li> <li>◆ Use of multiple choice tests similar to standardized test</li> <li>◆ Technology</li> <li>◆ Literacy coach will help to improve our Guided Reading Model being used within each K-2 classroom.</li> <li>◆ Students are allowed to collaborate</li> <li>◆ Literature circles</li> <li>◆ Word Workshop Program</li> </ul>	<ul style="list-style-type: none"> <li>◆ Test results are shared with parents (mCLASS TRC and DIBELS, Accelerated Reader, STAR Reading)</li> <li>◆ Book-It</li> <li>◆ Parent-Teacher Conferences as needed</li> <li>◆ Parent Volunteers</li> <li>◆ Monthly Title One newsletter will be sent home</li> <li>◆ Family Fun Night</li> </ul>	<ul style="list-style-type: none"> <li>◆ STAR Reading</li> <li>◆ Accelerated Reader</li> <li>◆ Internet sites</li> <li>◆ Through use of the media equipment students may share a variety of responses to literature</li> <li>◆ Reference books</li> <li>◆ Waterford Early Learning Program</li> </ul>	<ul style="list-style-type: none"> <li>◆ Study groups will be made available to teachers who wish to participate</li> <li>◆ Consultant or workshop opportunities to be available to staff to provide knowledge on best practice strategies</li> <li>◆ Review 3<sup>rd</sup> grade I-READ 3 to determine common errors</li> </ul>

<b>Strategic and Continuous School Improvement and Achievement Plan</b>			
<b>Goal 2011 Goal 2014</b>	Converse Elementary's average daily attendance will remain at or above 96.5% throughout 2011-2014		
<b>Benchmark</b>	Each years' attendance rate from 2008-2009 to 2010-2012 will be 96.5% or higher		
<b>Supporting Data (Triangulate the data)</b>	<b>Assessments</b>		
	<b>◆ Standardized</b>	<b>◆ Locally Developed</b>	
	<ul style="list-style-type: none"> <li>◆ DOE attendance records</li> <li>◆ STI attendance records</li> </ul>	<ul style="list-style-type: none"> <li>◆ Tardy records</li> <li>◆ Charts monitoring classroom progress</li> <li>◆ Pre-arranged absence data</li> </ul>	
<b>Intervention</b>	<b>Research/Best Practices</b>	<b>Resources</b>	
<ul style="list-style-type: none"> <li>◆ Students will celebrate perfect attendance by 9 weeks</li> <li>◆ Students will celebrate almost perfect attendance by 9 weeks</li> <li>◆ Letters to parents informing them of the number of absences</li> <li>◆ Daily attendance</li> </ul>	<ul style="list-style-type: none"> <li>◆ Students presence improves learning</li> </ul>	<ul style="list-style-type: none"> <li>◆ Best Practice New Standards for Teaching and Learning by Zemelman, Daniels, Hyde</li> </ul>	
<b>Strategies</b>			
<b>Instructional</b>	<b>Parent involvement</b>	<b>Media/Technology</b>	<b>Staff Development</b>
<ul style="list-style-type: none"> <li>◆ Teachers will plan productive and meaningful educational activities on a daily basis that encourage student attendance, including the days before and after school vacations</li> <li>◆ Perfect Attendance recognition will be given to motivate students to attend class</li> <li>◆ Almost Perfect Attendance incentives will be awarded to motivate students to have perfect attendance</li> <li>◆ Social worker makes parental phone contacts and/or home visits to notify of excessive absences and/or tardiness</li> <li>◆ Prosecutor's office will be utilized for chronic absenteeism</li> <li>◆ Individual behavior plans will be developed as needed</li> </ul>	<ul style="list-style-type: none"> <li>◆ Parents must fill out pre-arranged absence form</li> <li>◆ Parents must sign in students who are tardy or leave early</li> <li>◆ Parent- Staff conferences as needed</li> </ul>	<ul style="list-style-type: none"> <li>◆ Technology is used to track attendance</li> <li>◆ E-mail is used to correspond between the office and teachers regarding absent and tardy students</li> <li>◆ E-mail between teacher and parents</li> </ul>	<ul style="list-style-type: none"> <li>◆ Staff and parents to discuss best practices to improve attendance</li> </ul>