

# Swayzee Elementary

Corporation # 5625

School # 2306

## Strategic and Continuous School Improvement Plan

for the period of  
September 15, 2011 to June 30, 2014



405 South Washington Street  
Swayzee, Indiana 46986  
Phone: (765) 922-7926  
Fax: (765) 922-7927

*Submitted by:*

Rob Martin  
Principal  
robma@ohusc.k12.in.us  
Sept 15, 2011

**NO DOE RR due this year No DOE Prof Dev Grant will be applied for unless funds are restored.**

**Date:** February 19, 2010

**Subject:** PL 221 School Improvement Plan Change Date  
Professional Development Grant DOE-RR

The Office of Accreditation has determined that Spring ISTEP testing and other factors have made a June 30<sup>th</sup> deadline for submission of a school's required School Improvement Plan (SIP) impractical.

After discussion with school officials throughout the state, the Department has adjusted the submission deadline to September 15, 2010. This will have several benefits:

- Since ISTEP test results will not be available until May 30 for many schools, and
- End of Course Assessment scores will be reported to high schools in Mid August, the adjusted date will allow for full review of the assessment data.
- The adjusted date allows new building administrators assuming their position after July 1 to have greater opportunities for input in the process.
- With budget constraints, the adjusted deadline allows corporations to reduce or eliminate stipends paid to teachers for summer work on the plans.

This change does not mean that buildings should delay working on revisions to their SIP until the start of the 2010-11 year. The delay simply allows schools the opportunity to finalize the document after school begins and test scores have been more closely examined.

New buildings or re-configured buildings will continue to submit their SIP by November 1.

**DOE-RR**

The Department will discontinue the DOE-RR report. Because we have moved from the three-year cycle to real time accreditation, schools submit their revised School Improvement Plan each year in its entirety. While the SIP is a three-year roadmap, it is a living document that is reviewed and revised each year and continues to be a roadmap for the next three years.

**PROFESSIONAL DEVELOPMENT GRANT**

While the Professional Development Grant (PDG) was funded by the legislature for the two-year biennium, ending with the 2010-2011 school year, the funds for 2009-2010 were frozen and returned to the state's general fund. It is unlikely that this funding will be restored for the 2010-2011 school year. The DOE will not collect PDG applications unless funds are restored.

**April 12, 2010**

A meeting was held for the 2009-2010 school year for the committee members at 3:05 in the library at Swayzee Elementary School. This is a review year and new data was shared with the group. Changes were few and are highlighted in yellow. Members attending were: Marcia Carpenter, Jeanine Sollars, Kelly Van Ness, Danny Middlesworth, Leisa Dook, Katy Van Aken, Sue Mills, and Terry Renbarger. The group discussed the plan and made small changes..

**May 18, 2011**

A meeting was held for the 2010-2011 school year for the committee members a 3:30 in the library at Swayzee Elementary School. This is a review year and new data was shared with the group. Changes were few and are highlighted in blue. Members attending were Marcia Carpenter, Brad Harts, Chris Norris, Katy Van Aken, Sue Mills, and Rob Martin. The group discussed the plan and made small changes.

Swayzee 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

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

---

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.

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

\_\_\_\_\_  
*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 objectives, 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 year of implementation.

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

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

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

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 Swayzee 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 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:

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

BOARD OF SCHOOL TRUSTEES

\_\_\_\_\_  
*Scott Dubois, President*

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

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

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

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

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

\_\_\_\_\_  
*Dana Biggs, 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. **See hard copy with signatures.**

**Certification of  
Annual Review**

**Certification of  
Annual Review**

**Certification of  
Annual Review**

**Date: Sept 15, 2011**

**Date: Sept 15, 2012**

**Date: Sept 15, 2013**

\_\_\_\_\_  
*Principal*

\_\_\_\_\_  
*Principal*

\_\_\_\_\_  
*Principal*

\_\_\_\_\_  
*Committee Chairperson*

\_\_\_\_\_  
*Committee Chairperson*

\_\_\_\_\_  
*Committee Chairperson*

\_\_\_\_\_  
*Committee Chairperson*

\_\_\_\_\_  
*Committee Chairperson*

\_\_\_\_\_  
*Committee Chairperson*

\_\_\_\_\_  
*Committee Member*

\_\_\_\_\_  
*Committee Member*

\_\_\_\_\_  
*Committee Member*

\_\_\_\_\_  
*Committee Member*

\_\_\_\_\_  
*Committee Member*

\_\_\_\_\_  
*Committee Member*

\_\_\_\_\_  
*Committee Member*

\_\_\_\_\_  
*Committee Member*

\_\_\_\_\_  
*Committee Member*

\_\_\_\_\_  
*Committee Member*

\_\_\_\_\_  
*Committee Member*

\_\_\_\_\_  
*Committee Member*

\_\_\_\_\_  
*Committee Member*

\_\_\_\_\_  
*Committee Member*

\_\_\_\_\_  
*Committee Member*

\_\_\_\_\_  
*Committee Member*

\_\_\_\_\_  
*Committee Member*

\_\_\_\_\_  
*Committee Member*

**School Improvement Committee Membership  
2010-2011**

**Recommendations for committee 3 teachers, 1 support staff, 2 parents, and one community member**

Marcia Carpenter	- Support Staff (added 8-24-07)
Beth Hornocker	- Parent (added May, 2011)
Brad Harts	- Parent (added May, 2011)
Chris Norris	-Community Representative (added May, 2011)
Leisa Drook	- Teacher (added 10-24-08)
Mary (Katy) C Van Aken	- Teacher
Sue Mills	- Teacher
Rob Martin	- Principal

## Description of Community, School and Educational Programs

### Community Description

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 are Amboy, Herbst, Jalapa, Mier and Sims.

Two major state 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 all within an hour's travel.

Many churches, clubs, civic organization enrich the lives of Oak Hill citizens. They contribute to the social well being of community residents. Three nearby reservoirs, Mississinewa, Salamonie, and Huntington, provide excellent opportunities for fishing, boating, water skiing, swimming, camping, and hiking. Surrounding communities offer 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.

Two state universities operate campuses near Oak Hill: Indiana University at Kokomo and Ball State University at Muncie. Each offers extensive evening and summer courses. Indiana Wesleyan University in Marion and Taylor University in Upland, also offer nationally recognized programs to acquire degrees. Ivy Tech Community College is also constructing a new campus in the I-69 corridor.

#### THE SCHOOL DISTRICT

In 1957, Converse and Sweetser school systems consolidated to become Oak Hill School Corporation. Oak Hill United School Corporation was formed when Swayzee school system joined the consolidation in 1965.

Oak Hill students are served by four school buildings that are excellently maintained: Sweetser Elementary, grades K, 3, 4; Converse Elementary, grades K, 1,2; Swayzee Elementary, grades K, 5, 6; Oak Hill Junior High, grades 7-8, and Oak Hill High School, grades 9-12.

### School Profile

Swayzee Elementary is one of three elementary schools in the Oak Hill United School Corporation. Swayzee houses all the corporation's 5<sup>th</sup> and 6<sup>th</sup> grade, a special needs preschool and some of the kindergarten students.

We are proud to offer all day kindergarten at all of our elementaries. Oak Hill Schools began all day kindergarten in the 2004-2005.

Each student in kindergarten through sixth grade will have art, music, physical education, and library.

In addition to the above mentioned specials, students also have the opportunity to participate in orchestra beginning in the fifth grade and band beginning in sixth grade. Additionally, all students in kindergarten and fifth grade have the opportunity to participate in our elementary swimming program in which each classroom is transported to the high school for a nine day (kindergarten is a five day) swimming program. This program utilizes high school students to offer students individualized or small group instruction. Students have a regular computer instructor for a 10-day time period, twice a year.

Swayzee Elementary exhibits many educational features which its staff, students, parents, and community can be justifiably proud. The warm caring attitude of the teachers, support staff, and administration, coupled with the supportive attitude of the parents, provides an environment in which students can achieve maximum personal growth.

We have a sixth grade student council and a youth grant community committee gives our student body a voice in decision making. In 2005-2006 we added a student run credit union as another great opportunity.

Swayzee provides school sports of wrestling, cross-country, track, football, basketball and volleyball.

The staff of Swayzee Elementary is committed to providing each student with the opportunities necessary to maximize their learning potential. Since we believe that this is a shared responsibility between the home and school, the following mission statement has been adopted:

*"The mission of Swayzee Elementary School is to work together with the community to empower each student with the knowledge, skills, and high standards that prepare them to be successful, contributing members of a changing global society."*

## Educational Programs

The core educational programs and adoptions at Swayzee are: Houghton Mifflin Reading and English, Six Traits Writing ,Saxon Math, for grade five Scott Foresman Science, for grade 6 Glenco Science, Scott Foresman for grade five social studies, and McDougal Littell for grade six social studies. Please refer to the chart below for the grade levels using these programs.

<b>Educational Programs</b> *Research Based	<b>Grades Using Program</b>
Saxon Math *	5-6
Houghton Mifflin Reading/English Programs *	5-6
Cash Play (Suzy Warnock's class)	5
Scott Foresman Science Program *	5
Glenco Science Program *	6
Scott Foresman Social Studies Program *	5
McDougal Littell Social Studies Program *	6
Houghton Mifflin Spelling *	5
Harcourt Health *	5-6

Additional educational programs are incorporated into the core curriculum to enhance the educational needs of the students.

<b>Additional Educational Program</b>	<b>Grades Using Program</b>
Accelerated Reader Program *	5-6
Always Changing	5
Read Naturally *	5-6
Project Respect	6
STAR Reading ,STAR Math	5-6
Math Facts in a Flash	5
Biz Town	6
Accelerated Math	5-6
Visualization/Verbalization Computer Program	5-6
Character Counts	5-6
Social Worker *	5-6
Rube Goldberg	5
State Fair/ wax museums	5
Card Sort	6
Science Festival	6
“Medieval Times Faire and Tournament”	6
“Let Freedom Ring”	5
“Library Alive”	5
“L to J” Essential Skills assessments	6

Students have a unique learning opportunity in the Swayzee Optimum Achievement Resource room or the S.O.A.R room. The S.O.A.R. room is a place that is available for an enhanced learning environment. Students

needing additional assistance with studies work in the same place as both high ability and special service students. For example, a student may bring homework or school projects into the S.O.A.R. room to complete. There are staff members available in the room for students who may need assistance with classroom work, organizational skills, study skills, and projects. The S.O.A.R. room also has eight learning areas which include: Verbal/Linguistic, Logical/Mathematical, Visual/Spatial, Musical/Rhythmic, Interpersonal, Intrapersonal, Naturalist, and Body/Kinesthetic. These areas incorporate the eight styles of learning and are used to enhance the learning environment at Swayzee.

Swayzee offers differentiated instruction to meet the needs of all students, including those who meet high academic standards. The classroom teacher provides this differentiated instruction. All students take advantage of this emphasis here at Swayzee.

There are other enrichment opportunities for students who meet high academic standards. Saturday classes are offered through Purdue University in a program called Super Saturday. In grade five, high level students are taught in separate groups using the cluster grouping method. In grade six, students may have individual schedules to accommodate learning.

The “total school cluster grouping” model was selected as the preferred method of differentiating instruction and serving students at the elementary level in the Oak Hill United School Corporation.

- Research shows that cluster grouping improves student achievement among students from all achievement levels.
- This model allows students with similar academic needs to work together during part of every day.
- This tool allows teachers to serve all students effectively and differentiate instruction to meet the needs of all students.
- This model maximizes learning for all students.

All students are identified for small group instruction in a cluster group. Results from several grade level appropriate assessments such as ISTEP+, ACUITY, DIBELS, STAR Reading, STAR Math, and teacher recommendations all play a role in this determination, as well as the special needs of individual students.

While cluster groups are generally stable, the assessment of students is an ongoing part of providing the best educational experience. These groups are flexible enough to allow changes as needed to better meet the needs of the student. Re-evaluation of all students is done annually.

An annual plan for mathematics instruction for this group of learners will be determined through the use of a thorough pre-assessment of skills already mastered. In the areas of language arts, science, and social studies, additional challenge will be provided through project selection, the choices and options offered to the students, and the materials used for instruction.

There are many varied techniques and programs used for Title One and remedial work. Support staff primarily handles remediation in the S.O.A.R. room. On the following page are programs and techniques used for remediation.

## Special Services & Remedial Programs

Research Based \*

<b>Phonics Programs</b>	
Phonics Intervention *	Computer software
The Phonics Game	After school tutoring*
Seeing Stars *	Board games
LiPS *	Barnell Loft-A Word Recognition Program *
Dr. Roxie Phonemes	
<b>Language Arts Programs</b>	
Think Alongs *	Cornerstone
Write Traits	Board games
Write Out Loud	After school tutoring*
Computer software	
<b>Reading Programs</b>	
Think Alongs *	After school tutoring*
"I Can Read"	Verbalization/Visualization *
Poppin Auditory Readers	"Reading is Fun"
Houghton Mifflin Reading Series *	Seeing Stars *
SRA *	Read Naturally *
Barnell Loft - Specific Skills Series *	Board Games
STAR Reading	5 Minutes to Better Reading
Houghton Mifflin Leveled Readers*	
Books on tape	
Computer software	
<b>Math Programs</b>	
Saxon Math *	STAR Math*
Accelerated Math *	Math Facts in a flash*
After school tutoring*	Times Table the Fun Way
Math Rock Video	TOPS Problem Solving Cards
Board games	Harcourt math
Leap Frog	Challenge Math by Edward Zaccaro
	Glencoe Grade 6 & 7 math text

## Data Presentation

This data was obtained from the Department of Education website. It was examined and used by the Swayzee Elementary School's staff committees to determine Swayzee's strengths, weaknesses and goals.

Year	<u>Attendance Rate</u>	<u>Reduced Lunch Count</u>	<u>Percent Free Lunch</u>	<u>Percent Free and reduced</u>
2001-02	97.3		11.0%	
2002-03	97.0		13.0%	
2003-04	97.5		15%	
2004-05	96.96		15%	
2005-06	97.0		17%	
2006-07	97.1		19%	
2007-08	96.6		20%	
2008-09	96.6	7%	20%	27
2009-2010	96.2	8%	29%	37%
2010-2011	96.4	8%	29%	37%

Year	<u>Total Enrollment</u>		Ethnic Breakdown				
			05-06	08-09	09-10	10-11	
2001-02	266		White	92%	93.5%	93.5%	94%
2002-03	291	* This year the school went to an	Black	0%	.05%	.05%	1%
2003-04	278	attendance center model, therefore a	Hispanic	3%	2%	2%	2%
2004-05	241 *	shift in school population resulted.	Asian	0%	0%	0%	0%
2005-06	218 **	** Due to low kindergarten enrollment	Amer Indian	0%	0%	0%	0%
2006-07	267 ***	we did not have a section of	Multiracial	5%	4%	4%	4%
2007-08	299	kindergarten this year.					
2008-09	230	***Due to high kindergarten enrollment					
2009-10	251	we had two kindergarten sections					
2010-2011	236						

IC20-10.2-3-3(c)

## Description and Location of Curriculum

Swayzee Elementary Curriculum Guide is a narrative description of educational objectives, strategies, and resources. The curriculum guide is a tool used to assist staff members in reaching objectives in each grade level. The curriculum is written by a committee of teachers, parents, and administrators to support student achievement of Indiana academic standards. Committees revise the curriculum guide prior to each curriculum and textbook adoption. The school board approves the curriculum.

A copy of the Swayzee Elementary Curriculum Guide is located in each classroom, the secretary's office, and is accessible through our homepage.

The web address for our curriculum is:

<http://www.ohusc.k12.in.us/Swayzee/Curriculum/curriculumindex.htm>

IC20-10.2-3-5(a)(2)

## Assessments

Grade	Fall Assessment	Mid-Year Assessment	Spring Assessment
5 <sup>th</sup>	STAR Reading Star Math Acuity Remediation	STAR Reading STAR Math Acuity Remediation	Acuity Remediation STAR Reading STAR Math ISTEP
6 <sup>th</sup>	STAR Reading Acuity Remediation	STAR Reading Acuity Remediation	Acuity Remediation STAR Reading ISTEP + ISTEP + Online

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

### Grades 5 & 6

#### STAR Reading Assessment

Students are assessed three or four times during the year on this computer based program. The purpose is 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 small groups.

#### STAR Math Assessment

5<sup>th</sup> grade students are assessed three times a year on this computer based program. The purpose is to determine progress, growth, and independent math ability. Students not on track to achieve at grade level are provided additional assistance 1-on-1 or in small groups.

### Grades 5 & 6

#### ACUITY

The purpose of Acuity is to measure and report, and improve student progress on Indiana learning standards, and to determine students' readiness for ISTEP. At Oak Hill schools we use the predictive segments of the test. These assessments are taken 3 times a year.

## School Mission Statement

"The mission statement of Swayzee Elementary School is to work together with the community to empower each student with the knowledge, skills, and high standards that prepare them to be successful, contributing members of a changing global society."

## School Motto:

G.U.T.S. (Great Urge to Succeed)



## Curricular Support for Achievement of Indiana Academic Standards

*IC20-10.2-3-3©*

*IC20-10.2-3-5(a)(6)(A)*

The Oak Hill Curriculum Committee uses the state standards as the foundation for developing Oak Hill's curriculum. Our expectations meet and exceed state standards and are revised every six years.

Instructional materials are reviewed and selected by a committee of 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 ISTEP, Acuity, and STAR reading and math tests, analysis can be made to track student progress towards mastery of essential skills. Students who do not meet standards will be provided remediation. This school is looking at various RTI models for future implementation.

## Instructional Support for Achievement of Indiana Academic Standards

*IC20-10.2-3-3©*

The diverse teaching staff at Swayzee Elementary utilizes its strengths and a variety of teaching strategies to implement the Indiana Academic Standards. The following are examples of how the standards in the areas of Language Arts and Math are achieved.

### LANGUAGE ARTS

#### Standard #1 Reading: Word Recognition, Fluency, and Vocabulary Development

- Word walls or high frequency word lists are utilized. Many activities are completed using these word lists.
- Read Naturally is used as a remedial program for our students.
- Sight word lists and word families build fluency.
- Teacher read-alouds, books on tape, and self-selected reading times.
- Verbalization and Visualization is used as a remedial program for our students.

#### Standard #2: Reading Comprehension

- Read-alongs, read-alouds, and books on tape are used to foster oral comprehension.
- Comprehension reading programs remediate reading concerns.
- Verbalization and Visualization is used as a remedial program for our students.
- Read Naturally is used as a remedial program for our students.
- MCR (Model, Coach, Reflect) is a program designed to teach and monitor what students are thinking while they read.
- Comprehension reading assessments are used to determine reading levels for optimal development.
- Venn diagrams, story maps, cause and effect chains of events, and prediction charts are used to teach reading skills.
- Journaling to analyze or summarize stories monitors comprehension.
- Two column note-taking is used in content area reading to teach students to monitor their own comprehension.
- Content area projects work on reading and following directions.

#### Standard #3: Literary Response and Analysis

- Character maps, visual charts, and story maps are graphic organizers that are used to analyze text.

- Genre studies expose students to varieties of literature.
- Students read books and respond through student plays and projects.
- Students journal to make connections with literature.

#### **Standard #4: Writing Process**

- The Writing Workshop process is used to varying degrees with the use of pre-planning, drafting, editing, revising, and publishing.
- Writing Workshop notebooks are utilized to keep future ideas, plans, drafts, and completed work.
- 6 + 1 Traits are used.
- Writing conferences are used to varying degrees
- Students focus on the topic, purpose, and audience before writing.
- Students write for an authentic audience.
- Students continue to use the thesaurus in the revision process.
- Technology may be utilized throughout the drafting and publishing processes.
- Students are exposed to a wide variety of organizational plans.

#### **Standard #5: Writing Applications**

- Research projects allow students to learn how to write expository papers.
- Students write narratives that show, rather than tell, the events of the story.
- Persuasive letters or compositions are written.
- A variety of revision strategies are utilized to enhance writing.
- Defining the purpose, audience, and topic when writing helps students to focus on what they want to say.
- Teaching students about writing rubrics and how to utilize them enhances their writing.

#### **Standard #6: Written English Language conventions**

- Weekly spelling lists are studied.
- Practice of the editing skill is done through G.U.M. format in the 6<sup>th</sup> grade.
- A variety of strategies strengthen editing skills.
- Daily Language Practice is used to strengthen grammar skills.

#### **Standard #7: Listening and Speaking**

- The author's chair (Open Mic.) is an activity that allows student authors to share what they have written in front of an audience.
- Students deliver speeches in many classes.
- Plays are performed at various grade levels. Other classes become the audiences for these performances to enhance listening skills.
- Choral reading is used allowing students to read as a group.
- Following directions is done as a listening and speaking activity.

## **MATHEMATICS**

#### **Standard #1: Number Sense**

- Fraction manipulatives are used throughout the upper elementary to introduce and reinforce the concept of fractions, improper fractions, and reducing fractions.
- Manipulatives are used to reinforce place value, rounding, and estimating.
- Number lines are used to introduce integers.
- Money is used to model place value including decimals.

- Math vocabulary, and/or math writing provides students with opportunities to explain math concepts.

### **Standard #2: Computation**

- Students are administered timed tests to increase their knowledge and accuracy.
- Charts, games, and graphics are used to practice computation.
- Daily work in our Saxon Math program allows students to practice computation.

### **Standard #3: Algebra and Functions**

- Games and other activities reinforce algebra skills.
- Daily instruction and work with the Saxon Math program provides continuous skill enhancement.
- Math vocabulary, math journals, and/or math writing provides students with opportunities to explain math concepts.

### **Standard #4: Geometry**

- Math manipulatives (pattern blocks, tangrams, shapes and solids, compasses, protractors, counting cubes, and illustrations) are used to introduce and reinforce skills.
- Math vocabulary, math journals, and/or math writing provides students with opportunities to explain math concepts.

### **Standard #5: Measurement**

- Metric and U.S. Customary manipulatives provide opportunities to measure in different units.
- Math vocabulary, math journals, and/or math writing provides students with opportunities to explain math concepts.

### **Standard #6: Data Analysis and Probability**

- Surveys are taken.
- Graphs are created.
- Graphs are transferred to Excel to incorporate technology.
- Students create frequency charts.
- Math vocabulary, math journals, and/or math writing provides students with opportunities to explain math concepts.

### **Standard #7: Problem Solving**

- T.O.P.S. cards are utilized.
- Saxon math provides daily opportunities for problem solving.
- Problem solving techniques are introduced and utilized.
- Estimation is emphasized through “real world” experiences.
- Math vocabulary, math journals, and/or math writing provides students with opportunities to explain math concepts.

## Parental Participation

Swayzee Elementary has various opportunities to foster parental involvement. Currently implemented opportunities include parent-teacher communications, special projects, Parent Teacher Organization, and athletic events.

- Newsletters are sent home (paper or via e-mail) explaining what activities are taking place.
- Open House in the fall is well attended.
- Students use assignment books in their classes. This allows daily contact between home and school.
- There are many special projects that involve parents: class presentations, parental speakers, A Day in Medieval Times, and Science Festival, band/orchestra/choir performances, Dr. Seuss Day, Library Alive, Career Day, State Fairs (Wax museums), and Literary Tea. STEM projects will be implemented in 2011-2012.
- The Oak Hill PTO has a very active organization that offers multiple activities: fundraising, class parties, book fairs, Donuts with Dad, Muffins with Mom, and skating parties. For 2011-2012 there will be no official PTO, but at the building level similar fundraisers and activities will be held.
- Parents also support elementary sporting leagues by attending games and coaching.
- Parents also take part in many other activities such as field trips, classroom volunteers, and serving on school committees.
- Contact is initiated as needed to our parents through our school social worker.
- Teachers and parents e-mail student achievements and concerns and communicate via phone as necessary.

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

## Parental Participation

### Following is a listing of ways parents are currently involved:

- \*Class presentations
- \*Field trips
- \*Conferences
- \*Newsletters
- \*Elementary sporting leagues
- \*Class parties
- \*Special projects
- \*Parent speakers – on special topics/skills
- \*Book fairs
- \*PTO
- \*Open House
- \*Medieval Faire
- \*E-mail communication (parent/teacher)
- \*Skating parties
- \*Art displays at Converse restaurant
- \*Dr. Seuss Day
- \*Kids Hope
- \*Career Day
- \*State Fairs (wax museums)
- \*Assignment books
- \*Literary Tea
- \*Papers sent for parent check
- \*Science Festivals
- \*Donuts with Dad / Muffins with Mom
- \*Parent volunteers in the classroom
- \*Contact with school social worker
- \*Parent access to grades from home via STI
- \*Celebrations/Presentations at PTO meetings
- \*Back to school ice cream social
- \*Send student created news articles to the Oak Hill Times
- \*Invite parents to fill out interview forms detailing child’s special qualities – interests, abilities, accomplishments. Teachers can use information to write story about child to read at school program or post on bulletin board.
- \*Have students create personal invitations to special events.

### Following is a listing of possible future involvement:

- \*Adult reading buddies
- \*Homework Hotline
- \*Parent volunteers needed in the S.O.A.R.
- \*Parent of the student of the week come in and read a book to the class
- \*International Fair – parents bring in food, share in the topic, this could be building wide
- \*School wide end of the year trip to reservoir - teacher planned outdoor activities to go with each subject matter.
- \*Have buddies for new families in the area (Framework for Change)
- \*Student led conferences
- \*Host a “Family Math Night” to inform parents about the math curriculum through math games.

## **Safe and Disciplined Learning Environment**

Swayzee Elementary School currently has several procedure guidelines 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, 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/Swayzee/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. Starting in 2007-08, Swayzee added a drill for lock-down.
  
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 and helps contribute to a safe learning environment. All visitors must enter by the front doors as the other entry doors are locked.
  
4.     **Criteria to Assess Threats to Self or Others**  
These guidelines were developed to help administrators in consultation with the counselor or social worker to determine if the threat places a student at No Risk, Low Risk, or High Risk and provides an appropriate plan of action for each level of risk. CPI (Crisis Prevention Institute) training has been provided for a team of administrators, teachers and aides within the building to help assess and deal with situations that appear to present risk to students, staff and/or others.
  
5.     **Full 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. She educates 5<sup>th</sup> through 6<sup>th</sup> graders in Conflict Resolution and Communication Skills. The Social Worker coordinates activities for Red Ribbon Week to promote a healthy, drug-free lifestyle.
  
6.     **Programs at Swayzee Elementary that Promote a Safe and Disciplined Learning Environment**
  - Conflict Resolution and Communication Skills
  - Red Ribbon Week
  - No Name Calling Week
  - Character Counts
  - Safety Committee
  - Anti-bullying Program
  - A school safety committee was established in the fall of 2005. Membership included those on the school improvement committee. Our school safety specialist (Joel Martin) will provide materials

when requested to assist our safety school committee in developing a plan 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 identified under subdivision 1
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. Completed a Bully Survey (December 05)
5. Student handbook/discipline grid completed (March/April 06)

*IC 5-2-10.1 section 11 and 12*

7. **Man-Made Occurrence disaster drill.** (Added 2007)

(a) The governing body of a school corporation shall require each school in the governing body's jurisdiction to conduct periodic fire drills during the school year in compliance with rules adopted under IC 4-22-2 by the state board.

**(b) Each school and attendance center shall conduct at least:**

**(1) one (1) tornado preparedness drill; and**

**(2) one (1) manmade occurrence disaster drill; during each semester.**

(c) The governing body of a school corporation shall require each principal to file a certified statement that **all** drills have been conducted as required under this section.

*SECTION 8. IC 20-34-3-20, AS ADDED BY P.L.1-2005, SECTION 18, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2007]: Sec. 20*

8. **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. Swayzee Elementary installed a defibulator in 2007 in the gym area.

*IC20-10.2-3-5(a)(7)*

9. **Character Education**

Swayzee Elementary will use **CHARACTER COUNTS!**<sup>SM</sup> "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. A Character Counts Council has been comprised of teachers, the principal, the social worker, a parent, and community representation. The council will 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.

\*\*\*Things for future consideration

Ladies to lunch first – connection with Chivalry day

Education on cell phone and cyber bullying

Principal can have lunch with the honor roll students

Theme for the whole building instead of just the SOAR

10. **Affective Education**

This program is used by our emotionally handicapped students. The program helps these students to feel better about themselves and make better choices.

11. **Bullying Survey**

This survey was conducted in December of 2005 by the students at Swayzee Elementary.

The conclusions are listed below:

- Look at role playing “calling others hurtful names” (Teachers will work on this as a presentation to all students)
- Meet with students with the longest discipline records (with principal and social worker) at the beginning of the year. These students will discuss ways to eliminate bullying and the school will get suggestions from students. Students will not have any idea that they were on this committee because of their past discipline problems. We will meet with the students later with pizza and see how things are going...
- Teachers will discuss the student handbooks in homerooms and discuss the section that deals with bullying etc.
- Make a Powerpoint presentation at the beginning of the year and deliver a few slides that deal with bullying and inappropriate language (verbal bullying). This Powerpoint can be shown to the parents on Open House or other parent meetings.
- Look for ways to educate parents on anti-bullying strategies.

## Technology as a Learning Tool

Swayzee Elementary has made great strides in the area of technology. We have a networked computer lab with 28 computers and a LCD projector with whole-class viewing capability. LCD projectors have been placed in all the classrooms for teacher use. Computers are also located in all general education, special education, music, art rooms, and library. These computers are also networked and have e-mail capability for staff use. Some classrooms have extra computers for student use.

A computer specialist teaches technology skills and computer applications to all grade level students throughout the school year. The computer specialist follows a corporation curriculum for each grade level.

Our teachers and staff have had training on the computer and many of the software programs available. Training was provided by the school corporation when the network was installed. As new teachers and staff are hired, training is provided by the Building Technology Coordinator, as well as, the Corporation Technology Coordinator.

Teachers use the computers for record keeping, lesson preparation, presentations, and report cards. Teachers also have the ability to access information from the student management package (STI). These uses are listed in the following table:

<b>Technology, Software, Hardware</b>	<b>Grade Levels</b>	<b>Subject area in which a State Standard is fulfilled utilizing this technology</b>	<b>Student Uses Technology</b>	<b>Teacher Uses Technology for Presentation, Preparation or Record Keeping</b>
Excel	5, 6	Math	X	X
	5, 6	Science, English	X	
	5, 6	Social Studies, English		X
Word	5, 6	All	X	X
Power Point	5, 6	All	X	X
Publisher	5-6	All	X	X
Digital Camera	5-6	All		X
Internet	5-6	All	X	X
VCR/DVD	5-6	All	X	X
Zimbra	5-6	All		X
STI	5-6	All		X
Accelerated Reader	5-6	Reading	X	X
Accelerated Math	5-6	Math	X	X
Acuity	5-6	ELA & Math Assessment Social Studies and Science	X	X
Drawing Discoveries	5-6	Art	X	X
Visualization and Verbalization	5-6	Reading	X	X
<b>Technology, Software, Hardware</b>	<b>Grade Levels</b>	<b>Subject area in which a State Standard is fulfilled utilizing this technology</b>	<b>Student Uses Technology</b>	<b>Teacher Uses Technology for Presentation, Preparation or Record Keeping</b>

Articulation and Language	All	Speech	X	X
Star Reading	5-6	Reading	X	X
Math Facts in a Flash	5-6	Math	X	X
STAR Math	5-6	Math	X	X
Read Naturally	5-6	Reading	X	X
Kid Pix	ALL	Art	X	X

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

# Cultural Competency

Sec. 4 (a) Throughout the process of developing the PL 221 document, the committee kept the cultural competency of Swayzee Elementary's teachers, principal, staff, parents, and students in mind.

**1. Identification of the school's racial, ethnic, language-minority, cultural, exceptional learning, and socioeconomic groups in the Swayzee Elementary population. Language minority, and ethnicity did not have a significant sample.**

**2. Culturally appropriate strategies for increasing educational opportunities and educational performance for each group in Swayzee's plan.**

- ◆ At the beginning of the year develop spreadsheets of students in these categories listed above and chart progress on standardized test, make these students high priority for learning center and also track these students throughout the year. Lists will be provided to teachers of students in these categories along with the tracking via spreadsheets.
- ◆ Offer a workshop for parents and students (with meal) on study habits (call those on this list to make sure they get the notice)
- ◆ Science: develop a list of 100 essential skills and address them weekly with students in science class. One suggested way to do this is the Lee Jenkins L-J method. Track these students in the individual classrooms.
- ◆ Investigate the possibility of funding bus transportation for the homework club. Those who would benefit from this opportunity need this may live some distance from the school and are unable to receive transportation from their parents.
- ◆ Differentiated Instruction will continue to be the instruction of choice.
- ◆ Study skills enforced at the beginning and end of the day for some kids
- ◆ Stress the special education population specifically (our greatest need) by making the staff aware of those students with IEP's so their progress can be charted and additional interventions given.

**(1) Areas of recommendation in which additional professional development is necessary to increase cultural competency in Swayzee's educational environment.**

- ◆ Investigate the possibility of a teacher or social worker attending a conference on children of poverty and this staff member would bring this knowledge back to the staff in the form of an in-service.
- ◆ Investigate the purchase the book by Ruby K Payne [A Framework for Understanding Poverty 43 Ways to Increase Student Achievement](#) for all staff members and discuss the book at faculty meetings.

**(2) The committee will update annually the information identified under subsection (b) 1. (Updated 2-3-05)**

IC20-10.2-8-2

Student Group	English Performance				Math Performance				English Participation			Math Participation			Other Indicator			
	Student N	Pass %	Target Pass %	Made	Student N	Pass %	Target Pass %	Made	Student N	Tested %	Made	Student N	Tested %	Made	Type	Rate	Target Rate	Made
<u>Overall</u>	205	83.9	72.9	Y	205	89.3	72.0	Y	219	99.4	Y	219	99.4	Y	Attend.	96.4	95.0	Y
<u>White</u>	192	83.3	72.7	Y	192	89.6	71.8	Y	206	99.3	Y	206	99.3	Y				
<u>F/R Meals</u>	74	70.3	68.6	Y	74	82.4	67.6	Y	83	98.7	Y	83	98.7	Y				

AYP History: [2002=Y](#), [2003=Y](#), [2004=Y](#), [2005=Y](#), [2006=Y](#), [2007=Y](#), [2008=N](#), [2010=Y](#)

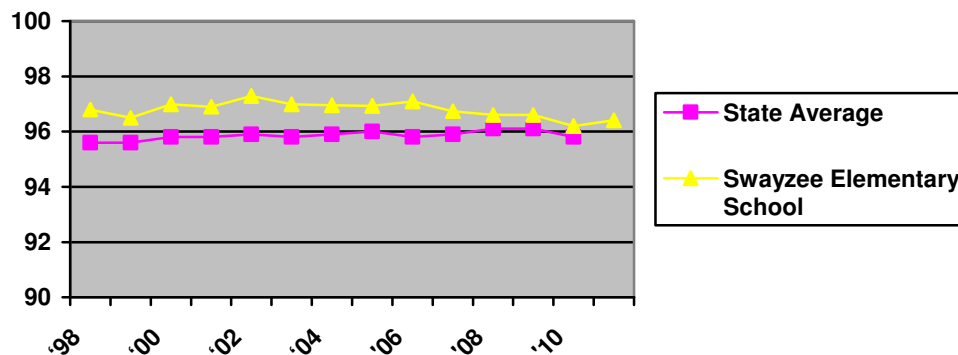
Section 5

## School Improvement Plan

The school improvement plan for Swayzee Elementary is outlined on pages 27 through 51. 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 (1) the expansion of instructional strategies, (2) the integration of media and technology into the curriculum, and (3) the need for professional development to accomplish these goals.
- Create a document that can be easily communicated to and understood by all stakeholders.

### Attendance Data Utilized .40% better than state average in 2010

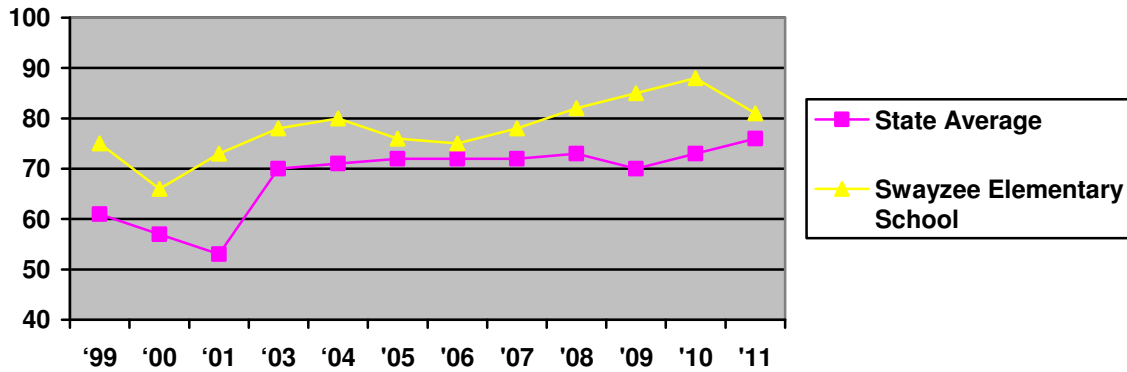


Swayzee Elementary School's attendance is above the state average. Areas of concern include: prearranged absences for family vacations, head lice, and a few students with chronic attendance problems.

## Percentage of students meeting ISTEP academic standards

### Grade 6 - Pct Passing ISTEP+ Language Arts Standard

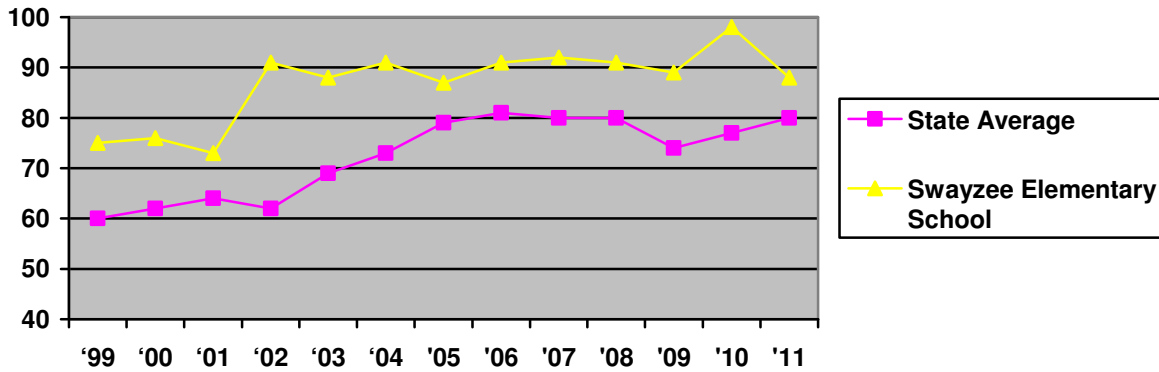
**Avg of 10% above state average in '10 & '11**



Swayzee Elementary (grade 6) is above the state average every year.

### Grade 6 - Pct Passing ISTEP+ Math Standard

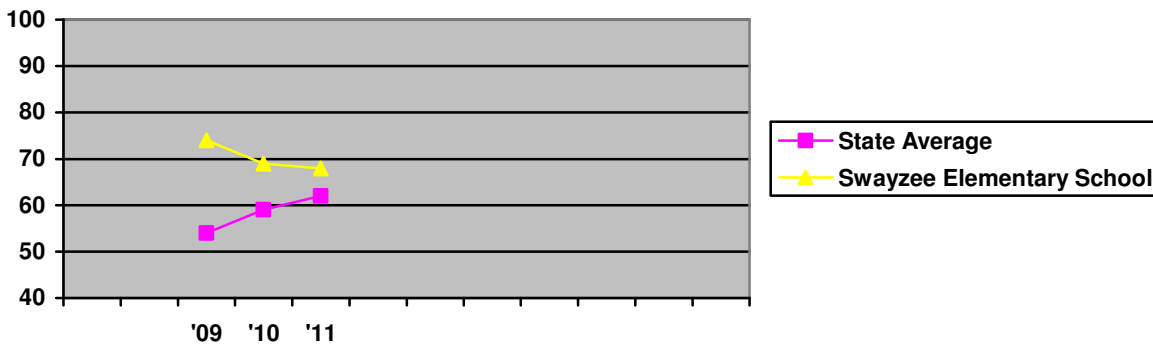
**Avg of 9.5% above state average in '10 & '11**



Swayzee (grade 6) is consistently above the state average in Math.

### Grade 6 - Pct Passing ISTEP+ Science Standard

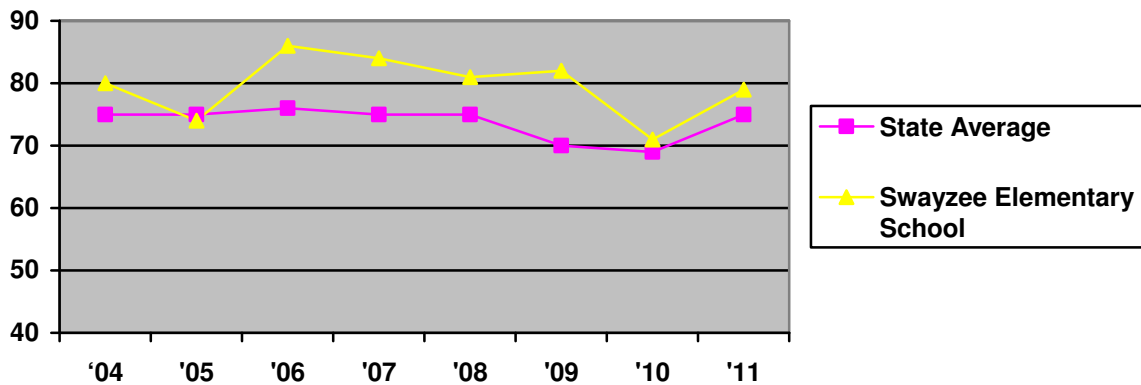
**Avg of 8% above state average in '10 & '11**



Swayzee (grade 6) is consistently above the state average in Science.

### Grade 5 - Pct Passing ISTEP+ Language Arts Standard

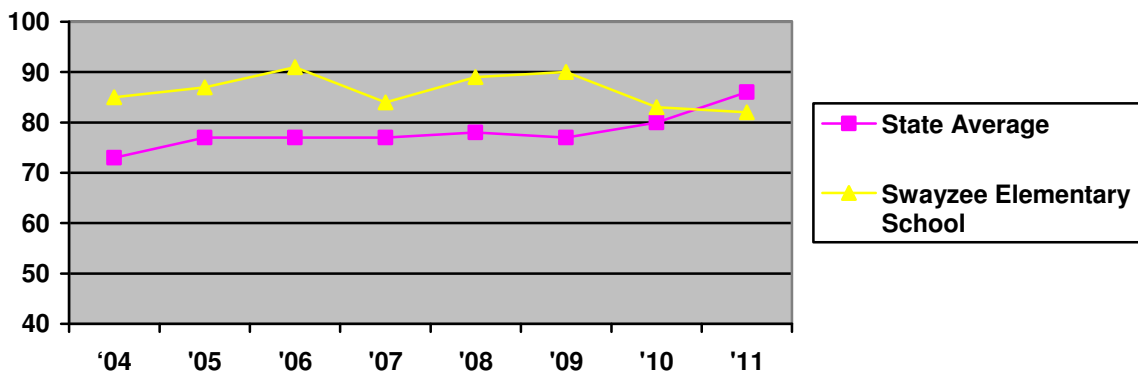
**Avg of 3% above state average in '10 & '11**



Swayzee (grade 5) is consistently above the state average in ELA.

### Grade 5 - Pct Passing ISTEP+ Math Standard

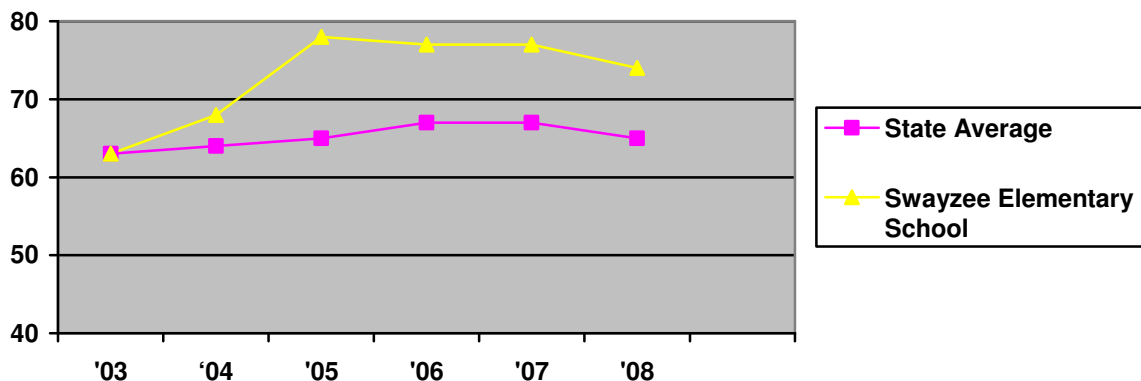
**Avg of 1% below state average in '10 & '11**



Swayzee Elementary (grade 5) is above the state average 8 out of last 9 yrs.

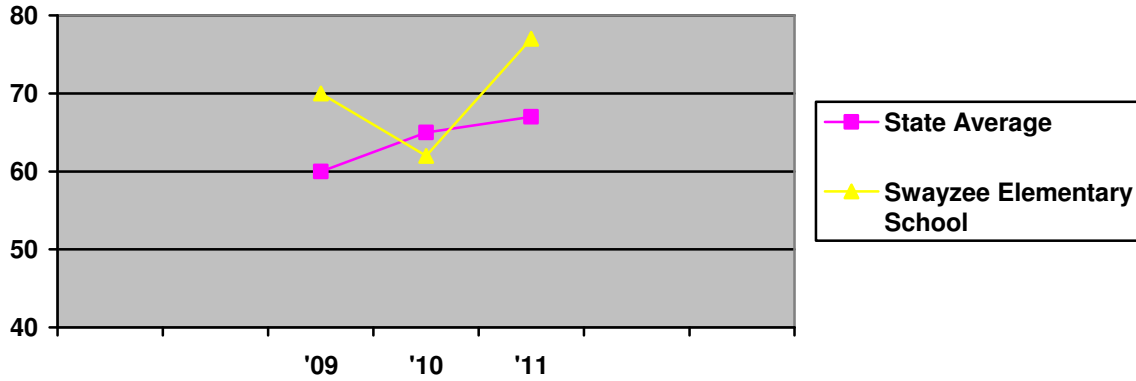
### Grade - 5 Pct Passing ISTEP+ Science Standard

**9% above state average in 2008**



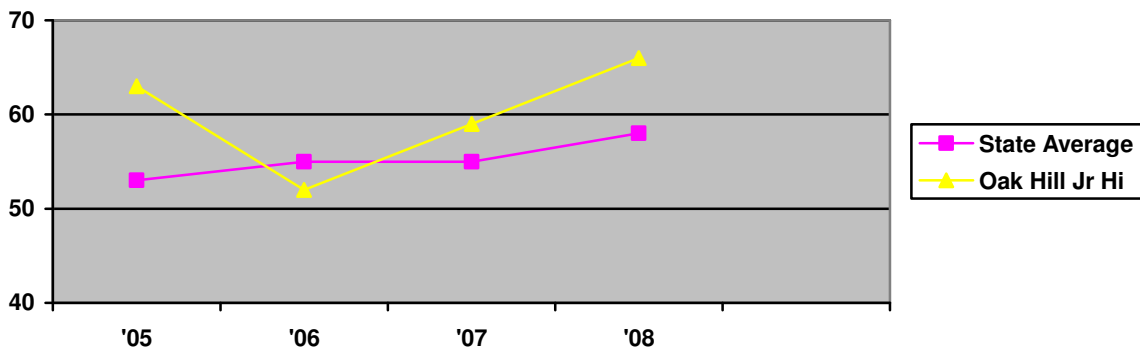
**Grade - 5 Pct Passing ISTEP+ Social Studies Standard**

**10 % above state average in '11**



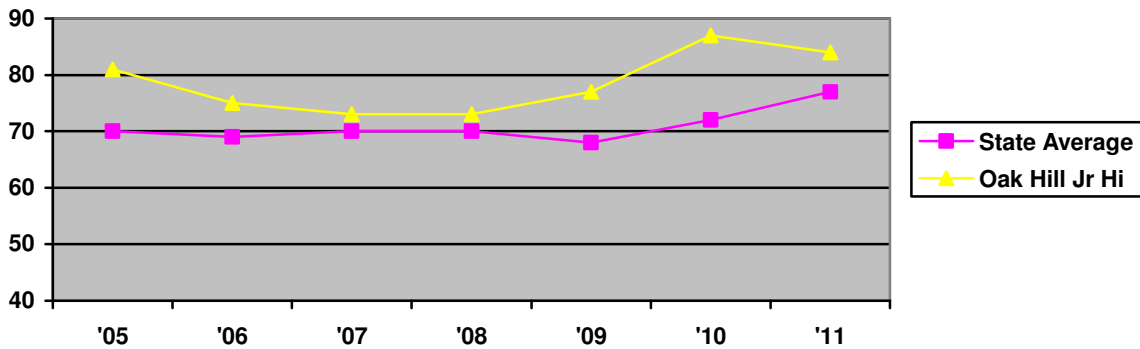
**Grade 7 Pct Passing ISTEP+ Science Standard**

**8 % above state average in 09**



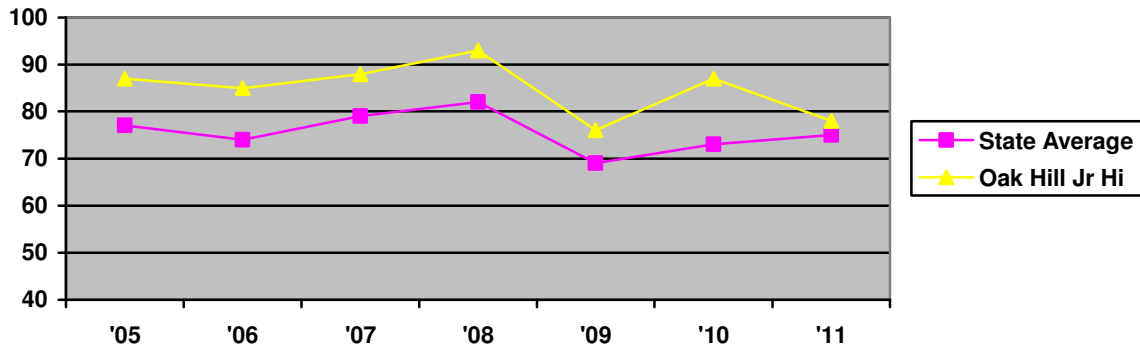
**Grade 7 Pct Passing ISTEP+ English Standard**

**Avg of 6 % above state average in '10 & '11**



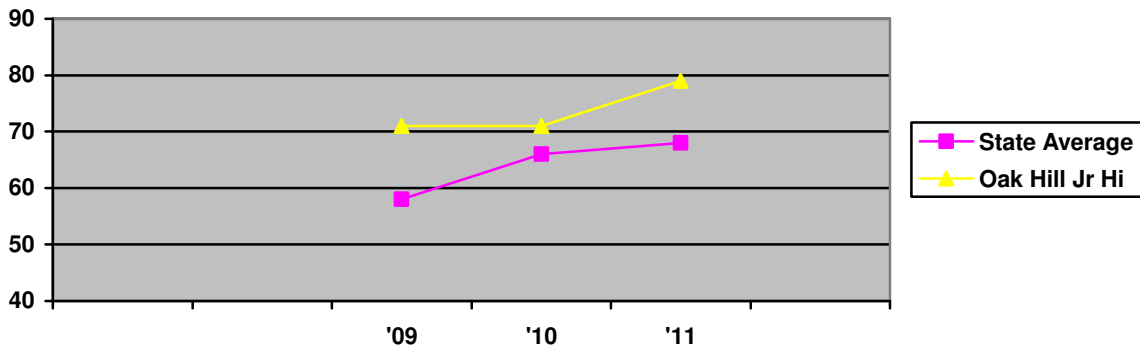
### Grade 7 Pct Passing ISTEP+ Math Standard

**Avg of 8.5% above state average in '10 & '11**



### Grade 7 Pct Passing ISTEP+ Social Studies

**9% above state average in '11**



## **Specific areas where improvement is needed**

*IC20-10.2-3-3(d)*

Attendance – Reduce the number of daily tardies and absences

Writing/Reading – Improve scores on the Language Arts Applied Skills section of the ISTEP+ test.

- Students will improve in spelling and vocabulary knowledge.
- Students will engage various forms of writing to improve writing skills across the curriculum.

Math Computation – Students will improve in Math computation.

Reading Comprehension/Vocabulary – Decrease the gap between boys and girls reading scores. Decrease the gap in SES (free and reduced lunch vs paid lunches) on the English Language Arts passing percentage.

Best Practices – Staff members will build a learning community utilizing best practices.

## **Statutes and rules to be waived**

*None*

*IC20-10.2-3-5(a)(1)*

## **Three (3) year time line**

(inherit in the Strategic and Continuous School Improvement and Action Plan ...)

*IC20-10.2-3-1,*

# Benchmarks for Progress

## Strategic and Continuous School Improvement and Achievement Plan SWZ

**Goal 2011-2012** Swayzee Elementary's attendance rate will meet or exceed the state standard for attendance

**Benchmark** Swayzee's attendance rate avg in 2009 thru 2011 was 96.4%

Swayzee Elementary's average daily attendance will be an average of 97.5% by the year 2014.

Year	State Average (%)	Swayzee Elementary School (%)
'98	96.5	96.5
'99	96.5	96.5
'00	96.5	96.5
'01	96.5	96.5
'02	96.5	96.5
'03	96.5	96.5
'04	96.5	96.5
'05	96.5	96.5
'06	96.5	96.5
'07	96.5	96.5
'08	96.5	96.5
'09	96.5	96.5
'10	96.5	96.5
'11	96.5	96.5

Supporting Data (Triangulate the data)	Assessments	
---	-------------	--

<ul style="list-style-type: none"> <li>◆ Pre-arranged absence data</li> <li>◆ Letters to parents informing them of chronic absences</li> <li>◆ State Attendance Records</li> </ul>	<ul style="list-style-type: none"> <li>◆ <b>Standardized</b></li> <li>◆ DOE attendance records</li> </ul>	<ul style="list-style-type: none"> <li>◆ <b>Locally Developed</b></li> <li>◆ Attendance Records STI</li> <li>◆ Tardy Records</li> <li>◆ Left School Records</li> </ul>
--	---	--

Intervention	Research/Best Practices	Resources
--------------	-------------------------	-----------

<ul style="list-style-type: none"> <li>◆ Students will celebrate perfect attendance with a certificate and appropriate gift cards etc....</li> <li>◆ Students with perfect attendance for the year get their name in a drawing for prizes.</li> <li>◆ Periodic awarding of the "Attendance Trophy" to homeroom with best attendance rate during a specified period of time.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Make the classroom a supportive setting for shared learning by celebrating attendance accomplishments in written expression.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Kids Hope</li> <li>◆ ROPES</li> <li>◆ SOAR</li> <li>◆ Homework Club</li> <li>◆ Personal encouragement from staff members.</li> </ul>
--	--	---

Strategies			
Instructional	Parent involvement	Media/Technology	Staff Development

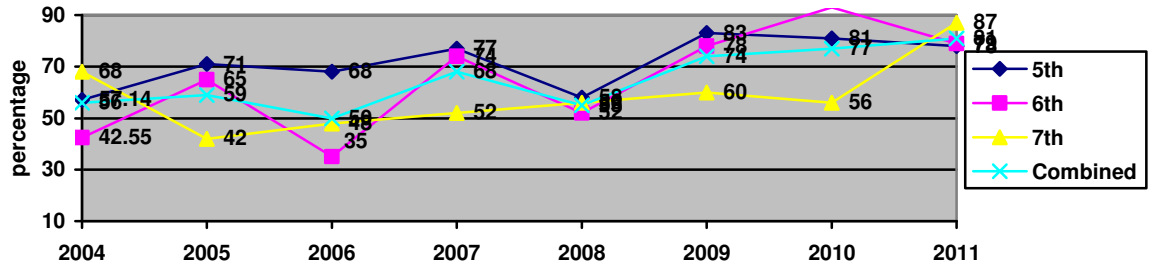
<ul style="list-style-type: none"> <li>◆ Teachers will plan productive and meaningful educational activities on a daily basis that encourages student attendance, including the days before and after school vacations.</li> <li>◆ Principal/social worker will make personal calls for those of high absenteeism</li> <li>◆ Near-Perfect attendance awards will be held to motivate students to have perfect attendance</li> <li>◆ All students will follow the district established attendance policy</li> <li>◆ Prosecutor's office will be utilized for chronic absenteeism</li> <li>◆ Social worker responsible for attendance letters</li> <li>◆ Attendance taken as part of STI</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 leave school or who are tardy</li> <li>◆ Inform parents of current attendance and goal</li> <li>◆ Parents may check grades, attendance, and discipline via the on-line student management system.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Technology is used via STI to track attendance</li> <li>◆ Use of technology as an incentive to come to school as most students crave this part of our curriculum.</li> <li>◆ E-mail between parent and teacher</li> <li>◆ School web page has current calendar</li> <li>◆ School web page has current lunch menu</li> </ul>	<ul style="list-style-type: none"> <li>◆ Differentiate Learning</li> <li>◆ Technology training and project for teachers to incorporate technology into the curriculum</li> </ul>
---	--	--	--

# Strategic and Continuous School Improvement and Achievement Plan SWZ

**Goal 2011-2012** Students will improve in writing skills across the curriculum

**Benchmark**  
Previous School Improvement plan average was 73%

An average of 84% of students (grades 5, 6, 7) will score a 4 or above on the writing application rubric by the year 2014



**Supporting Data**  
(Triangulate the data)

**Assessments**

- ◆ ISTEP Applied Skills reports
- ◆ ISTEP Writing Development Rubrics

- Standardized**
- ◆ 5<sup>th</sup>- 6<sup>th</sup> grade ISTEP Applied Writing Scores
  - ◆ 5<sup>th</sup> -6<sup>th</sup> Acuity scores

- Locally Developed**
- ◆ Writing Rubrics
  - ◆ Writing Workshop (Teacher developed)
  - ◆ Thematic Units (Teacher developed)
  - ◆ Writing checklists
  - ◆ Teacher created materials
  - ◆ Teachers apply state standards to content area writing

**Intervention**

**Research/Best Practices**

**Resources**

- ◆ Students will distinguish different levels of writing from ISTEP rubrics and anchor papers.
- ◆ Students will increase spelling and vocabulary strategies and skills within writing
- ◆ Students will write across the curriculum

- ◆ Effective Writing Programs involve the complete writing process
- ◆ Indiana Academic Writing Standards
- ◆ Writing for real audiences
- ◆ Writing for a purpose
- ◆ Students self check their own spelling
- ◆ All students can write and should write.
- ◆ Students should be aware of various writing styles and strategies.
- ◆ Writing should extend throughout the curricula.

- ◆ Indiana Academic Writing Standards
- ◆ Houghton Mifflin Language Arts Program
- ◆ Teacher created materials
- ◆ 6+1 Traits
- ◆ Kids Hope
- ◆ ROPES
- ◆ SOAR
- ◆ Homework Club

**Strategies**

**Instructional**

**Parent involvement**

**Media/Technology**

**Staff Development**

- ◆ Mini-Lesson will teach developmentally appropriate writing skills(Standards 4,5,6)
- ◆ Writing throughout content areas (Standard 4)
- ◆ Editing and revision skills will be enhanced ( Standard 4 and 6)
- ◆ Use of literature to show specific elements of writing
- ◆ Oral sharing of writing i.e. within classroom, w/other grade levels etc. (Standard 7)
- ◆ Publish various forms of writing (Standard 4)

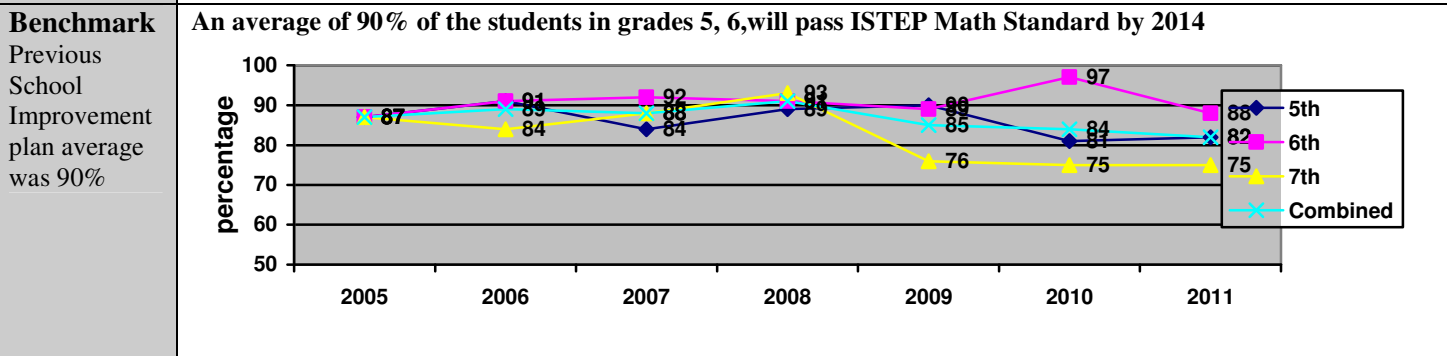
- ◆ Share with parents samples of work and how they have been applied to the state rubric
- ◆ Teacher provide take-home spelling lists
- ◆ Multi-media presentations

- ◆ Microsoft Publisher
- ◆ Microsoft Word
- ◆ Microsoft PowerPoint
- ◆ Internet for information
- ◆ Overheads
- ◆ Auditory media, CD, Tape
- ◆ Type to Learn program
- ◆ Internet for information
- ◆ Charts

- ◆ Teacher in-services
- ◆ Writing workshops
- ◆ Teacher collaboration
- ◆ Study Groups

# Strategic and Continuous School Improvement and Achievement Plan SWZ

**Goal 2011-2012** Students will improve in Math Computation and Problem Solving Skills



**Supporting Data** (Triangulate the data) **Assessments**

<ul style="list-style-type: none"> <li>ISTEP</li> <li>Acuity</li> <li>Saxon Math Assessments</li> <li>STAR Math</li> </ul>	<ul style="list-style-type: none"> <li><b>Standardized</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Locally Developed</b></li> </ul>
	<ul style="list-style-type: none"> <li>5<sup>th</sup>- 7<sup>th</sup> grade ISTEP</li> <li>5<sup>th</sup>-7<sup>th</sup> Acuity scores</li> <li>STAR Math</li> </ul>	<ul style="list-style-type: none"> <li>Math Journals and /or math writing</li> <li>Homework</li> <li>Tests/Quizzes</li> <li>Class Participation</li> </ul>

**Intervention** **Research/Best Practices** **Resources**

<ul style="list-style-type: none"> <li>Students will engage in math computation regularly</li> <li>Students will engage in problem solving with an emphasis on communicating solutions</li> </ul>	<ul style="list-style-type: none"> <li>Use manipulatives</li> <li>Use math fact strategies</li> <li>Mental arithmetic</li> <li>Communicating solutions using manipulatives, drawings, journals, role-playing</li> <li>Indiana Academic Math Standards</li> </ul>	<ul style="list-style-type: none"> <li>Kids Hope</li> <li>ROPES</li> <li>SOAR</li> <li>Homework Club</li> <li>Saxon Math</li> <li>Accelerated Math</li> <li>Indiana Math Standards</li> <li>Glencoe Mathematics Grade 7 Book</li> <li>Previous ISTEP Applied Skills Tests</li> <li>Math Facts in a Flash</li> <li>After school math study group</li> </ul>
---	--	--

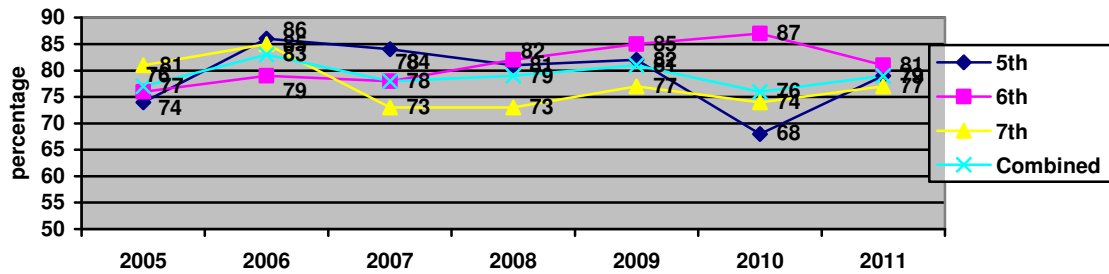
**Strategies**

**Instructional** **Parent involvement** **Media/Technology** **Staff Development**

<ul style="list-style-type: none"> <li>Facts regularly practiced</li> <li>Increase use of manipulatives</li> <li>Model problem-solving processes and expectations</li> <li>Justify answers and solution processes</li> <li>Math study groups in 5/6</li> <li>Increase writing about math</li> </ul> <p>Find additional ways to incorporate algebra, geometry, and measurement into the curriculum.</p>	<ul style="list-style-type: none"> <li>Flashcards will be sent home if the need arises</li> </ul>	<p>Computer programs:</p> <ul style="list-style-type: none"> <li>Microsoft Excel</li> <li>Accelerated Math</li> <li>Websites</li> <li>Hand-held calculators</li> <li>STAR Math</li> <li>Math Facts in a Flash</li> <li>Accelerated Math available</li> </ul>	<ul style="list-style-type: none"> <li>Teacher in-services to share strategies</li> <li>Teacher collaboration</li> </ul>
--	---	--	--

# Strategic and Continuous School Improvement and Achievement Plan SWZ

<b>Goal 2011-2012</b>	Students will improve in Reading Comprehension and Vocabulary
<b>Benchmark</b> Previous School Improvement plan average was 82%	An average of 84% of 5 <sup>th</sup> , 6 <sup>th</sup> , 7 <sup>th</sup> will pass the English/Language Arts Standard by 2014



<b>Supporting Data</b> (Triangulate the data)	<b>Assessments</b>	
<ul style="list-style-type: none"> <li>◆ ISTEP</li> <li>◆ Acuity</li> <li>◆ Star Reading</li> </ul>	<b>Standardized</b>	<b>Locally Developed</b>
	<ul style="list-style-type: none"> <li>◆ 5<sup>th</sup>- 7<sup>th</sup> grade ISTEP</li> <li>◆ 5<sup>th</sup> -7th Acuity scores</li> </ul>	<ul style="list-style-type: none"> <li>◆ Star Reading</li> <li>◆ Teacher created tests</li> <li>◆ Accelerated Reader</li> <li>◆ Individual Reading Inventory</li> <li>◆ Checklist of State Standards</li> <li>◆ Read Naturally Program</li> <li>◆ Visualization and Verbalization</li> <li>◆ Houghton Mifflin Assessments</li> </ul>

<b>Intervention</b>	<b>Research/Best Practices</b>	<b>Resources</b>	
<ul style="list-style-type: none"> <li>◆ SOAR room (utilize resources to remediate or for enrichment, as needed)</li> <li>◆ Grades 5 &amp; 6 intensive remediation at the onset of semester one</li> <li>◆ Intensive remediation ongoing throughout the school year for students targeted through ISTEP and Acuity</li> <li>◆ Limited size of instructional groups</li> <li>◆ Read Naturally Program and V.V.</li> <li>◆ Use of Houghton Mifflin ISTEP materials</li> <li>◆ Foster interest in independent reading material for our male population</li> </ul>	<ul style="list-style-type: none"> <li>◆ <b>Independent reading</b>, both in school and out, is strongly associated with gains in reading achievement. (Best Practice, pg. 31)</li> <li>◆ <b>Effective reading program</b> goes well beyond the basal reader to include a variety of materials both narrative and expository, provides experiences with children's literature, and encourages students' self-selection of books.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Indiana Academic Reading Comprehension Standards</li> <li>◆ Reading inservice</li> </ul>	
		<ul style="list-style-type: none"> <li>◆ Kids Hope</li> <li>◆ SOAR</li> </ul>	<ul style="list-style-type: none"> <li>◆ ROPES</li> <li>◆ Homework Club</li> </ul>

## Strategies

<b>Instructional</b>	<b>Parent involvement</b>	<b>Media/Technology</b>	<b>Staff Development</b>
<ul style="list-style-type: none"> <li>◆ Teachers will read aloud to students.</li> <li>◆ Students will have self-selected reading time. They will respond orally or in written form.</li> <li>◆ More non-fiction books will be purchased and used</li> <li>◆ Teachers will conference with students in reading</li> <li>◆ Novels will be utilized to teach reading with real literature.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be encouraged to read at home</li> <li>• Parents will be informed of the research backing the importance of independent reading.</li> <li>• Parents will be invited to participate in classroom reading programs and school functions like Read Across America</li> <li>• Parents will be informed about their child's reading level and progress via Star Reading parent reports.</li> </ul>	<ul style="list-style-type: none"> <li>◆ The Accelerated Reader incentive program will be used to assess reading comprehension.</li> <li>◆ Students may use technology in researching to build background knowledge for reading selections.</li> <li>◆ Star Reading will be used to assess student reading level several times during the school year.</li> <li>◆ Request additional computers for every classroom</li> <li>◆ Read Naturally</li> </ul>	<ul style="list-style-type: none"> <li>◆ Grade level meetings</li> <li>◆ Teachers will collaborate on reading strategies</li> <li>◆ Opportunities to attend reading workshops</li> </ul>

# Swayzee Elementary

## Professional Development Plan

September 15, 2011

Rob Martin, Principal



405 South Washington St  
PO Box 217  
Swayzee, In 46986  
Phone: 765-922-7926  
Fax: 765-922-7927

## Definitions

<b>Activity</b>	Professional development experiences such as study groups, curriculum groups, peer coaching, workshops and their follow-up, etc. that are identified as effective activities in the research on principles of effective professional development.
<b>Best Practice</b>	Solid, reputable, state-of-the-art work.
<b>Collaboration</b>	Grade level and or cross-grade level meetings can promote learning through study, communicating, and practices while focusing on implementation of the vision.
<b>Embedded Practice</b>	Strategies that are used daily
<b>Evaluation</b>	Quantitative and qualitative data that gauge the impact of your Professional Development Program and guide your progress toward reaching your school goal.
<b>Goal from SIP</b>	Those goals identified in the school's plan and are stated in terms such that progress toward the goals can be determined.
<b>Initiatives</b>	The program already in place used to meet our goals.
<b>Learning Community</b>	Teachers collaborating for the purpose of improving instruction, assessment, and student learning.
<b>PDP</b>	Abbreviation for Professional Development Program as stated in IC 20-1-1-6.5.
<b>Professional Dev. Goal</b>	The ideal changes that need to occur in stakeholders' knowledge, skills, and attitudes toward learning that lead to increased student achievement.
<b>RTI</b>	Response to Instruction
<b>SIP</b>	Abbreviation for the strategic and continuous school improvement and achievement plan as stated in IC 20-1-1-6.3(b).
<b>Stakeholders</b>	"...Persons interested in the school, including administrators, teachers, parents, and community and business leaders..." IC 20 10.2-3-1
<b>Study Groups</b>	Groups of educators meet to learn new strategies and new programs, to review new publications, or to review student work together.

INDIANA DEPARTMENT OF EDUCATION  
PROFESSIONAL DEVELOPMENT PROGRAM

DUE DATE: 30 JUNE 2011

School Information

School Name: Swayzee Elementary

County/Corp/School# Miami/Oak Hill United School Corporation / # 2306

Address: 405 South Washington St. (PO 217)  
Swayzee IN 46986

Phone: (765) 922-7926

Fax: (765) 922-7927

Name of Principal: Rob Martin (Elementary Principal)

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

Grade levels included in school: 5-6

I, **Danielle Hewitt**, as the exclusive representative, by signing this document, demonstrate my support for the Professional Development Program submitted by the above-mentioned school. **See hard copy with signatures.**

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**Danielle Hewitt**  
Name (typed)

**Committee responsible for this plan.**

<b>Name</b>	<b>Group you are representing:</b>	<b>Signature</b>	<b>Date</b>
Beth Hornocker	Parent		
Chris Norris	Community		
Leisa Drook	Teacher		
Rob Martin	Principal		
Marcia Carpenter	Support Staff		
Katy Van Aken	Teacher		
Brad Harts	Parent		
Sue Mills	Teacher		

## PROFESSIONAL DEVELOPMENT

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

Swayzee Elementary's vision is to equip students with the tools and background for successful lifelong learning. With special emphasis currently placed on reading and writing, Swayzee staff will learn and utilize a wide variety of best practice instructional strategies. Additionally, Swayzee staff will continue to meet the social and academic needs of students by collaborating with peers, focusing on individual student needs, incorporating community resources, engaging in character education, adhering to the Indiana State Academic Standards, and striving towards the goals outlined in the School Improvement Plan.

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

#### GOAL 1 WRITING

Teachers will continue to collaborate and use a variety of best practice instructional strategies to foster continuous improvement in writing instruction.

Current Initiatives:

- Differentiated learning
- 6+1 Traits
- Study Groups target academic teachers

Initiatives to be added:

- Study groups continue to target academic teachers. These study groups are not mandatory.
- Make use of videos/webinars/wkshps offered through Region 8 Service Center.

#### GOAL 2 READING/VOCABULARY

Teachers will continue to collaborate and use a variety of best practice instructional strategies to foster continuous improvement in reading instruction.

Current Initiatives:

- Guided reading-via the Houghton Mifflin Program
- Phonics Intervention as needed in S.O.A.R.
- Visualizing and Verbalizing for Comprehension and Thinking
- Bridges
- Differentiated instruction
- Read Naturally
- Use of Houghton Mifflin leveled Readers

Initiatives to be added

- Strategies to engage male readers
- Strategies to increase vocabulary
- Strategies to target socially-economic disadvantaged students
- Literacy Consortium comprised of north central Indiana schools and educators.

## **GOAL 3 BEST PRACTICES**

Build a learning community.

Current Initiatives:

- Weekly grade level meetings.
- Collaboration both horizontal and vertical
- Study groups as needed/desired.
- Teachers discuss/assess student data
- Structure collaboration periods throughout the year

Initiatives to be added

- Application of principles learned from book study on “Teach Like a Champion”..Doug Lemov
- Use of resources and “best practices” offered through The Learning Connection website which offers many different “learning communities” based on content, grade level, topics etc...

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

- Vertical and horizontal collaboration
- Teachers will lead collaborative meetings
- Teachers' gifts and expertise will be utilized
- Staff in-service will support professional development and goals
- Become acquainted the RTI model.
- As funds and opportunities allow, staff will attend pertinent wkshps and conferences.

## **The Reading-Writing Connection**

### **Proposed Training Topics**

#### **❖ Workshops and conferences on topics related to this plan**

- Study groups that target academic teachers. These study groups are not mandatory.
- Incorporating a variety of quick and cost effective publishing strategies that encourage and motivate students to continue on in the reading-writing connection.
- Develop writers' notebooks.
- Bi-monthly study groups to discuss writing in the classrooms and a book study. Books used as a reference are:
  - Building a Writing Community by Marcia S. Freeman
  - Craft Lessons Teaching Writing k-8 by Ralph Fletcher and JoAnn Portalupi
  - Books, Lessons, Ideas for Teaching the Six traits.. Writing in the Elementary and the middle grades by Vicki Spandel
  - 6+1 Writing traits by Ruth Culham
  - A Writer's Notebook by Ralph Fletcher
  - Writing in the Content Areas, by Amy Benjamin
  - Tools for Teaching Content Literacy by Janet Allen
  - I Read It, But Don't Get It by Cris Toyani
  - Guiding Readers & Writers, Grades 3-6 by Fountas L& Pinnell
  - Strategies that Work by Stephanie Harvey
  - Teaching Essentials by Reggie Routman
  - What Great Teachers Do Differently by Todd Whitaker
  - Teach Like a Champion by Doug Lemov



**ACTION PLAN**

**School Goal #1 Reading/Vocabulary (from SIP)**

Professional Development Goal (s) (From #2 Form C) **Teachers will continue to collaborate and use a variety of best practice instructional strategies to foster continuous improvement in reading instruction via our "Learning Communities."**

Research upon which your professional development approach was formulated:

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

Activity*	Intended Audience (Stakeholders)*	Person Responsible	Collaborative Partners Needed	Time Line (Include completion date)	Resources (People, materials, time)		
					Have	Need	
Conferences	Teachers	Classroom teachers	Principal	August-May	Staff development \$	X	
					Conference availability		X
In-service Coach	Teachers	Staff Development Team	Expert Presenter	August-May	Staff Expert	X	X

\*See definitions page

**ACTION PLAN**

**School Goal #2 Writing (from SIP)**

Professional Development Goal (s) (From #2 Form C) **Teachers will continue to collaborate and use a variety of best practice instructional strategies to foster continuous improvement in writing instruction via our "Learning Communities."**

Research upon which your professional development approach was formulated:

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

Activity*	Intended Audience (Stakeholders)*	Person Responsible	Collaborative Partners Needed	Time Line (Include completion date)	Resources (People, materials, time)	
					Have	Need
In-service or conference	Teachers	Staff	Expert Presenter	August to April	Staff development \$ Expert Conference Availability	X  X X
Book Study	Teachers	Staff	A staff member to lead the group	August to April	Staff Journals/books Planned time	X X X

\*See definitions page

EVALUATION\*

**School Goal # 1(Attendance)**

Statement of School Goal:

**Swayzee Elementary average daily attendance will average 97.5% from 2011- 2014.**

---

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

- **The overall average attendance (Grades 5-6) was 96.4% during the last period of years represented by the school improvement plan**
- **Attendance Records**

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

- **Professional development will allow teachers to plan more productive and educational activities to encourage all students to attend school. (knowledge/skills)**
- **Teachers greeting students (attitude)**
- **Study groups and skills (knowledge/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? (NOTE: If the data or evidence are quantitative, state the numerical goal you hope to achieve.)

Goals we hope to achieve:

- **Swayzee Elementary average daily attendance will average 97.5% by the year 2014**

EVALUATION\***School Goal # 2 (Writing)**

Statement of School Goal:

**Students will improve in writing skills across the curriculum.**

---

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

- **The overall average percent passing of writing applications with a 4 or above on the rubric (Grades 5-7) from the last school improvement plan was 77%**
- **Staff discussions at faculty meetings and study groups**

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

- **Teachers will learn strategies for differentiated learning. ISTEP scores show that we are striving to meet all our students' learning needs. Our strategies are proven effective as our ISTEP scores improve. (attitude, knowledge, and skills)**
- **Teachers continue to use strategies to improve the quality of student writing including rubrics and charts. (knowledge, skills)  
ISTEP scores show that students need to improve the quality of their writing. (knowledge/skills)**
- **Teachers will instruct with confidence and motivation as we learn. (attitude, knowledge and 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? (NOTE: If the data or evidence are quantitative, state the numerical goal you hope to achieve.)

Goals we hope to achieve:

- **The overall average percent passing of writing applications with a 4 or above on the rubric (Grades 5-7) will be 84% by 2014.**

EVALUATION\*

**School Goal # 3 (Math Computation and applied skills)** From your school improvement plan

Statement of School Goal:

**All students will improve in Math Computation and Problem Solving Skills.**

---

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

**ISTEP**

- **The overall average percent passing of Math (Grades 5-7) from the last school improvement plan is 84%**

**Acuity Math scores**

**Saxon Math assessments**

**STAR Math**

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

- **Teachers will share strategies for computation and learning math facts. (knowledge)**
- **Teachers will select and develop materials for communicating solutions to problems. (knowledge and skills)**
- **Teachers will share strategies for engaging students in communicating solutions to problems. (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? (NOTE: If the data or evidence is quantitative, state the numerical goal you hope to achieve.)

Goals we hope to attain:

- **An average of 90% of the students in grades 5, 6, and 7 will pass ISTEP Math Standard by 2014**

EVALUATION\***School Goal # 4 (Reading/Vocabulary)**

Statement of School Goal:

**Students will improve in reading comprehension and vocabulary.**

---

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

- **The overall average percent passing of Eng/LA (Grades 5-7) from the last school improvement plan is 79%**
- **Acuity/STAR reading tests**
- **Teacher grade book and/or anecdotal records**

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

- **Demonstrate enthusiasm for reading instruction (attitude)**
- **Collaborative learning community (knowledge)**
- **Grade level meetings (knowledge, skill)**
- **Improved interpretation of ISTEP, Acuity, and Star Reading testing results (skills)**
- **Model life-long learning through teachers seeking professional growth (attitude)**
- **Implementation of current best practice (skill, knowledge, attitude)**
- **Employ differentiated instructional strategies when appropriate (knowledge)**
- **Instructional strategies for increasing student vocabulary (knowledge, skills)**
- **Make use of RTI model and implementation.**

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.)

Goals we hope to achieve:

- **The overall average percent passing of Eng/LA (Grades 5-7) will increase from 79% to 84% by 2014**



<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

Form F:

## **SURVEY INFORMATION**

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

Faculty meetings and other collaboration times, such as study groups will be used for professional development within our school. Also, corporation-wide training will take place being available to various staff members depending on position and topics the training is addressing. Release time will be provided as necessary and appropriate for teachers.

Study Group after school bi-monthly:

Study groups that target all academic teachers. These study groups are not mandatory.

Six book study meetings at one hour each = \$100 or 1 Personal Business day

- The expectation is that everyone is responsible for reading ahead of the meeting the assigned chapters and coming prepared to discuss the material.
- If you miss a study, you must write a summary of the chapters ahead of time to be reviewed by the facilitator and principal prior to the meeting. If you need to miss at the last minute, you will still need to provide a summary of the chapters to count towards attendance. The summary should be at least one page in length. The write up should review the main ideas of the chapters and include a section with your reflections and application on the main points.
- You must physically attend six book studies or a minimum of four book studies and submit a write up for any missed studies to be eligible for the entire compensation.
- You must physically attend three book studies or a minimum of two book studies and submit at least one write up to be eligible for half of the compensation.

Sessions on the same topic scheduled once per month for three months

Examples: Response to Instruction, Brain Research, Socratic Seminars, Reflective Practices, Differentiated Instruction, Technology, In-depth study of Standardized Test Scores.

## **The Reading-Writing Connection**

### **Proposed Training Topics**

- ❖ **Workshops, conferences and web based videos/webinars on topics related to this plan**

### **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.)**

The staff of Swayzee Elementary will utilize technology in our professional development plan. The staff may view videos on new reading initiatives. Teachers may also video tape lessons in their classroom to share and discuss with a peer. We will use the Internet as an additional resource to supplement our plan. As needed, we will consult with experts via e-mail and the Web to further implement the professional development plan for Swayzee Elementary. The technology associated with our new reading/language arts adoption material, Houghton Mifflin, will also be at the teachers' disposal for integration into the instruction. Additionally, websites/resources like The Learning Connection can provide webinars and forums in which teachers can learn and share ideas within "learning communities" comprised of educators from throughout the state.