

SHIPSHEWANA-SCOTT ELEMENTARY SCHOOL

P.O. Box 217 – 325 W. Middlebury St.

Shipshewana, IN 46565

Telephone # (260) 768-4158

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Grades Served: K - 4



SCHOOL IMPROVEMENT PLAN

2023-24

Introduction to Shishewana-Scott Elementary School

Shishewana-Scott Elementary School developed a School Improvement Plan to document the changes and progress our school has made while working to continuously improve everything we do. The document provides our staff with an ongoing means for self-assessment, communication, continuous improvement, and accountability.

The categories used in this school improvement plan are based upon the criteria established through the state guidelines. Within each category is a brief summary of where we are as a school and our next steps.

The nine categories utilized in this school improvement plan are—

- Profile of Shishewana-Scott Elementary School
- Educational Program
 - Mission and Vision Statements
 - Description of Curriculum
 - Assessment Instruments
- Summary of Data
- Conclusions About Current Educational Programming
 - Curriculum and Indiana Standards
 - Instructional Support of the Indiana Standards
 - Statutes and Rules to be Waived
 - Analysis of Student Achievement
 - Parental Involvement
 - Business Partnerships
 - Technology as a Learning Tool
 - Climate/Environment
 - Professional Development

- Student Achievement Objectives
 - Immediate Areas for Improvement
- Benchmarks for Progress
- Proposed Interventions
- Professional Development Program
- Three Year Timeline for Implementation, Review, and Revision

This School Improvement Plan is a living document that describes Shipshewana-Scott Elementary School and includes actual evidence of our work. It describes who we are, our vision for the school, goals, plans, progress, and achievements. The plan also describes how we build and utilize our overall school plan for the purpose of increasing student learning—our ultimate outcome.

A team of teachers was involved in developing the plan based on input from the whole staff. Much of the narrative content came from discussions of the staff in the process of evaluating our work.

Please enjoy this comprehensive document as it provides the story of who we are, and how we work together to continuously improve what we do to prepare our students to become successful citizens and participants in the future world!

The Staff of Shipshewana-Scott Elementary School

Profile of Shishewana-Scott Elementary School

Westview School Corporation is located in LaGrange County in northeastern Indiana. The corporation has three K – 4 elementary schools, one 5 – 6 grades school, one 7 – 8 grades school, and one 9 – 12 grades school. The total enrollment for the corporation is 2,083.

Shishewana-Scott Elementary School grade configuration is K – 4. Grade level enrollments are: Kindergarten 73, First grade 88, Second grade 65, Third grade 72, and Fourth grade 68. The total enrollment is 366 students. The student population is primarily made up of white Caucasian children (98%). Approximately 1.5% of the student body is multiracial and of Arabic descent respectively. Shishewana-Scott has an Amish population of 45%. Approximately 56% of the students receive free/reduced lunch.

The staff at Shishewana-Scott Elementary School is dedicated to helping children learn. The building staff includes:

- Principal – 1
- Classroom Teachers – 18
- Special Education Teacher – 2
- Music Teacher – 1
- Art Teacher – 1
- Physical Education Teacher – 1
- Intervention Teachers – 2
- Instructional Assistants – 3
- Special Education Assistants – 3
- Intervention Assistants – 2
- Student Support Interventionist – 1
- Speech Therapist – 1
- Nurse – 1
- Library Assistant – 1
- Secretary – 1
- Cafeteria Clerk – 1
- Kitchen Staff – 3
- Custodians – 3
- Playground Aide – 1

The current student to teacher ratio is 20:1.

Educational Program

Mission Creation Process

The Shishewana-Scott Elementary staff began the 2014-15 school year by revisiting the mission statement. Staff spent time discussing their responses to the questions, “Do we have a common purpose? Are we headed down the same path? How would they define our common purpose?” Through their dialogue, staff came to consensus and adopted a revised mission statement.

Mission Statement

“Shishewana-Scott Elementary School will create a safe environment that will build student confidence and help each student learn and grow (academically, socially, emotionally, and physically).

Vision Creation Process

Staff engaged in a dialogue to unravel their hopes for the kind of school they would like to become. Staff broke into small groups to have a conversation about the kind of school they believe to be best for children. A list of beliefs was generated and then synthesized to create a statement that reflects the collective efforts of the individual groups.

Vision

If Shishewana-Scott Elementary School is to be an ideal school, it must have a clear sense of goals and a direction. The following statements are to be the standards that Shishewana-Scott Elementary School should try to achieve and maintain.

Curriculum - At Shishewana-Scott Elementary School we hope to become a staff that provides age appropriate learning experiences which are purposeful, relevant, and

directed by the needs of our students. Our goal is to encourage creativity and exploration as tools for developing lifelong skills.

Instructional Practice – At Shishewana-Scott Elementary School we hope to maximize instructional time and positively impact student learning. We will provide appropriate resources for developing enrichment and intervention experiences. We will use collaborative decision making processes for methods of instructional delivery and pacing, and encourage teachers to use student assessments and needs as tools for designing flexible instructional alternatives.

Climate, Environment, Culture – At Shishewana-Scott Elementary we hope to provide a safe, inviting, and encouraging learning community. A culture in which workloads and ideas are shared, a sense of pride is nurtured through school-wide positive experiences, and where parents are encouraged to participate as partners in our learning community.

Description of Curriculum

Shishewana-Scott Elementary School offers a traditional mix of language arts, math, science, social studies, art, music, and physical education in self-contained classrooms. The staff has been trained in Orton-Gillingham (OG) and we are very excited to use that this year in our classrooms.

The curriculum follows the standards established by the state of Indiana. A copy of the state standards is located in the administrative office and is available upon request to the public.

A special education teacher and an assistant work with the identified students both as a pullout program and provide support for inclusion students in the classroom.

There are two teachers and two assistants that have a dual role for providing services for students needing Tier two and three interventions for reading and math. Students that require Tier two and three interventions are provided additional support in a one-on-one setting or in a small group. These teachers collaborate with the classroom teacher to provide support for students as a pull out intervention. Students in the high

ability program in grades k – 4 are clustered in the regular classroom. The teacher differentiates instruction to provide enrichment in language arts and/or math.

A computer lab and Chromebook carts are available to teachers and students. Students either go to the lab or use Chromebooks weekly to work on word processing, keyboarding skills, reading comprehension, phonics, math skills, and navigation of the Internet. Chromebook carts are available to supplement learning experiences as determined by the teacher. Each year the staff examines its technology needs and purchases software and hardware as appropriate. The staff is continuing to utilize technology as a learning tool for students and for its own professional growth.

The nurse provides instruction to all classrooms regarding drug awareness and the benefits of healthy choices. The nurse also provides individual and small group lessons focusing on peer relations and self-concept for at-risk students.

Assessment Instruments

Shipshewana-Scott Elementary School gives every child a SEEK screening prior to entering kindergarten. This assessment is administered in the spring before the child is enrolled in the kindergarten program to assess learning readiness. Our English Language Learners (EL) participate in WIDA testing. In the fall, all Kindergarten EL students participate in the WIDA screener, and the second semester all K - 4 students participate in WIDA assessment. Students receiving intervention support are given the Orton-Gillingham (OG) assessment. This assessment tool is used for progress monitoring and intervention. Students in grades K – 4 take the NWEA Measure of Annual Progress (MAP) test in the fall and winter covering reading, language, and math. Additionally, students in K - 2 take the dyslexia screener in the fall. The third and fourth grade students take the ILearn assessment each year, and second and third graders take the IREAD-3 assessment.

The data derived from the SEEK, WIDA, NWEA MAP, Dyslexia Screen, IREAD and ILearn are used to develop a data roster. The data roster helps in the placement of

students in appropriate classrooms, gives information to help teachers make accommodations for student learning needs, and is considered when evaluating students' needs for Special Education, Intervention, or Gifted services.

The staff at Shiphewana-Scott Elementary School has created grade level assessments and curriculum maps that are used at all the Westview Corporation elementary schools. The assessments are used to discover how the students are learning the standards taught each grading period. Teachers use the data to guide instruction and additional support for students that are not meeting the expected outcomes.

Summary of Data

Shiphewana-Scott Elementary School attendance rate is satisfactory.

Attendance Rate

According to the Indiana GPS dashboard, Shiphewana-Scott's attendance rate was 67.8% in 2022. We would like to see this number greatly improve, even though we were above the state average which was 60.1%.

Academic Data

In 2022-23, Shiphewana-Scott Elementary performed above the state average in ELA, math, and science. Shiphewana-Scott Elementary third grade students were also above the I-Read 3 state average. You can find the actual numbers below. We are very proud of our growth and want to continue this trend. Note: Due to the widespread impact of COVID-19, the US Department of Education granted Indiana a waiver from annual assessment and accountability requirements for the 2019-2020 school year.

How did students in this school perform on the statewide assessments?

2018-19 **SES** **State**

ELA	Third	39	48.9
	Fourth	40	

Math	Third	62	48.7
	Fourth	52	

Science		54	47.4
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3rd Grade Reading Proficiency	Shipshewana-Scott Elementary	89.9
	State	87.3

2019-20

Data is not available for 2019-20 because of COVID-19.

2020-21 **SES** **State**

ELA	Third	38	38.7
	Fourth	39	39.6

Math	Third	58	48.7
	Fourth	54	43.7

Science		57	37.5
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3rd Grade Reading Proficiency	Shipshewana-Scott Elementary	83.3
	State	84.2

2021-22 **SES** **State**

ELA	Third	38	38.7
	Fourth	39	39.6

Math	Third	58	48.7
	Fourth	54	43.7

Science		57	37.5
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3rd Grade Reading Proficiency	Shipshewana-Scott Elementary	83.3
	State	84.2

2022-23		SES	State
ELA	Third	38	38.7
	Fourth	39	39.6

Math	Third	58	48.7
	Fourth	54	43.7

Science		57	37.5
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3rd Grade Reading Proficiency	Shipshewana-Scott Elementary	83.3
	State	84.2

Conclusions of Current Educational Programming

Curriculum and Indiana Standards

Shipshewana-Scott Elementary School’s curriculum follows the Indiana academic standards as outlined by the state board of education. A link to the standards for each curricular area have been provided to each teacher.

The instructional staff wants to align the state standards with our curriculum to ensure students are receiving the information that will be assessed. The staff has developed benchmarks, assessments, and curriculum maps for student learning that align with the state standards at each grade level. Additionally the staff will continue to develop assessment tools and update curriculum maps as needed to ensure student mastery of state standards.

Instructional Support of the Indiana Standards

The staff will engage in weekly collaboration throughout the school year. Staff will share ideas and support each other in the quest to align the curriculum with the state standards/ ICCRS and develop benchmarks. During collaboration time, the staff will

dialogue and discuss breaking the state standards/ ICCRS down into a sequential format. They will provide accountability for each other to ensure all students are receiving instruction covering the essential skill. The principal and grade level teachers on collaboration teams will provide leadership during the collaboration times.

Statutes and Rules to be Waived

Shipshewana-Scott Elementary School is not requesting to have any statutes or rules waived at this time.

Analysis of Student Achievement

Shipshewana-Scott Elementary School conducts two conferences each year to analyze each student's academic, social, emotional, and physical development. An Awareness conference is held in the fall and a Needs conference is held in the spring. The principal, teacher, nurse, Student Support Interventionist (SSI), and Title 1 teachers meet to discuss the needs of each student and develop a plan of intervention if necessary.

The STAT (Student Teacher Advocacy Team) team meets monthly to address any student needs that occur between the Awareness and Needs conference times. A plan of action is developed for each student referred to STAT and a follow-up date is scheduled if necessary.

Different forms of data are reviewed during the Awareness, Needs and STAT meeting times. Data is derived from: ISTEP+ test scores, NWEA MAP testing, SEEK, Fountas & Pinnell reading level assessment, Dibbles, input from the school psychologist, nurse, teacher, report card, attendance reports, and the cumulative folder.

Parental Involvement

Shipshewana-Scott Elementary School has developed partnerships with the parents and the larger community. The Parent/Teacher Organization (PTO) is an active

and supportive entity in the school. The PTO organizes several fundraisers throughout the school year to raise resources to help the students and purchase items for the school. For example, the PTO was instrumental in up-grading the school playground; they provided funding to have an artist paint a mural in the hallway for the students; organized a carnival/diversity day to celebrate the end of the school year; provided awards for Learning Fair winners; purchased Accelerated Reader tests for the library; and organized various staff appreciation events throughout the school year. The PTO works very hard to provide support for all children in Shipshewana-Scott Elementary School.

Business/Community Partnerships

Shipshewana-Scott Elementary School has the luxury of being located very close to the downtown area. This provides many opportunities for teachers and students to utilize the businesses of our community. Several businesses have donated time and resources for the school. Businesses donated prizes to the school during the fundraiser for student incentives. A local bookstore provides time and materials for classrooms as they go to the store for story time and make a project. The commitment and support the community provides the school enables the students to have real life experiences and learning opportunities outside the classroom walls.

The building is utilized by many different organizations within the larger community. Basketball leagues and/or practices will be held here. The Red Cross also does a blood drive in our gym each spring.

The partnership with parents and local businesses has given Shipshewana-Scott Elementary School opportunities to provide varying experiences to enhance the educational experience for its students.

Technology as a Learning Tool

Technology is a tool that teachers have access to at Shipshewana-Scott Elementary School. Teachers have a computer available to them in their classrooms. A

computer lab and ChromeBook carts are being utilized by the students and staff. Teachers use many technology tools such as Mimio Techs and Document Cameras to use in the classroom so students learn how to navigate technology. Students are able to utilize the Internet to locate educational sites.

A Technology committee consisting of a teacher from each grade level, the technology assistant and the principal met to purchase software for the computer lab. The grade level teachers talked with their respective colleagues to gather input for purchasing software. The committee purchased several pieces of software covering keyboarding skills, reading comprehension, phonics, math skills, and vocabulary building.

The Westview School Corporation has adopted NWEA Measure of Academic Progress as tool monitor student achievement and growth. The school year 2015-16 all students in grades 1-4 participated by taking the test in the fall and spring, and Kindergarten participated in NWEA in January and a spring test. Staff is beginning to understand the technology part of administering the test. Staff will use the data available via the website to retrieve reports and analyze data. Staff development will be crucial to keep staff knowledgeable to get the data and make sense of the testing information.

The computer lab is being utilized more than in the past. Teachers and students are using the software and doing research. However, the staff needs to continue growing its knowledge base of how technology can be utilized. Money is available from the corporation to continue to address software and hardware needs. The technology committee will continue to meet to address the needs of the school.

Two mobile neo computer carts have been purchased for the teachers to use in the classrooms. The neo computers enable the teachers to allow students to write stories, do research, write spelling words, and take Accelerated Reader reading comprehension tests without the need to sign up for a time at the computer lab.

Each teacher has a projector connected to his/her computer to utilize technology during instruction. Teachers are using the projectors to access resources from the internet to aid instruction in the classroom.

Climate/Environment

Shipshewana-Scott Elementary School continues to use the common language of Life Skills across the school. The staff has been working hard to develop a learning environment that enables students to be successful, is non-threatening with clear expectations, and builds a sense of community where every child feels a sense of belonging. A program called “Shipshe Students SHINE” was developed to promote the lifelong guidelines. This program was developed to reinforce students making good choices and provide public recognition of students following the guidelines. The common language in the C.L.A.S.S. program provides the staff and students with consistency. The common language used by staff to redirect student behavior and celebrate positive choices contributes to an environment that is inviting and safe.

Shipshewana-Scott Elementary establishes a safe environment also by providing supervision at transition times, recess activities, and the practice of safety drills (i.e. fire, disaster, lock-down). It is a belief that close supervision and routine practice of safety drills help to develop a sense of security for the staff and students.

The staff is working at Social Emotional Learning to develop a schoolwide Zones of Regulation. This is an ongoing process to meet the emotional needs of students.

Professional Development

Staff development is built into the calendar throughout the school year. The principal, with support from the Director of Instruction, Curriculum and Assessment, plans in-services during the school year. Weekly collaboration and staff meetings provide opportunities for staff to explore best practice and reflect on instruction. Teachers are also involved in providing input into the planning of professional training. The corporation provides money for each staff member to attend workshops.

Numerous staff development days are provided for staff during the summer. Resource people have been contracted to provide training and support in literacy and our

new math program. The staff has started training with MasteryConnect to develop formative assessments and track student progress. The corporation is taking an aggressive stand on providing opportunities for professional growth to staff here in our own community.

Cultural Competency

Approximately 44% of the student population comes to Shippshewana-Scott Elementary School speaking a different language than English. The majority of those students speak Pennsylvania Dutch, which is a dialect of German, and spoken by the Amish. Amish do not have electricity in their homes or telephone service. They travel by horse and buggy. With the lack of outside influence within the home, many children attend school with limited life experiences. The transition to school is an adjustment for the children and they are often behind in their readiness for school.

Shippshewana-Scott Elementary School responds to students' needs in a variety of ways. Several Amish students are given the opportunity to participate in an all day kindergarten program where the students are immersed in the English language. They experience English through read aloud, peer-tutoring, and other teacher directed activities. In the upper grades, some students receive Title 1 support and remediation to aid in language development. Students also have the opportunity to participate in the Access (High Ability) based on his/her ability to meet the criteria established by the program.

Staff at Shippshewana-Scott continue to examine ways to help students with language development. Two staff members received initial training in Tucker Signing Strategies for Reading. This is a physical intervention to help students learn sounds and symbols using their hands. The two teachers will pilot Tucker Signing with students and examine the results to determine if the school will pursue this intervention. Also, general education teachers collaborate twice a month to share ideas and teaching strategies to support the language developing learners.

Student Achievement Goals and Objectives

Shipshewana-Scott Elementary School went through a process to examine the educational program. During staff meetings and collaboration, the staff examined the data collected from student learning. This helped the staff to direct its focus in developing goals for student learning.

The Professional Leadership Team met to review goals for the school.

1. Students in grades 3 and 4 will show an overall increase in proficiency in ELA by 3% annually.
2. Students in grades 3 and 4 will show an overall increase in proficiency in math by 3% annually.
3. 100% of students that don't have a good cause exemption will pass I-READ 3 by 2023.

Immediate Areas for Improvement

The staff shared the goal statements that were developed in the grade level teams. We had a dialogue and discussed the language of the goals and pulled together three goals that Shipshewana-Scott Elementary School will address.

1. Students in grades 3 and 4 will show an overall increase in proficiency in ELA by 1% annually.

Justification for goal:

- i. The number of students that are proficient in ELA is increasing each year and the staff want to improve.
- ii. Alignment of the curriculum to the state standards will ensure there are no gaps in skills between grade levels. Also, alignment will ensure students are receiving the foundational skills needed for the next grade.
- iii. Staff will work at understanding DOK and developing lessons to challenge students that are in the DOK level of 2, 3, and 4.

2. Students in grades 3 and 4 will show an overall increase in proficiency in math by 3% annually.

Justification for goal:

- i. Staff see the importance of their students to be proficient with math skills.
- ii. The use of assessments to gather student data will help to guide the teachers' instruction. Teachers will be able to gather data that is linked to the standards, which will help them focus instructional lessons on areas of student learning needs.

3. 95% of students that don't have a good cause exemption will pass I-READ 3 by 2025.

Justification for goal:

- i. Staff believe that students need to be able to be on grade level reading skills.
- ii. Alignment of the curriculum to the standards will ensure there are no gaps in content between grade levels. Alignment will ensure that students are receiving the foundational skills needed for the next grade.
- iii. Staff will work at understanding DOK and developing lessons to challenge students that are in the DOK level of 2, 3, and 4.

Benchmarks for Progress

Shipshewana-Scott Elementary School has many methods for tracking students' learning. Students' progress is monitored through ILearn, NWEA, report cards, writing and self-selected reading conference notes, student profiles, Awareness and Needs conference data, and SEEK scores.. Staff will be focusing on several of the methods stated above for benchmarks. Below is a list of the benchmarks.

1. Orton-Gillingham
 - a. Students will increase their reading skills each year to within one level of grade level expectations according to Fountas & Pinnell.

2. NWEA MAP for math and reading
 - a. Students will increase their RIT score in math and reading to within 5 points of their grade level RIT goal each year.

3. Report card benchmark
 - a. Students that receive a "C" or better on the report card and pass ILearn in third grade.

4. Grade Level Formative Assessments for Language Arts and Math
 - a. Teachers will create formative assessments and determine proficiency levels for student learning and intervention.

Proposed Interventions

Goal #1: Students in grades K- 4 will show an overall increase in proficiency in ELA by 1% annually.

Interventions

- Teachers will align grade level power standards to the corporation power standards for ELA.
- Staff will write learning targets for the essential (power) standards.
- Teachers will collaborate weekly to develop assessments and examine the student data.
- Teachers will inform students of the learning targets being addressed in the lesson.
- The school will develop a system of interventions.

Goal #2: Students in grades K- 4 will show an overall increase in proficiency in math by 1% annually.

Interventions

- Teachers will align grade level power standards to the corporation power standards for math.
- Teachers will revise the formative assessments to guide teachers in their response to student learning..
- Staff will use time to interpret data (i.e. NWEA MAP testing, Ilearn, benchmarks, common formative assessments) to use it in a meaningful way to guide instruction and intervention.
- Staff will use formative assessments to determine extra time and support for students not showing mastery.

Goal #3: 95% of students that don't have a good cause exemption will pass I-READ 3 by 2025.

Interventions

- Teachers will map the State Standards and the standards for ELA.
- Teachers will collaborate weekly to align curriculum with state standards for the month or unit and develop learning targets for essential (power) standards.
- Teachers will inform students of the state learning targets being addressed in the lesson..
- Interventions will happen for the specific skill to match that of the student's needs.

FORM A

INDIANA DEPARTMENT OF EDUCATION PROFESSIONAL DEVELOPMENT PROGRAM

DUE DATE: September 3, 2021

School Information

School Name: Shipshewana-Scott Elementary School

County/Corp/School# 3714

Address: P.O. Box 217 - 325 W. Middlebury St.

(Street, P.O. Box)

Shipshewana, IN 46565

(City, State, Zip)

Phone: (260) 768-4158

Fax: (260) 768-4159

Name of Principal (Include Title): Mr. Ian Zuercher, Principal

Principal's email address: zuercheri@westview.k12.in.us

Grade levels included in school: K - 4

FORM C

Narratives: Please do not use less than a ten-point font. Make your answers as concise as possible and no longer than one page.

1. What is your school's vision toward which this Professional Development Program will lead? (The vision may be taken from your school improvement plan or created for this document.) *Optional.*

The vision statement of Shishewana-Scott Elementary School is to have a challenging curriculum that is aligned to state standards. Also part of our vision is for staff members to work as a team toward common goals. Our professional development plan addresses these two areas. Much of our school improvement plan is to align curriculum, assess what students should know, and develop collaborative relationships to help reach our goals. Our professional development plan embeds collaboration into the teachers' week. We will learn and grow together and also keep our colleagues accountable. Our professional development plan will create an environment where teachers will support, learn, experiment, and share strategies to help increase student achievement.

FORM C (cont'd)

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

The Professional Development Program for Shiphewana-Scott Elementary School has four main goals. The four goals are:

1. The Professional Development Program will provide a system for teachers to collaborate (i.e. share resources, instructional practices, ideas, build collective knowledge) as professionals to find ways to help students learn.
2. The Professional Development Program will provide time for teachers to discuss what students should know and how we are going to assess their learning.
3. The Professional Development Program will provide teachers time to reflect on students' learning and plan instruction to address students' needs.
4. The Professional Development Program will provide time for teachers to examine best practices and develop a tool box for instructional practice.

FORM C (cont'd)

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

All staff members will participate in collaboration. Teachers will examine and discuss the state standards for their particular grade level. Teachers will review formative assessment data derived throughout the school year. Teachers will plan instructional activities that reflect the decisions guided by the alignment of the state standards and information from assessment data. Training for teachers on how to make meaning out of the test data will be provided during collaboration.

Collaboration will be embedded into the teachers' week. The teachers' specials schedules are arranged so that grade levels have common prep times three hours per week. Weekly, grade levels will collaborate for 60 minutes to examine student achievement and plan instruction accordingly. The collaboration times will be utilized the entire school year.

The Westview School Corporation has three days devoted during the school year for staff development. The focus for the staff development is directed by the Coordinator of Curriculum and Instruction and the building principals. Also, teachers will have time during specified days during the summer to collaborate to develop language arts and math curriculum.

FORM D

ACTION PLAN

School Goal # 1 (from SIP) (The Professional Development Program should be limited to, at most, three school goals. Please use one Form D for each school goal.)

Students in grades 3 and 4 will show an overall increase in proficiency in ELA by 1% annually.

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

The Professional Development Program will provide a system for teachers to collaborate (i.e. share resources, instructional practices, ideas, build collective knowledge) as professionals to find ways to help students learn.

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

<u>Activity*</u>	<u>Intended Audience</u> (Stakeholders)	<u>Person Responsible</u>	<u>Collaborative Partners Needed</u>	<u>Time Line</u> (Include Completion Date)	<u>Resources</u> (People, materials, time)		
					Need	Have	
Teachers will collaborate to map the LA standards.	Teachers and principal	Teachers and principal	Grade level teams	August 2022 and ongoing	Time for collaboration throughout the school year.		X
Grade levels explore interventions focused on skills not mastered.	Teachers, students, parents	Teachers and principal	Grade level teams	August 2021 and ongoing	Materials for intervention and time.	X	
Staff use Fountas/ Pinnell leveled reading assessment.	Teachers and principal	Teachers and principal	Grade levels	August 2021	Trade books and time to plan.	X	

Form D (cont'd)

ACTION PLAN

School Goal # 2 (from SIP) (The Professional Development Program should be limited to, at most, three school goals. Please use one Form D for each school goal.)

Students in grades 3 and 4 will show an overall increase in proficiency in math by 1% annually.

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

The Professional Development program will provide time for teachers to determine what students should learn, how we will assess learning and plan instruction to address student needs.

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

<u>Activity*</u>	<u>Intended Audience</u> (Stakeholders)	<u>Person Responsible</u>	<u>Collaborative Partners Needed</u>	<u>Time Line</u> (Include Completion Date)	<u>Resources</u> (People, materials, time)		
					Need	Have	
Teachers will develop formative assessments to show student achievement for each grading period.	Teachers, students and principal	Teachers and principal	Grade level teams	August 2021 and ongoing	Collaboration time for teachers. Assessment resource materials.	X	X
Staff will use data (NWEA, Dibels, quarterly assessments) in meaningful ways to guide instruction.	Teachers and principal	Teachers and principal	Grade level teams	August 2021	Time and stipends for teachers for in-service.		X
Teachers will develop interventions for students that are not meeting benchmarks.	Teachers, students, and parents	Teachers and principal	Grade level teams, Student Assistant Services, and principal	September 2021 and ongoing	Time for teachers to develop a pyramid of interventions.	X	X

					Schedule changes to remediate students.		
Summer collaboration for curriculum development.	Teachers	Principal	Grade level teams	Summer 2021	Money for non-instructional stipends.	X	

FORM D (cont'd)

ACTION PLAN

School Goal # 3 (from SIP) (The Professional Development Program should be limited to, at most, three school goals. Please use one Form D for each school goal.)

95% of students that don't have a good cause exemption will pass I-READ 3 by 2025.

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

The Professional Development Program will provide time for teachers to examine best practices and develop tool boxes for instructional practice.

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

Activity*	Intended Audience (Stakeholders)	Person Responsible	Collaborativ & Partners Needed	Time Line (Include Completion Date)	Resources (People, materials, time)		
					Need	Have	
Teachers will map the standards	Teachers and principal	Teachers and principal	Grade level teams	August 2021 and ongoing	Time for collaboration throughout the school year.		X
Teachers/grade level teams will collaborate weekly to align curriculum with state standards.	Teachers	Teachers and principal	Grade level teams	August 2021 and ongoing	Meeting space for teachers, state standards materials and curriculum guide.		X
Each grade will revise formative assessments to show student achievement.	Teachers, students, and parents	Teachers and principal	Grade level teams	September 2021 and ongoing	Collaboration time for teachers. Benchmark resource materials.	X	X
Teachers will use formative assessment data to guide instruction.	Teachers and principal	Teachers and principal	Grade level teams	September 2021 and ongoing	Collaboration time to review data and plan accordingly.		X

Teachers will develop a resource of interventions for students that are not meeting benchmarks.	Teachers, students, and parents	Teachers and principal	Grade level teams, Student Assistant Services, and principal	August 2021 and ongoing	Time for teachers to develop a pyramid of interventions.		X
Summer collaboration for curriculum development.	Teachers	Principal	Grade level teams	Summer 2021	Money for non-instructional stipends.	X	

FORM E

EVALUATION*

Please answer these questions for each school goal from your SIP that your Professional Development Program is addressing.

School Goal # 1 From your school improvement plan

Statement of School Goal: Students in grades K- 4 will show an overall increase in proficiency in ELA by 1% annually.

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

I. The data on ILearn shows that students at Shiphewana-Scott Elementary School are making great progress. We believe we can still do better. The number of students showing proficiency is below the level of the corporation and state averages.

Alignment of the curriculum to the state standards will ensure there are not gaps in skills between grade levels. Also, alignment will ensure students are receiving the foundational skills needed for the next grade.

The reflection data from teachers is to have grade level power standards align with corporation power standards. Then to align assessments and interventions to address students' needs.

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

The teachers will understand what students are to learn. Teachers will discuss in grade level teams the skills students will be held accountable to and the sequence in delivery of the skills. The teachers will have a better understanding of what and why they are teaching particular skills to students. Teachers will see the connection of their grade level in relation to preparing students for the next grade level. Teachers will notice that they are part of a team, educating children, and each team member needs to prepare the child at his/her grade level in order to have the best chance possible to succeed in the following grades.

The teachers in grades K-4 will continue to work on DOK learning activities for students.

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.)

100% of teachers participate in grade level collaboration. All classroom teachers will be using the quarterly assessments and developing interventions for students to help them learn.

FORM E cont.

EVALUATION*

Please answer these questions for each school goal from your SIP that your Professional Development Program is addressing.

School Goal # 2 From your school improvement plan

Statement of School Goal: Students in grades K- 4 will show an overall increase in proficiency in math by 1% annually.

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

A teacher survey revealed that assessment is the next highest area of concern, following the integration of state standards and the curriculum, for teachers. Teachers want to be able to know and show students' level of learning related to the state standards.

The use of assessments to gather student data will help to guide the teachers' instruction. Teachers will be able to gather data that is linked to the state standards, which will help teachers focus instructional lessons on areas of student learning needs.

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

Teachers will gain helpful knowledge about their students' learning. The teachers will have a better understanding of the students' strengths and weaknesses, thus being able to provide instruction to meet the students' needs.

Teachers will use assessment as part of their daily instruction. Assessment will not be limited to the practice of waiting to test students at the end of the unit. The teachers will develop ways to assess students' learning daily and plan instruction accordingly.

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.)

The teachers will develop benchmarks for student learning throughout the school year. Grade level teachers will have a set of benchmarks and common assessment tools they will be able to use to guide their instructional practices.

FORM E cont.

EVALUATION*

Please answer these questions for each school goal from your SIP that your Professional Development Program is addressing.

School Goal # 3 From your school improvement plan

Statement of School Goal: 95% of students will pass I-READ 3 by 2025.

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

This is the state's goal. Last year we had 91.4% pass, which was in the top 24% in the state. We believe we can still do better. The staff wants every student to be reading on grade level, regardless if they have an IEP or not.

Alignment of the curriculum to the state standards will ensure there are no gaps between grade levels and the skills we are teaching. Alignment will ensure that students are receiving the foundational skills needed for the next grade.

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

Staff will develop interventions to support students that are not reading on grade level. Common formative assessments will help to provide direction on the skills the students are struggling with and grade level teams will intervene in a timely manner.

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.)

Common formative assessments, OG assessments, and NWEA.

Shipshewana-Scott Elementary

Three Year Timeline for Implementation, Review, and Revision

- Goal #1: Students in grades K- 4 will show an overall increase in proficiency in ELA by 1% annually.
- Goal #2: Students in grades K- 4 will show an overall increase in proficiency in math by 1% annually.
- Goal #3: 95% of students will pass I-READ 3 by 2025.

Year	2021-22
Action Needed	Time Line
Teachers' use/revise/evaluate the assessment tools (common formative assessments to guide instruction. (Goal 1, 2 , 3)	School year 2021-2022
Grade levels to map LA and math standards. (Goal 1 and 3)	Fall 2021
Continued development of interventions for students not meeting standards. (Goals 1 and 3)	Fall 2021 and ongoing
Teachers will display learning targets daily for each lesson. (Goal 1)	Fall 2021 and ongoing
Staff continues Fountas/Pinnell leveled reading assessment.	August 2021
Summer collaboration for teachers to develop curriculum. (Goals 1 and 3)	Summer 2022
Professional Development for DOK (Goals 1, 2, and 3)	Spring of 2022
Staff continues dialogue about leveled reading instruction/small group reading instruction.	School year 2021-22

Shipshewana-Scott Elementary

Three Year Timeline for Implementation, Review, and Revision

Goal #1: Students in grades K-4 will show an overall increase in proficiency in ELA by 1% annually.

Goal #2: Students in grades K- 4 will show an overall increase in proficiency in math by 1% annually.

Goal #3: 95% of students will pass I-READ 3 by 2025.

Year	2022-23
Action Needed	Time Line
Teachers expand the use of leveled reading instruction. (Goal 1, 2)	Fall 2022 and ongoing
Staff will continue to evaluate and refine interventions to help students learn. (Goal 1 and 3)	Fall 2022 and ongoing
Staff will continue refining LA and math curriculum maps and learning targets (Goal 1)	School year 2022-23
Teachers continue to work finding reading resources for close reading and develop units. (Goals 1 and 2)	School year 2022-23
Staff will continue learning how to develop lessons with a higher DOK level. (Goal 1, 2, and 3)	School year 2022-23

Shipshewana-Scott Elementary

Three Year Timeline for Implementation, Review, and Revision

- Goal #1: Students in grades K- 4 will show an overall increase in proficiency in ELA by 1% annually.
- Goal #2: Students in grades K- 4 will show an overall increase in proficiency in math by 1% annually.
- Goal #3: 95% of students will pass I-READ 3 by 2025.

Year	2023-24
Action Needed	Time Line
Staff will continue to evaluate and refine interventions to help students learn. (Goal 1, 2, and 3)	School year 2023-24
Staff will examine LA and math curriculum maps and adjust where necessary. (Goal 1, 2, and 3)	School year 2023-24
Examine reading comprehension and fluency. (Goal 1)	School year 2023-24
Staff will continue learning how to develop lessons with a higher DOK level. (Goal 1, 2, and 3)	

SURVEY INFORMATION

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

Your cooperation in answering these two questions is greatly appreciated.

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

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

Westview School Corporation has made a commitment to restructure the day to allow grade level teams to have a common planning hour three days a week. Much of the collaboration and professional development for Shippshewana-Scott Elementary School will take place during weekly common planning times and staff meetings throughout the school year. Additionally, if staff development may need to be utilized by having teachers use half days and securing sub coverage for the classroom. This will provide a larger block of time for teachers to successfully reflect and plan instructional strategies.

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.

IXL math subscriptions have been purchased by the corporation for teachers to use with students to practice math skills. IXL aligns with the state standards. Staff will receive training to know how to use the program within their lessons.

Westview School Corporation purchased and installed computer LCD projectors in each classroom. Teachers access the internet in the classrooms to aid in instruction. Grade level teams have shared sites and uses of the technology as they develop ways to incorporate the use of it into their lessons. Grades 1-4 are using Mimio Techs or Elmos in the classroom as an instructional tool. The teacher develops interactive opportunities for students to navigate the technology.

Westview School Corporation installed wireless connectivity throughout the building. This allows the teachers to use their laptops for instruction and professional development. Also, a mobile computer lab was purchased for students to use to do research and practice skills when the regular lab is not available. Additional Chromebook carts have been purchased so each grade level has access to Chromebooks to use in classroom activities as they determine. Teachers will also use the website for NWEA to access reports and use resources that relate to the MAP testing data.