

TOGETHER  
preparing little patriots



Heritage Elementary

# **Heritage Elementary**

## **School Profile**

### **2019-2020**

**12050 Houk Road**  
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**Principal: Stephen Walter, Jr.**

## PL 221 Checklist

Use the following list to identify the location of the required, implied, and suggested items within your school improvement plan. This checklist should be submitted with your final plan for review by the superintendent and school board.

Present	Item	Page Number
√	Narrative description of the school, the community, and the educational programs	5
√	Description and location of curriculum	7
√	Titles and descriptions of assessment instruments to be used in addition to ILEARN	7-9
√	Statement of mission, vision, or beliefs	9
√	Summary of data derived from an assessment of the current status of educational programming, including the following: <ul style="list-style-type: none"> <li>• Data, including graphs, from the annual performance report</li> <li>• Data related to performance indicators other than those included in the annual performance report</li> <li>• Other information about educational programming and the learning environment</li> </ul>	7-19
√	Information about how the school's curriculum supports the achievement of Indiana Academic Standards	5-9 19
√	Information about how the school's instructional strategies support the achievement of Indiana Academic Standards	20-23
√	Conclusions about student achievement, based on information from ILEARN and other assessment strategies	11-19
√	Parental participation in the school (planning, reviewing the SIP)	24
√	Technology as a learning tool	20
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√	Professional development	28-33
√	Student achievement objectives/goals, derived from an assessment of the current status of educational programming on Attendance rate	22-23
√	Student achievement objectives/goals, derived from an assessment of the current status of educational programming on Percentage of students meeting academic standards under the ILEARN program	23-24
√	Student achievement objectives/goals, derived from an assessment of the current status of educational programming on Graduation rate (for secondary schools)	N/A
√	Specific areas where improvement is needed immediately	24-26 29-31
√	Benchmarks for progress that specify how and to what extent the school expects to make continuous improvement in all areas of the educational system	27-29 31-33
NA	Academic Honors Diploma and Core 40, including the following: <ul style="list-style-type: none"> <li>• Provisions to offer courses that allow all students to become eligible to earn the Academic Honors Diploma</li> <li>• Provisions to encourage all students to earn an Academic Honors Diploma or to complete the Core 40 curriculum</li> </ul>	NA
√	Proposed interventions (strategies) based on student achievement objectives/goals	24-33

√	Professional development that: <ul style="list-style-type: none"> <li>• emphasizes improvement of student learning and performance.</li> <li>• supports research-based, sustainable school improvement efforts.</li> <li>• aligns with the core principles of professional development</li> <li>• includes methods to improve the cultural competency of teachers, administrators, staff, parents, and students.</li> </ul>	24-33
√	Statutes and rules to be waived	NA
√	Timeline for implementation, review, and revision	24-33
√	Cultural Competency <ol style="list-style-type: none"> <li>(1) identify the racial, ethnic, language-minority, cultural, exceptional learning, and socioeconomic groups that are included in the school's student population</li> <li>(2) incorporate culturally appropriate strategies for increasing educational opportunities and educational performance for each group in the school's plan; and</li> <li>(3) recommend areas in which additional professional development is necessary to increase cultural competence in the school's educational environment.</li> </ol>	5, 24-33

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**Description of School and Community**

Heritage Elementary (HEEL) is Kindergarten through 6<sup>th</sup> grade elementary school. The attendance area includes families from small communities, farms, suburbs, mobile home parks, and apartments. The current principal, Mr. Stephen Walter, Jr. was assigned to Heritage Elementary in July of 2019. Heritage Elementary is part of the larger Heritage K-12 Campus and East Allen County Schools.

HEEL has a diverse population with 55.8% of our population being economically disadvantaged. Our population has continued to trend towards becoming more diverse. In the 2015 – 2016 school year, the population of HEEL was 71% white and 29% minority. There has been a 5% increase of minority students attending HEEL within the past five year. The current ethnic background of the Heritage Elementary is as follows: 13.1% black students, 6.6% multi-racial students, 11.2% Hispanic students, 3.1% Asian students, and 65.6% white students.

HEEL has 21 general education classrooms: 4 special education teachers (mild special education services) with pull-out and push-in programs; and two teachers for Rising Stars with self-contained, emotionally handicapped Day Treatment students. The school has 9% identified high ability students and serves 21.4% of students with learning disabilities. The EL population makes up 5.9% of the school population. Home life for Heritage Elementary includes 3.3% in foster care and 3.1% of students who are considered homeless.

The staff at Heritage Elementary School is made up of 34 certified teachers, a full time School/Home Coordinator, a full-time Student Assistant Specialist (SAS), one full time Instructional Coach (IC), Technology Coach (TC), a half-time speech pathologist, six full time special education teachers, a full-time nurse, a secretary, seven special education paraprofessionals, a Client Relations Technology specialist (CRT), a media specialist, three custodians, and eight cafeteria staff.

## **Implications of Community Data**

Heritage Elementary services the EL students attending our school through immersion. Those students receive accommodations per ILP for classroom and assessment with pull out language services from a district EL teacher once per week. East Allen County Schools permits both choice and tuition transfers. Heritage also has the district Emotional Disability Program classrooms which serves ED students who require a self-contained classroom. As a school, the staff recognizes diversity and encourages students, peers, and the community to embrace opportunities to learn from other cultures.

## **Description of Educational Programs**

All East Allen County School students are provided a strong English Language Arts Curriculum supported through the use of instructional coaches in each elementary school. In addition, WIDA standards have been included in the district curriculum to support instruction for EL and low-performing students.

This year EACS implemented a new reading program titled Fountas & Pinnell Literacy. This program is a cohesive, multi-text approach to literacy instruction for all students K – 6. It is designed to support whole-group, small-group and independent learning for students including a focus on balanced literacy. This focus identifies reading fluency, writing, word study, and language usage as parts that are integrated to develop student literacy. Launching the Writer's Workshop and Getting to the Core of Writing develop the understanding of how a writer thinks and how a student learns to be a writer. The Six Traits Writing program is embedded within the Writing Workshop and supports writing skills.

All East Allen County School students are provided a strong Math Curriculum supported through the use of instructional coaches in each elementary school. Balanced Math has been adopted as the math initiative in the district and is reflected in the math core curriculum for the district. The framework uses daily review, mental math, computation, conceptual understanding, and problem solving to deliver a comprehensive math curriculum. This year we have adopted a new math program for primary students K-2 called i-Ready Math.

This year is the seventh year for the Positive Behavior Intervention and Support Plan. Heritage Elementary partnered with Bowen Center and several other schools for a grant to support continued growth with PBIS. The staff continues to maintain and improve the PBIS plan. In our plan, we incorporated our previous work with Character Counts into the PBIS principles to develop a plan for student success. The lessons support academics, discipline, and school climate at Heritage Elementary. Students receive lessons and see that these ideas are valued at Heritage. Teachers have had the opportunity to participate in professional development that includes Character Counts and Challenging Behaviors. This year our school completed kindness and

bullying lessons along with Digital Citizenship. This allowed teachers to bring awareness of the responsibilities expected in a safe learning environment.

The educational program at Heritage Elementary School is based on a Response to Intervention (RtI) model where all students receive the appropriate instruction and interventions necessary for all students to succeed. Students receive 30 minutes of daily intervention. Teachers identify RtI students based on reading, math, and behavior needs.

Heritage Elementary will implement Social and Emotional Learning (SEL). This program is designed to help student develop social-emotional learning competencies by intentionally teaching these skills, by implementing educational neuroscience learning strategies, by practicing culturally responsive classroom-management, and by approaching this work with a growth mindset. This year Heritage Elementary will focus on two of the seven competencies of the SEL program. These two competencies are “sensory-motor integration” and “regulation.”

The 8 Step Process is a system-wide approach for school improvement. It encompasses the following 8 steps:

**Step 1. Data Disaggregation:** School test data is broken down into individual student and classroom reports. The test scores are used to identify instructional groups and weak and strong objective areas. Teachers receive training in data interpretation.

**Step 2. Instructional Calendars:** The instructional team develops a timeline that encompasses the CCRIAS standards, benchmarks, and time allocations based on the needs of instructional groups. The team decides how much time to spend on each standard/benchmark based on student needs determined by the data.

**Step 3. Instructional Focus:** Using the calendar, a schedule stating the standard/benchmarks, instructional dates, and assessment dates is developed and disseminated to all teachers. For a designated amount of time each day, teachers instruct students focusing on the standard or benchmark.

**Step 4. Assessment:** After the instructional focus standard benchmarks have been taught, an assessment to identify mastery and non-mastery students is administered. The assessments are modeled on ISTEP. Assessments dates are listed on the instructional calendar.

**Step 5. Tutorials:** Tutorial time to re-teach non-mastered skills is scheduled. After concepts have been retaught, students are assessed again.

**Step 6. Enrichment:** Enrichment sessions are provided for students who have mastered the standard/benchmark assessed. Related activities that extend the learning of the concept are provided during enrichment.

**Step 7. Maintenance:** Quick refresher lessons are given periodically in order to provide ongoing maintenance and re-teaching of benchmarks/standards. Through these quick activities, teachers can identify topics that need revisited.

**Step 8. Monitoring:** Instructional leaders visit classrooms regularly to monitor the instructional progress of students and the fidelity of the instruction.

At Heritage Elementary staff and students know the 8 Step Process as “Patriot Time.” Students spend 30 minutes per day working in small groups for tutorial (retaught), benchmark (reinforced) and enrichment (enhanced) skills development based on our 4-week assessments. Tutorial groups address the lowest performing students in ELA and Math Reinforcement groups support students who acquired skills at grade level and they are challenged to extend those skills to new situations or at greater depth of knowledge activities. Enrichment groups work at the highest levels of

depth of knowledge or are taught next grade level skills that relate to current skills being reviewed.

We have a Core Curriculum in language arts and math aligned to the CCRIAS Standards. We have implemented a tiered system of addressing student needs. More information is available on the Core Curriculum in Section VI as well as our interventions in Section VII.

## **Description and Location of Curriculum**

Heritage Elementary School follows the Core Curriculum developed by the East Allen County Schools for language arts and math. The Core Curriculum for grades K- 12 language arts and K-12 for math is located in the district shared drive. The curriculum supports the teaching of the College and Career Ready Indiana Academic Standards. Content area curriculum follows the district time and content guides located in the school office and each classroom. A detailed description of the curriculum, pacing and resources are discussed under the heading of Instructional Methods and Professional Development on page 19.

## **Assessments in Addition to ILEARN**

**NWEA:** This assessment is given three times a year (BOY, MOY, EOY). This assessment allows all staff to: differentiate instruction for every student, pinpoint intervention and enrichment needs, accelerate students' academic growth and achievement, maximize classroom instructional time, staff resources, and target instructional and professional development time and resources. This formative assessment tool provides the day by day, week by week insight teachers need to adjust instruction based on where students are at a given moment.

**Moby Max:** Moby Max's adaptive curriculum creates a unique, individualized education plan for each student, allowing gifted students to progress at a more advanced level and/or pace, while simultaneously ensuring that remedial students get the extra instruction they need. Moby Max identifies deficiencies in math skills with a quick, efficient placement test and continually updates each student's progress during skills practice and review to identify students' current progress level. Placement tests are given three times a year to make sure we are constantly meeting students' needs.

**Lexia Reading:** Lexia supports educators in providing differentiated literacy instruction for students of all abilities in grades K–6. Lexia's research-proven program provides explicit, systematic, personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge, and providing teachers with the data and student-specific resources they need for individual or small-group instruction.

- Engages and motivates students in a game-like environment
- Provides progress-monitoring student data without a test
- Accessible via iPad, Chromebook, or browser

**MCLASS DIBELS / TRC:** This assessment is given three times a year (BOY, MOY, EOY) for K-2 students. The assessment allows staff to differentiate instruction for every student, pinpoint intervention and enrichment needs, accelerate students' academic growth and achievement, maximize classroom instructional time, staff resources, and target instructional and professional development time and resources.

**i-Ready Math:** is a blended learning program providing adaptive diagnostic results and online instruction. The program supports student learning in part through delivery of content and instruction through digital and online media with some element of student control. Teachers are able to utilize in-the-moment data and resources for remediation and reteaching.

**District Writing Prompts:** Writing prompts are used three times yearly (BOY, MOY, EOY) to document growth in each student's writing. It allows teachers to plan mini-lessons that focus on student's areas of weakness in writing. The student's prompt is scored using the state's writing rubric.

**Balanced Math:** This is a district adopted model. Balanced math instruction respects and addresses the needs of all learners, views teachers as informed decision makers, is flexible, and is research based. This approach to math instruction provides a balance between teacher centered and student-centered activities and between procedural fluency and conceptual understanding. A balanced approach to reading and writing is incorporated into math lessons on a daily basis.

**Balanced Literacy:** This is a district adopted model. Balanced Literacy instruction respects and addresses the needs of all learners, views teachers as informed decision-makers, is flexible, and is research based. A balanced literacy approach to instruction provides students with daily opportunities to engage in various reading and writing activities to help them communicate more effectively. In a balanced literacy framework, students participate in read-alouds, shared reading, guided reading, independent reading, and systematic word study. In addition, they engage in modeled writing, shared writing, interactive writing, guided writing, writers' workshop, and independent writing.

**Guided Reading:** This is an instructional approach that involves a teacher working with a small group of students who demonstrate similar reading behaviors and can all read similar levels of text. Students at the intense level receive small group instruction 4-5 times per week for 15-20 minutes, strategic student groups 2-3 times per week for 15-20 minutes, and benchmark/above students 1-2 times per week for 15-20 minutes. Students not making adequate growth in the Focus Targeted subgroups receive small group instruction within classrooms daily.

**6 Traits Writing:** 6 Traits Writing instruction is a district wide initiative designed to help teachers understand the skills students need to become better writers and develop powerful lessons for creating a writing environment. In addition, the lessons and vocabulary used to develop these skills allows teachers and students to communicate and understand writing using a common language. Students develop a better understanding of the traits needed for good writing and begin to develop those skills over time. The assessment tools used by the district are based on ILEARN and the Six Traits writing rubrics.

**Daily 5:** This is a district adopted approach. Daily 5 is a literacy framework that instills behaviors of independence, creates a classroom of highly engaged readers, writers, and learners, and provides teachers with the time and structure to meet diverse student needs..

**Café:** Is a suggested District initiative that is used by all Heritage teachers. CAFE is the literacy system that compliments the Daily 5 structure. Posted on the classroom wall and built throughout the year, the CAFE Menu serves as a visual reminder of whole-class instruction as well as individual student goals. By focusing on the four key components of successful reading: Comprehension, Accuracy, Fluency, and Expanding Vocabulary, and providing strategies to

support each goal, the CAFE System is an efficient and effective way to assess, instruct, and monitor student progress.

#### **4 Week Scantron Assessments:**

4-week assessments are aligned with the State Academic Standards and the school's Instructional Calendar. The formative assessments are designed to reflect the format and rigor of the state's ILEARN and ECA tests.

These short, frequent assessments allow teachers to:

- Check for understanding
- Tell which students are learning and which need more help
- Chart student progress
- Adjust teaching methods to achieve better results
- Modify the Instructional Calendar as needed for re-teaching or acceleration

#### **Project Lead the Way (PLTW):**

This proven curriculum helps students prepare for adulthood and develop the skills that they will need in a technology-driven world. PLTW provides a hands-on connection to science, technology, engineering, and math (STEM) education. PLTW provides a connection to STEM that will keep students engaged and instill a passion for developing life skills that can be applied well beyond school. The curriculum takes a comprehensive approach to implementing activities and projects that spark students' excitement about what they are learning and allows them to apply what they know. The Launch program, which is for students in kindergarten through 5th grade, helps young students to become better problem solvers. Each student is evaluated by certified instructors at the end of a 32-hour module through projects they create and the problems they solve.

### **Mission Statement of the Heritage K-12 Campus**

**Our mission at Heritage Elementary is to inspire a student's passion for learning, knowledge, and skills while building character and responsible Leadership.**

### **Vision Statement of Heritage K-12 Campus Excellence...Everyone...Everyday**

### **Parent Survey Results**

In the fall of 2017, a parent survey was distributed to each of 230 families. One-hundred and twelve surveys were completed and returned representing a 49% return rate. The survey asked questions in the following areas:

1. school climate
2. academic expectations
3. curriculum
4. school safety
5. general perceptions of the school

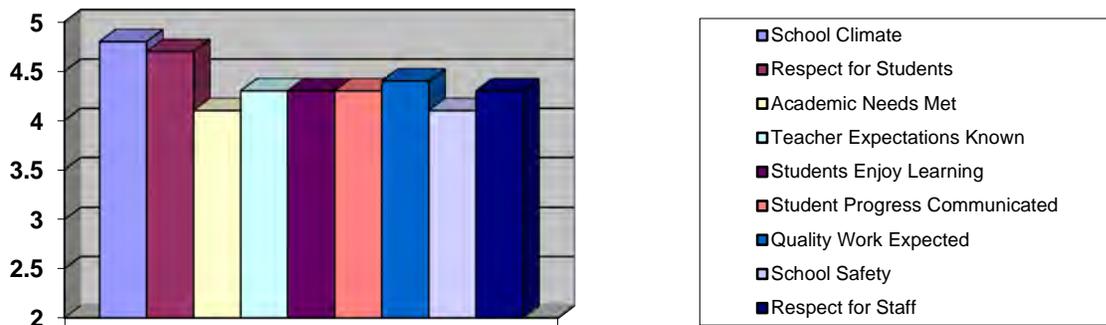
The survey was done on a rating scale of 1 to 5, with 1 being strongly disagree and 5 strongly agree. School climate was generally highly rated with 94% of the parents feeling welcome in the

school. Almost 92% of the responses indicated that the students and parents are respected by teachers.

Parents indicated that they believe that Heritage staff provides their student(s) with a quality education. Ninety-four percent identified quality programming and teaching at Heritage. These parents believe that the teachers expect quality work of the students.

The PTO board works with the school improvement team to support and share ideas for school improvement. This plan will be shared with parents through the PTO meetings as well as the Heritage Elementary School website.

### Parent Survey Results



### Student Survey Results

The student survey is a five-point instrument. All students were surveyed in class during the fall of 2015. Teachers in kindergarten through grade three read the survey to the students. Teachers in grades four through six supervised the administration of the survey. The survey had a 95% return. The following areas were addressed in the survey:

1. student safety
  2. curriculum
  3. peer relationships/respect
  4. general perceptions
- Students indicate that the greatest concerns for safety have been on the school bus. According to bus transportation records there were 196 bus referrals written during the 2015-2016 school year. This is an increase of 23 referrals from the previous year. During the year of the survey, 57 of those write-ups resulted in warnings and 65 resulted in suspensions from riding for one or more days.
  - When asked how they would rate the challenge level of curriculum, students rated it at 4.5. “Does the work make them think?” was rated higher at 4.75. They were also very positive about knowing what they are learning and how to apply that to everyday life with a rating of 4.40. Children believe that they could be better students, ranking this item at 4.23.

- Many students feel that other students are not respectful of them or others. Learning respect and caring for others is a major focus of our Character Counts and PBIS curriculum.
- Students believe that their families want them to succeed in school, rating this at a 4.74. Students also ranked the teacher's belief in their learning abilities high at 4.68. Other general perceptions the students hold are that the principal and teachers care about them and respect them. Over all, students were very positive in their perceptions of the school, rating the total survey at 4.55.

An updated parent survey was planned for May of 2019-2020, but because of the COVID-19 pandemic it will be rescheduled for May of 2021 in regards to the 2020 – 2021 school year. The new survey will allow for updated results related to school climate, the change in leadership from Principal Charters to Principal Walter. Additional information will be added in regards to remote learning.

### **Staff Survey Results**

In May of 2016, a survey of faculty was conducted. This survey included:

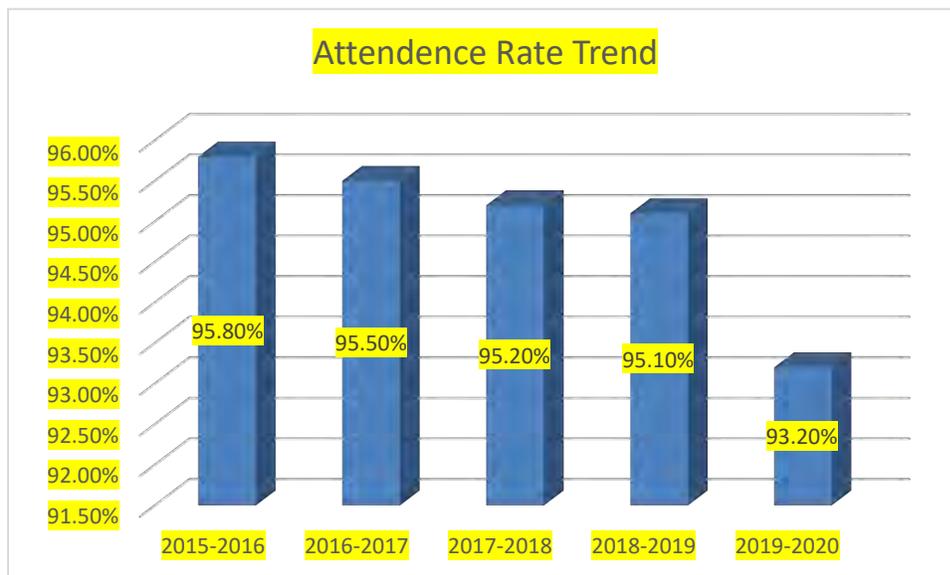
1. school climate
  2. student behavior/discipline
  3. perceived levels of academic achievement
  4. relationships and respect among students and staff members
  5. teaching methods used in the classrooms
- Staff members feel challenged in their jobs, and they feel safe at Heritage. The area of greatest frustration for the staff is having adequate time to complete all tasks during the workday with many initiatives, there is much to do and little time to accomplish goals. Teachers also shared concerns about the amount of assessment time that takes away from instruction.
  - Overall teachers felt that discipline is consistent with students and that the biggest concern is student to adult disrespect.
  - Staff members continue to recognize reading skills as an area for improvement among the students. They also perceive that math facts and overall math skills are in need for improvement. They indicated the rigors of current testing sets high expectations for students.
  - Student motivation is also a concern for staff. They suggest that students aren't motivated to learn and this limits their academic growth.

An updated student survey was planned for May of 2019-2020, but because of the COVID-19 pandemic it will be rescheduled for May of 2021 in regards to the 2020 – 2021 school year. The new survey will allow for updated results related to school climate, the change in leadership from Principal Charters to Principal Walter. Additional information will be added in regards to remote learning.

## Heritage Attendance Data – Annual Performance Report

Overall, Heritage Elementary is on target with the state average with the exception of the 2019-2020 school year. A factor for the drop in our attendance was the abrupt end to our school year brought on by the COVID-19 pandemic. Students began remote learning on March 16<sup>th</sup> which was extended to the end of the school year. Students received online instruction and were assigned work three days a week. Those assignments were due following Monday of each week. Attendance was based on the completion of school work by students. Unfortunately, there were a number of students who did not complete the assignments given to them and therefore were counted absent on that remote learning day. Because of the COVID-19 pandemic, attendance incentives (i.e. Perfect Attendance) have been canceled for the 2020-2021 school year.

We do anticipate that the 2020 – 2021 school year attendance rate will be lower than our historical average of 95% due to continued remote learning, quarantining of students, and students out sick due to COVID-19 or other traditional illnesses. That being said our staff will continue to work to keep students in school or online.



## Safe and Disciplined Learning Environment

Heritage Elementary is dedicated to helping students grow in character and behavior as well as academics. We are committed to Positive Behavior Intervention and Support (PBIS) as a tool for eliminating poor behaviors. Students are continuously being immersed with the positive message of doing the right thing. Students earn stars and Patriot slips that gain rewards for students when they are doing the right thing. Character Counts Pillars are used to help students identify lifelong practices that support positive citizenship, responsibility, respect, caring, fairness, and trustworthy behaviors. Procedures and expectations are exhibited in terms of citizenship, respect, and responsibility. Students at HEEL also took part in a kindness curriculum and were recognized by staff members for their specific acts of kindness at school.

In the past, the district offered support to teachers in the form of workshops on challenging behaviors. Teachers learned how to incorporate positive strategies for the most disruptive students. These strategies re-focus behaviors toward positive, successful outcomes for students. The district anti-bullying initiative supports a no-bullying policy throughout the district. Posters and activities encourage students to stop bullying where it happens - in the classroom, on the playground, and in the lunchroom. All of these efforts are designed to focus students on the positive things that happen in the classroom. Staff and students participate in bullying education which includes the promise to not bully and to stand up for those they see being bullied.

During the 2019-2020 school year, there were 349 total referrals written. This was a 24% decrease in referrals from the 2018-2019 school year. Considering that the in-school discipline year was approximately 2 months shorter than normal, we were still almost 3 referrals less per month than the previous school year. There were also 120 bus referrals written which was about 49% decrease from the previous year bus referrals.

During the 2019-2020 school year, out of school, in-school, and bus suspensions all increased slightly from the previous year, but as stated previously, total number of referrals have gone down. Minor infractions were resolved through staff conferencing with students, guidance referrals, phone conferences with parents, and loss of privileges in addition to an increased emphasis on positive behavior choices and a focus on student effort and growth and not just overall outcomes. The current discipline and referral plan allow for minor incidents to be handled in the classroom and major incidents or chronic behaviors referred to the office. Our Character Counts and Kindness Curriculum was also a factor in an improvement in behavior at HEEL.

<b>Year</b>	<b>In School Suspensions</b>	<b>Out of School Suspensions</b>	<b>Expulsions</b>
2010-2011	38	39	0
2011-2012	38	102	0
2012-2013	57	137	1
2013-2014	68	133	0
2014-2015	37	46	0
2015-2016	63	32	0
2016-2017	85	41	0
2017-2018	71	61	1
2018-2019	48	43	1
2019-2020	52	57	0

### **ILEARN Testing Data – Annual Performance Report**

Standardized testing is given to all students in the first through tenth grades in East Allen County Schools. ILEARN is given in grades three through eight. This was to be the second year for the ILEARN test, which replaced the ISTEP+ standardized test. The Indiana Department of Education (IDOE) exempted schools from taking ILEARN math and English test last year. The results of this test would have establish a baseline data for Heritage Elementary.

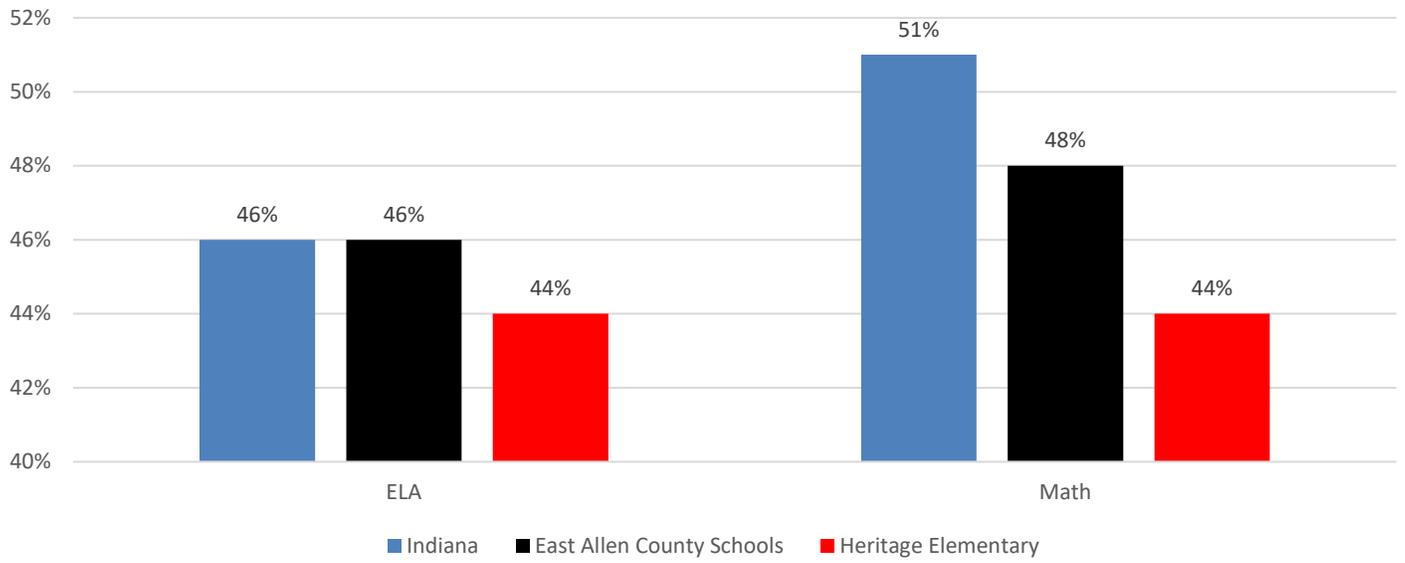
In this report, we have compared our scores to the district (EACS) and the state of Indiana averages for ILEARN. These tests were administered during the spring of 2019. This data will

allow us to see where our students' scores are in relation to our district (consisting of eight elementary schools) and the state of Indiana. We will continue to utilize this information to make decisions to improve school instruction. ILEARN which will take place in the spring to continue to

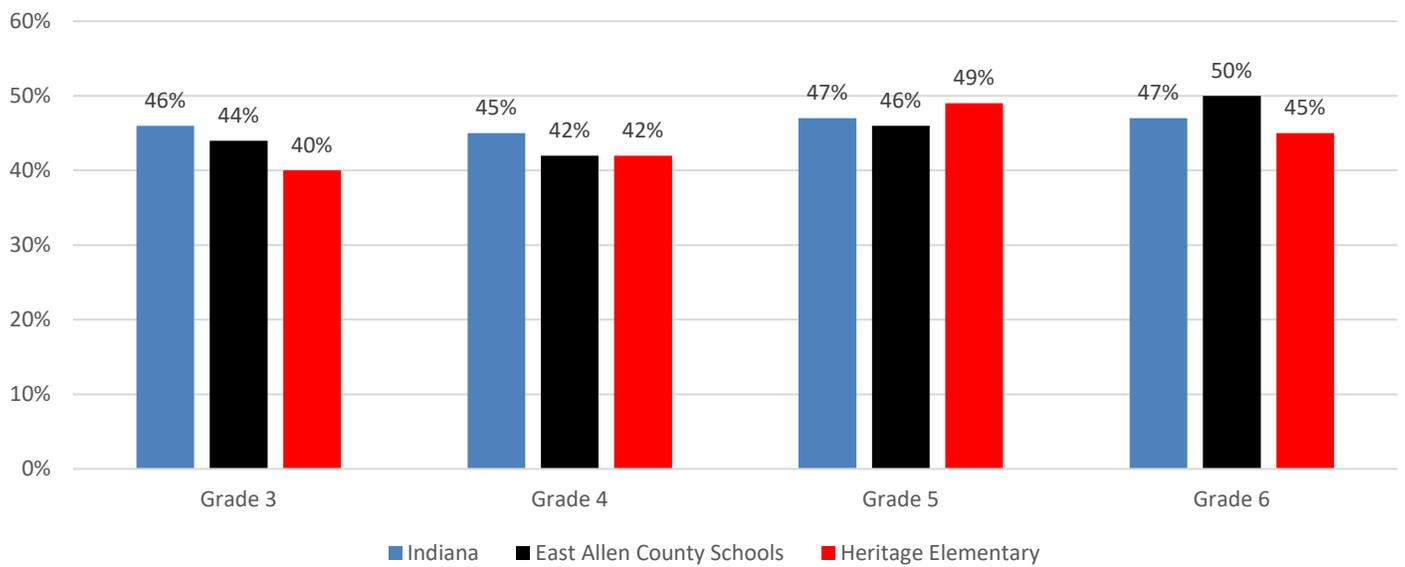
ILEARN English/Language Arts scores for Heritage Elementary (third through sixth grade) averaged 44% proficient. This was only two points below both the EACS average and state average of 46%. Based on the ILEARN data, Heritage Elementary will continue to concentrate improvement efforts within the English/Language Arts sub-skills of reading comprehension. It continues to be an area where students struggle and the focus of school improvement. The specific skills of vocabulary, comprehension and inferencing are keys to student growth. For the 2019 – 2020 school year, teachers will be working on teaching students how to track elements such as character, setting, plot, theme, and key ideas through the text. This tracking would be used to help students draw inferences from the text as to the relationships between any two elements within and across texts. As a school, Heritage must improve instructional strategies, achieve fidelity of instruction, and support student success in reading comprehension through explicit instruction and focused intervention. Heritage will need to continue working with critical thinking skills, critical standards, depth of knowledge, academic vocabulary, and close reading to increase students' skills in working with higher level texts, questions, and comprehension skills. A positive area to note in the testing data was that our Heritage fifth grade students outscored the district and state average in English / Language Arts with a proficiency rate of 49%. The district averaged 46% and the state was at 47%.

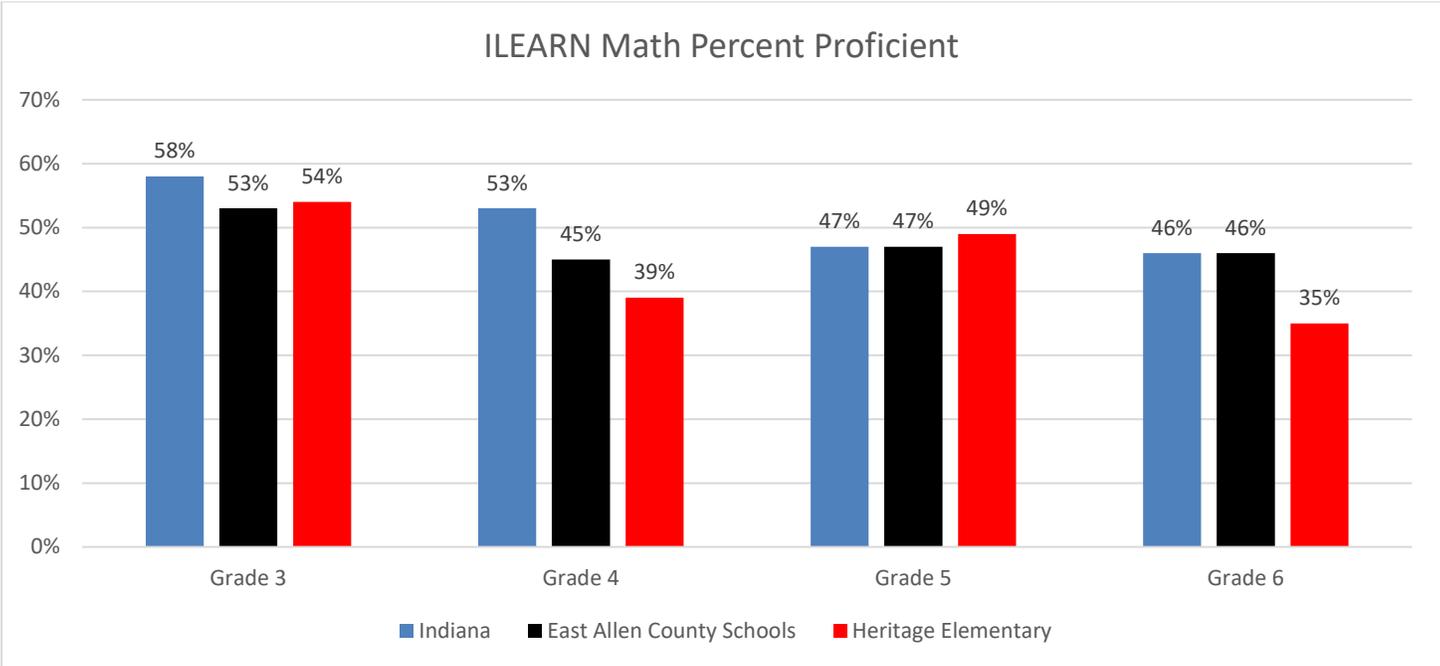
Our ILEARN Mathematics scores for Heritage Elementary (third through sixth grade) averaged 44% proficient. This was four points below the district average and seven points below the state average of 51%. The staff will focus on several areas to continue to work to improve our student's math skills. One of these areas includes mastering computation skills, problem solving and process standards for math. Problem solving is critical for real world math and Heritage staff understand the need for a focus of teaching the Process Standards for math. Our Staff is committed to making time for group and individual problem solving. Further, they are committed to improve the math talk amongst students so that students improve critical thinking in problem solving. The staff is focused on math computation as a second goal for school improvement. Instruction focused on mastering the prerequisite skills for computation at each grade level should support students' improvement in this area, provided the instruction is delivered with fidelity. In addition, it is a high priority for students to master the addition, subtraction, multiplication, and division math facts. Using mental math and problem solving are all part of the balanced math district initiative. A positive area to note in the testing data was that our Heritage third grades scored slightly higher than the districts at 54% versus 53%. More impressive was the fact that our fifth-grade students' scores were two percent higher at 49% than both the district and state averages, which were at 47% respectively.

### ILEARN School Results (Grades 3-6)



### ILEARN ELA Percent Proficient

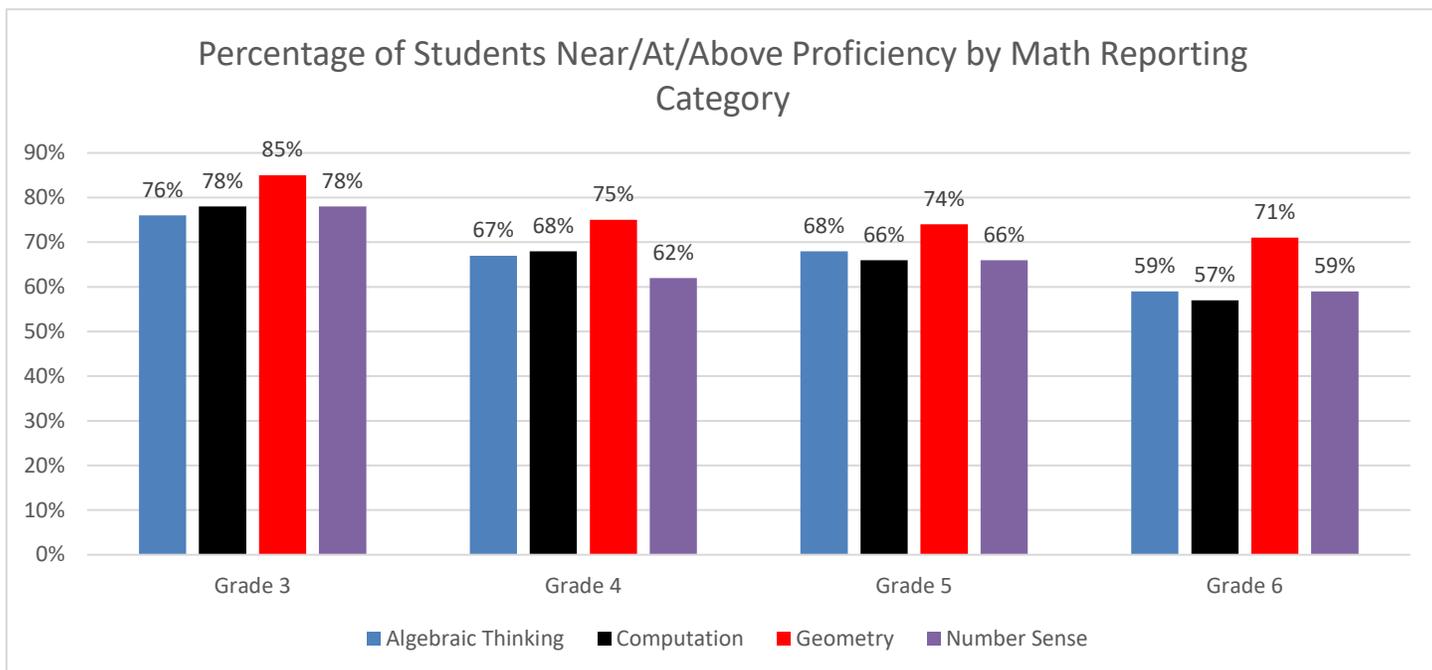
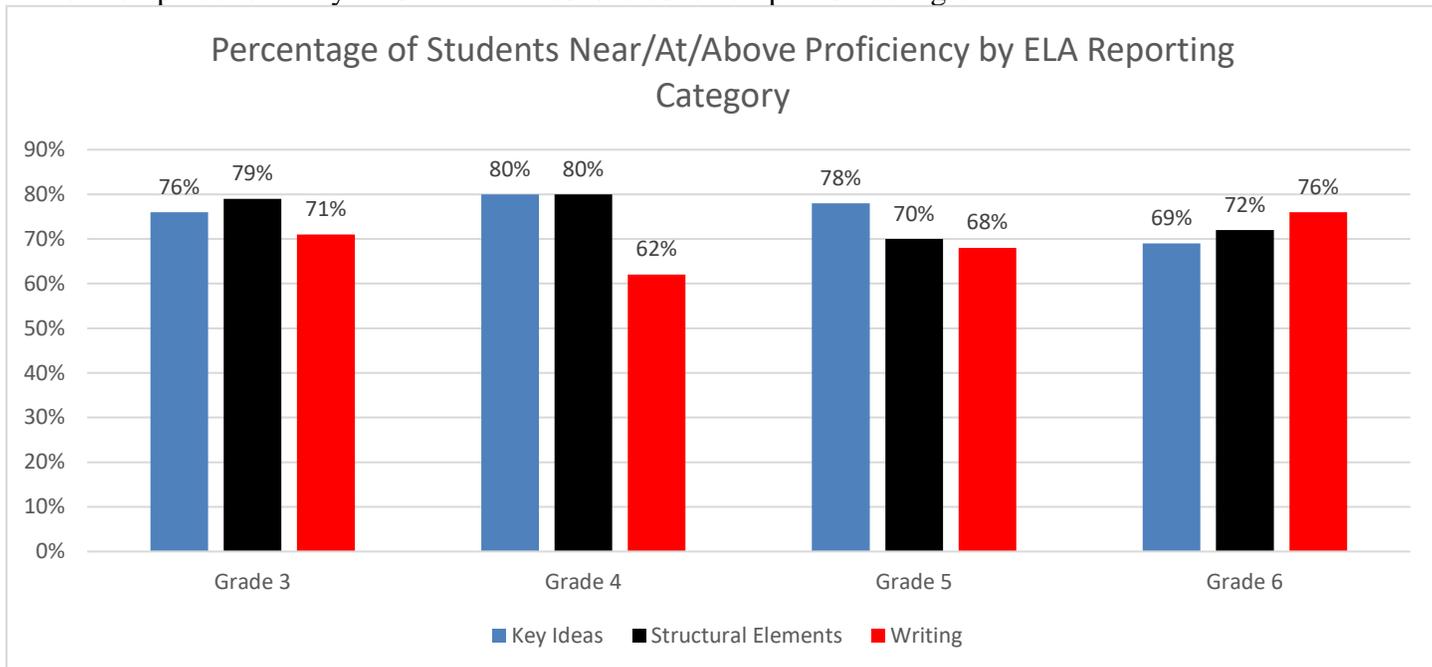




### **ILEARN Sub Skills Breakdown by Grade Level**

Heritage Elementary continues to work towards improving proficiency rates in reading/language arts. Based on this data, the Heritage Elementary staff has selected the goal of improving reading comprehension as the main focus in the language arts area. The staff has determined that by focusing on reading comprehension, students would benefit the most in all language arts sub-skills. For the action plan, the school will concentrate on strategies and interventions that will promote student performance in reading comprehension with specific focus on academic vocabulary, close reading, question answer response and inference skills. Teachers will plan and execute lessons that use of close reading, Question Answer Relationship (QAR) and incorporate a variety of DOK levels. Additionally, teachers will focus on tracking elements of character, setting, plot, theme and ideas so that students can articulate the relationship between these elements within and across tests. Staff describe these as the (relationship standards) which are critical in making more complex inferences. The Heritage Elementary grade level scores below

will be compared to next year's ILEARN test scores to compare student growth.

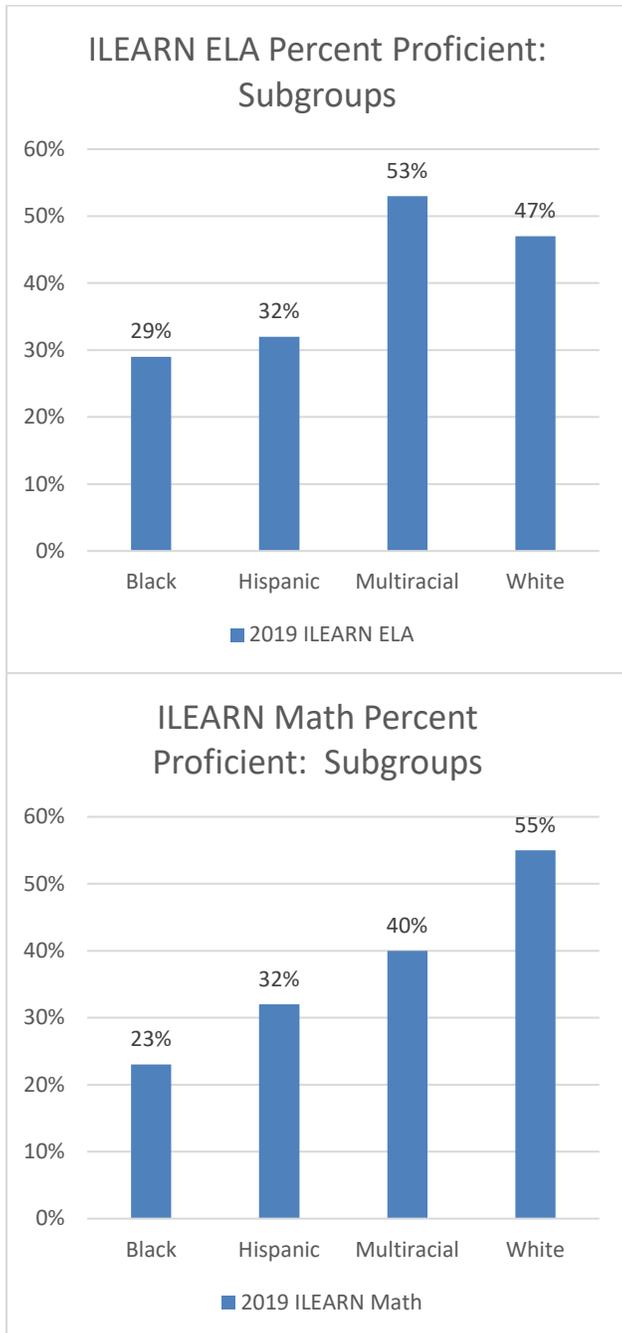


## ILEARN Subgroups Breakdown

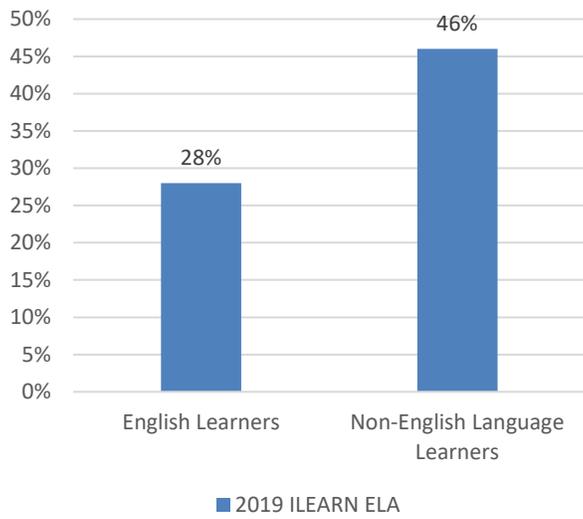
Heritage Elementary will close the gap between sub-groups. While the gap is getting smaller, there is still significant work to be done in this area. In the past, staff attended a Cultural Competency workshop to begin the process of understanding the cultural differences that create a barrier of learning between and among groups of students. Through improved understanding, strategies, and instruction the Heritage Elementary staff is committed to closing this gap. Overall, Heritage Elementary students are showing growth including most subgroups populations in all grade levels as shown through the data provided above. The action plan continues to support growth for all students, including those identified in subgroups.

After examining the data, the staff concluded that reading comprehension and math computation were weak skills across these sub-groups. Students within the sub-groups are performing well below their peers and the state average in the areas of reading comprehension and math computation on the ILEARN English/Language Arts and Math Assessments. The information contained in the following graphs reflects the percentage of students passing math standards.

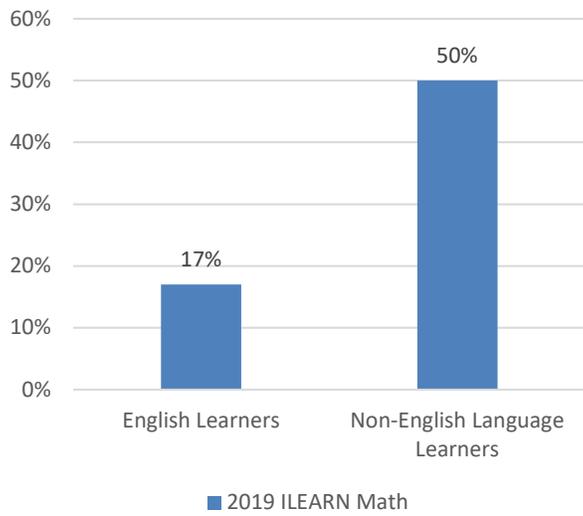
The graphs show a comparison between the passing rates between ethnicities, the English Learners compared to non-English Learners. The bottom graphs show the comparison in passing rates between Special Education students and all other students. Finally, the last shows the comparison of passing rates between full paid and free/reduced lunch.



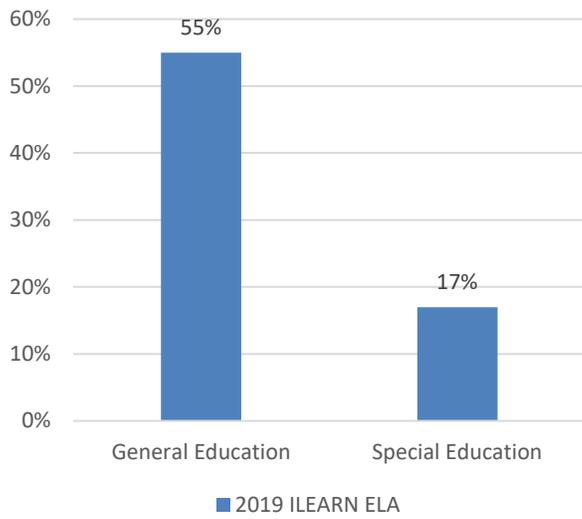
### ILEARN ELA Percent Proficient: EL



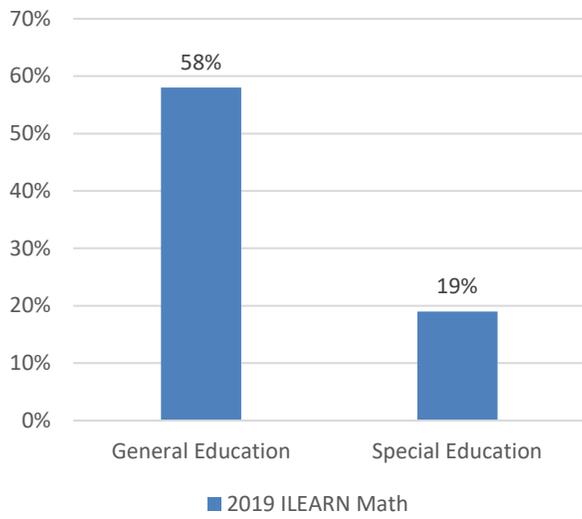
### ILEARN Math Percent Proficient: EL

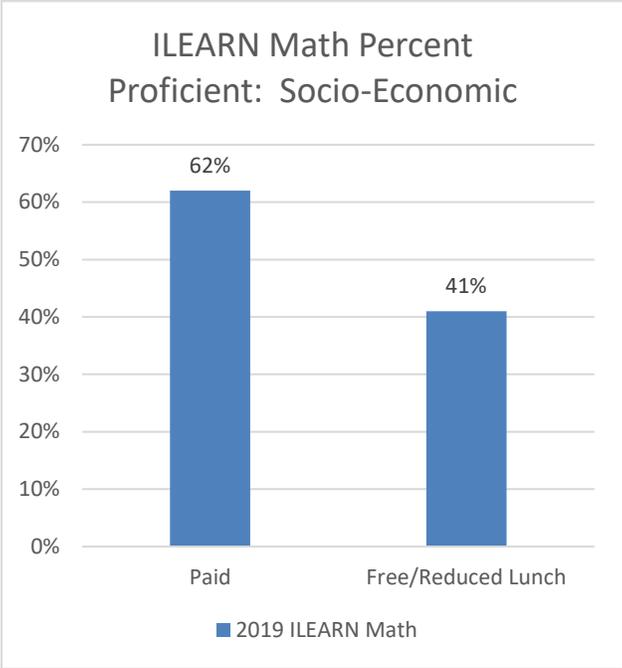
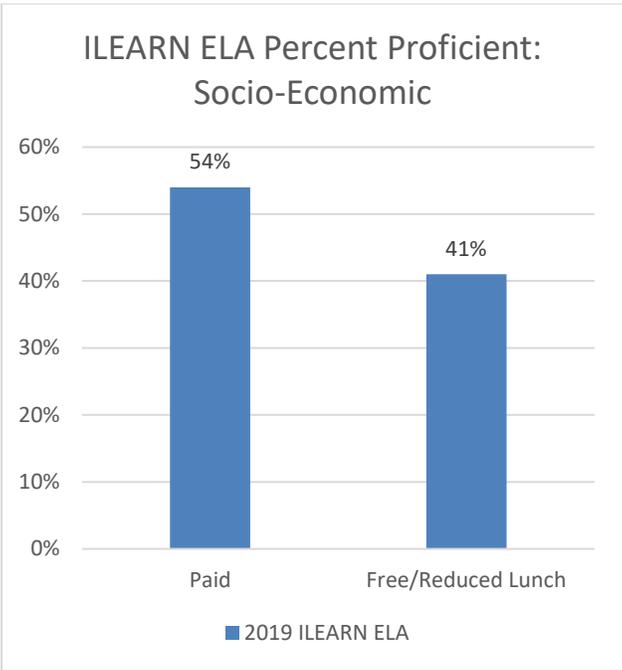


### ILEARN ELA Percent Proficient: Special Education



### ILEARN ELA Percent Proficient: Math





Through the use of the interventions and strategies contained in this SIP, Heritage Elementary continues to focus on closing the gap between the sub-groups. Heritage Elementary will closely monitor the trend lines between limited English and non-limited English students as the school’s numbers change in the future. Historically these smaller subgroups have scored lower on state standardized testing. The goal of this action plan will be to continue to support growth for all students, including those identified in subgroups. The above data will allow for a baseline in which to compare growth in each sub-group from the current school year 2020-2021 to next school year 2021-2022.

## Implications of Student Data

The student population of Heritage Elementary has been changing, especially over the last few years. Our population is becoming more diverse which has necessitated changes in how we differentiate instruction.

Standardized testing from the state ILEARN and NWEA indicate that there are curricular needs in the area of reading comprehension, vocabulary, and math computation and problem solving. The more rigorous testing indicates weakness in these areas. The school has observed a steady increase in student performance in these three areas, but need to continue to show growth. The subskills indicate and steady growth across subskills with few variances between subskills.

Heritage Elementary School will continue to use Patriot Time 4th - 6th (30 minutes daily) or Interventions K-3rd (30 minutes daily) to remediate and enrich students grade level skills promoting growing towards proficiency in reading and math. Students will have opportunities to learn, practice and apply skills at levels appropriate to their grade level and abilities.

## Instructional Data

### Technology

Heritage is a one to one technology-based campus. Each student is assigned an iPad. In addition to iPads students are able to utilize laptop computers. Students have access to a number of educational programs including Type.com, Rosetta Stone (EL vocabulary focus), K-2 Early Literacy Intervention (RAZ kids), Canvas, Word, Excel, Publisher, Power Point, and Internet. All of our classrooms in grades K-6 have Smart Board or Smart TV Technology in the classroom being used to make learning interactive and to give students access to a plethora of materials available through the Internet. Students play educational games and work on lessons in all content areas through the Smart Board. All classrooms have access to Acelink which are archived media presentations for all content areas. Students have access to MobyMax which delivers standards-aligned curricula from Pre-K to 12th grade. Moby Max provides interactive, self-paced, challenging, and engaging activities with tutorials when students have difficulty passing skills. These activities promote exploration, individual and cooperative learning, problem solving, reflection, and real-world connections in both ELA and math. Moby Max applies current and confirmed research about how students think and learn. Students use Xtra math to support learning math facts at all grade levels.

All classroom teachers K-6 have an iPad for a variety of uses, including assessment such as mClass, NWEA and Scantron bundle testing. All classrooms have access to iPads for instruction. Students in grades K-6 have 1-1 iPads for daily instruction. New this school year, all students may take ipads home to complete assignments and complete remote / eLearning. Every classroom has access so that teachers and students can access the SmartBoard and Internet for learning activities. Both students and staff have access to the learning management system, CANVAS and SeeSaw.

All teachers post newsletters and many class activities through CANVAS to provide parents and stakeholders with an overview of the materials covered by the teacher during the week. Also, teachers may include the state standards, homework, and educational websites for parent access. Teachers give assignments and students complete them online through Canvas for eLearning assignments. All teachers enter attendance electronically on a daily basis. All teachers input

grades into the RDS grade system so parents can access grades and assignments from home. Special education staff has been trained on how to access and complete Individualized Education Plans (IEP) for their students on the program provided by the state.

Parents have been given the opportunity to access their student's grades, attendance, discipline, and emergency contact information. While this is an outstanding resource for parents, it is under-utilized by our clientele. Parents were able to complete the students' registration online and from home using the parent access or here at school. Through this process every parent received and activated an access code that allows them to view students' grades and progress on a daily basis. In addition, weekly students' progress reports are sent to parents email addresses. Parent will know weekly if students are completing homework and earning passing grades. In addition, School Messenger allows the school to send messages by phone, email and text about events happening at school and important school safety information.

## **Instructional Methods and Professional Development**

All of the instructional methods below support the teaching of the College and Career Ready Indiana Academic Standards. The district has created a Core Curriculum for literacy and math that supports the standards and provides resource suggestions to support teachers and students in the classroom. The standards are aligned with bridges across grade levels to support the maintenance of skills. Curriculum and standards are introduced, maintained, and mastered through academic bundles that identify enduring understandings and essential questions, provide a core vocabulary, require evidence of learning, and assess mastery using a performance task. In grades K – 12 language arts and K – 12 math, the College and Career Ready Indiana Academic Standards (CCRIAS) are bundled together to provide a seamless curriculum for all students including interventions and extensions. Grades/Subjects outside of the new core curriculum will need to review their plans for necessary changes. Each bundle provides suggested instructional strategies, student and teacher resources, and assessments. Teachers have a comprehensive curriculum that supports teaching efforts and the standards for each grade level. In addition, the district provides time and content guides for each of the content areas. The instructional practices that are implemented with the core curriculum are research-based and support the achievement of CCRIAS. This should include the required 90 minute reading block for K-6. All instructional strategies are based on the analysis of universal screeners.

To support the implementation of core curriculum and the fidelity of instruction, the district has assigned each building a full-time Instructional Coach provided through the General Fund. This coach provides training for staff in the areas of literacy and math. In addition, the Instructional Coach will train and support staff implementation of Amplify mClass reading and math, and intervention and skills acquisition support. The coach will meet weekly with grade level teams to review student data, support student learning in and both literacy and math instruction. The data meetings will drive the identification and intervention of students for support in reading for 2019-2020 school year. Professional development for new teachers funded by Title II allows the coach to cover topics critical to assessment and both guided reading and guided math groups. The Instructional Coach will model both literacy and math instruction for teachers, then observe and give feedback to teachers as they refine their instructional skills. Data will drive the focus of our professional development.

Heritage Elementary implemented the RtI model in the 2009-2010 school-year. Amplify mClass reading and math for grades kindergarten through second will be used as a universal screener and progress monitoring tool. Grades three through six will use NWEA for reading and math

assessment to show student growth and to indicate strength and weaknesses in academic instruction. Data team meetings are held with the Grade level teachers, Instructional Coach, and principal to help identify students for classroom, strategic, and/or intensive interventions. The grade level team develops an action plan for the lowest 20% of students identified for ELA and Math and receive the appropriate level of intervention (Tier 2 or Tier3). The other 80% of students participate in instruction with individual activities during the 30 minute Patriot Time or intervention time. Students grouped by their proficiency level on specific skills as identified in the 8-step process. Students receive support or extensions based on the Scantron assessment data. Progress monitoring occurs weekly for intensive students and bi-weekly for strategic students. All other students are progress monitored twice between benchmark periods to be sure they are maintaining appropriate growth levels. A flow chart has been developed to provide a timeline and process of moving students through the interventions to meet their growth plan. The chart can also be used to move students through a cycle for identifying more intense intervention or recommendation of psychological assessment. Students identified for special education through this process receive more intense interventions based on identified disability.

East Allen County School Corporation has also adopted the Launching the Writer's Workshop and Getting to the Core of Writing which has the 6 Writing Traits embedded. These resources are an integral component of the district curriculum. This material is embedded in the EACS Language Arts Curriculum. All teachers will work with the Instructional Coach to work toward fidelity in using these materials.

East Allen County School Corporation has also adopted a Balanced Literacy model from Ohio State as the district literacy initiative. This model includes a primary and intermediate approach. The district has provided training and support through consultants and instructional coaches. The district literacy coaches will provide on-going, embedded support for continued growth, refinement, and fidelity of instruction. The Heritage Elementary staff has been trained in the literacy model which includes reading, spelling, and writing.

The district core curriculum in math uses the resource, Five Easy Steps to a Balanced Math Program for Primary, Intermediate, Secondary (6<sup>th</sup> at Heritage). Each of our teachers has this resource and have implemented the program. The Heritage action plan targets specific components to support the needs of students. Each of these components aligns with the curriculum and supports student growth in the area of math proficiency. Teachers have had access to district PD for using the Balanced Math and the instructional coach supports fidelity of implementation and use through PD, modeling in the classroom with students, and class observation and feedback. Primary teachers are using Guided Math to support implementation of guided math groups.

The instructional coaches received PD in using the WIDA standards and have consistently reviewed these with staff during collaboration PD. Teachers also received training for the WIDA standards during PD each year. Ongoing updates are given through our PD throughout the year.

## **Implications of Instructional Data**

Heritage Elementary has implemented the district Balanced Literacy model. All teachers in the building have completed the Balanced Literacy training. The administration has supported this initiative through the acquisition of grants, fundraising, and PTO financial commitment. The guided reading room, which includes a variety of genres, has grown steadily over the past five years. The school has also developed a poetry cart with many different titles. In addition to this, many professional resource books have been purchased for the staff.

Over the past several years, Heritage has undergone substantial training in the afore-mentioned initiatives. At this point, the school is working to refine the instructional models and bring depth to the implementation of these strategies. The district's core curriculum fully supports these initiatives and the Instructional Coach will serve as a full time consultant and trainer to support implementation with fidelity.

Heritage Elementary completed the full implementation of the Balanced Math initiative. Teachers will continue to refine the use of the components of Balanced Math. The process of conceptual understanding is outlined in the bundles that make up the district Core Curriculum. The Heritage Action Plan focuses on maintaining these steps and continuing to refine the instructional methods used to teach math. Teachers will teach the problem-solving strategies and engage students in group and individual problem-solving.

## **Student Achievement**

### **Objectives / Goals: Attendance**

Heritage Elementary has exceeded the state's average attendance rate for the past several years. The school's policies and procedures attribute to the high attendance rate, which is 95.1 percent. The policies and procedures include the following:

- Teachers record attendance electronically and send it to the office
- Daily phone calls are made to all absent students whose parents have not reported them absent
- The staff member responsible for attendance sends 5, 8, and 10 day letters to the parents concerning the student's excessive absenteeism
- After the 10-day letter, administrators make phone calls to schedule a conference with the parents
- Administrator will make home visits when deemed necessary by excessive absence or inability to reach a parent of a student who has been out several days (duration based on situation) without reporting to the school.

## **Academic Standards**

### **2020 – 2021 Summary of School Improvement Plans (SIP)**

**For Heritage Elementary**

**Please list Goal #1 of your school improvement plan from 2019 - 2020.**

Heritage Elementary will improve in reading comprehension across the curriculum. Heritage will demonstrate a 5% increase on student passing in ELA on ILEARN. EL students will improve 1 WIDA level.

**What progress did you make in obtaining this goal? (Briefly include critical data here)**

Our results were undetermined based on the 2019 – 2020 ILEARN, as state assessments were cancelled due to the COVID-19 pandemic. Last school year’s ILEARN scores were as follows: 3<sup>rd</sup> decreased 27%, 4<sup>th</sup> decreased 23%, 5<sup>th</sup> increased 1%, and 6<sup>th</sup> decreased 25%.

Our progress towards our WIDA goal was as follows: the average point increase from 2018-2019 to the 2019-2020 school year was .02. This group included 6 of 26 special education students.

**Will you continue this goal? If the goal will change, please state your new goal for the 2020 - 2021 SIP.**

The goal for 2020 – 2021 school year will be to achieve a 5% passing rate for the ELA ILEARN assessment. Though there was an abrupt end of in-class instruction due to COVID-19 at the end of the 2019 - 2020 school year (9 weeks), our high academic expectations remain the same with this goal.

**What new strategies/activities will you implement this year in order to reach your 2020 – 2021 goal?**

We will maintain our previous strategies. Continue work on mastery of critical inferencing skills that develop deeper comprehension between reader and text. This can be within a single text or across multiple texts. Will focus PD for teachers on our new Fountas and Pinnell reading adoption. We will also build upon our balanced literacy skills by way of the Fountas and Pinnell reading series / curriculum. Additionally, our EL skills coach will work with our EL students to provide additional support on the aforementioned skills.

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**Please list Goal #2 of your school improvement plan from 2019 - 2020.**

Heritage will improve in all math skills. Heritage Elementary will demonstrate a 5% increase on students passing Math on ILEARN.

**What progress did you make in obtaining this goal?**

Our results were undetermined based on the 2019 – 2020 ILEARN, as state assessments were cancelled due to the COVID-19 pandemic. Last year’s ILEARN scores are as follows: 3<sup>rd</sup> decreased 4%, 4<sup>th</sup> decreased 19%, 5<sup>th</sup> decreased 9%, and 6<sup>th</sup> decreased 35%.

**Will you continue this goal? If the goal will change, please state your new goal for the 2020 - 2021 SIP.**

The goal for 2020 – 2021 school year will be to achieve a 5% passing rate for the ELA ILEARN assessment. Though there was an abrupt end of in-class instruction due to COVID-19 at the end of the 2019 - 2020 school year (9 weeks), our high academic expectations remain the same with this goal.

**What new strategies/activities will you implement this year in order to reach your 2020 - 2021 goal?**

We will maintain our previous strategies. Students will continue to be challenged with problem solving and multi-step complex problems through questioning, mathematical talk, and written response. In addition, our primary grades will be immersed in the i0-Ready diagnostic for the first time. This new assessment will provide more specific direction for student growth and practice.

## **Maintain Writing Across the Curriculum:**

Heritage Elementary has concluded that the school's previous goal regarding writing will be continued on maintenance with a focus on improving the English/Language Arts skills of our students who are white (subgroup not meeting performance targets established by the I-DOE and EL students whose scores showed a weakness in writing). The plan for maintenance will include the use of the Six Traits and other writing supports. ILEARN writing continues to show good progress. Heritage Elementary will continue to monitor student achievement regarding the writing process and applications.

## **Parental Participation**

Heritage Elementary continues to search for different avenues to increase parental involvement. Currently, Heritage Elementary offers a variety of communications to and from home which include the following:

- District and School Website
- School Messenger (phone messaging)
- Administrator and Teacher Newsletters
- PTO (Parent/Teacher Organization) Correspondence and activities
- Parent Surveys
- Parent Access to Electronic Grade Book

Heritage Elementary has a parent section in the media center that offers a variety of resources for parents to check out regarding many topics. Some of the topics include: Discipline, Family Reading, Wellness, ADHD Children, Special Education, and Autism.

At the beginning of each school year, Heritage Elementary holds an annual registration day. Back-To School Night was held prior to the start of school this year to allow parents and students to meet teachers and tour the new building. Building relationships encourages children to see teachers and parents as partners in supporting and encouraging academic and behavioral growth.

During the school year, the school provides many opportunities for parents/guardians to visit and become involved in their children's education. Some of the events that support parental involvement include the following:

Morning with Mom	Date with Dad
Grandparents' Day	Parent-Teacher conferences
Back to School Night	IEP/RTI Conferences
Lunch with students	School/Classroom volunteers
Volunteer or Chaperone Field Tr	

## Heritage Action Plan

Goal 1: All Heritage Elementary students will improve in Reading Comprehension across the curriculum.

Benchmark: The goal for 2020-2021 school year will remain the same with a 5% increase in passing rates for the ILEARN assessment and EL students will improve 1 proficiency level on the WIDA ACCESS test.

Support Data (List sources from profile used in selecting the goal: Parent Survey, Student Survey, Needs Assessment and Staff Survey, Assessment Data)

Standardized Assessments:  
 ILEARN Reading Comprehension Sub Scores (ILEARN)  
 Amplify DIBELS, TRC (K-2), NWEA (3-6)  
 WIDA  
 Scantron 8-step assessments

Local Assessments:  
 Reader's Notebook Rubric  
 Chapter / Unit Tests  
 Accelerated Reader  
 Moby Max and RAZ Kids

Intervention # 1: Students will receive explicit instruction in the use of comprehension strategies in a variety of settings across the curriculum.

Research/Best Practice: Balanced Literacy Model (Ohio State), Early Literacy Software, Moby Max, Leveled Literacy Intervention, Progress Monitoring, AR

	Activity	Person(s) Responsible	Timeline		Resources	Monitoring Activities
			Beginning	End		
1	Staff will implement the Balanced Literacy framework that is appropriate for their grade level in a 90 minutes uninterrupted time block.	Staff Instr. Coach, Administrator	2019	2021	Guided Reading Books, Daily 5, Café, Variety of books on comprehension	Walk-Through guided reading lesson plans, data meeting notes, bundle plans
2	Staff will provide students with opportunities to respond to literature with evidence from the text in verbal and written form (appropriate WIDA strategies for EL) including the <u>Wonders</u> assessment in ILEARN format and other assessments.	Staff Instr. Coach, Administrators	2019	2021	Reader's Notebooks and response, Journals, and Daily Writing	Walk-Through, lesson plans, bundle plans, data meeting notes
4	Kindergarten through second targeted second grade students (RtI <sup>2</sup> identified Tier 2 or 3) will use Early Learning software 2-5 times per week.	Staff RTI Specialist RTI Team	2019	2021	Computers, Program and classroom materials	Computer Lab Schedule, RTI notes and lesson plans, reports
5	RtI identified (lowest 20%) students will receive intervention through Leveled Literacy Intervention (LLI) and Rewards and/or Wonder Works reading intervention. Lowest 20% identified for RtI <sup>2</sup> with Cultural competency addressed through intervention: Special Ed, EL, ethnicity.	Staff, Special Education	2019	2021	Program materials, LLI materials, etc., Early literacy Intervention, Rewards 6 <sup>th</sup> grade, etc.	Walk-Through, Observation, Progress Monitoring, master schedule, computer schedule
6	Students in grades K-6 will work 2-5 times weekly on Moby Max, or (grades K-2).	Staff Instr. Coach	2019	2021	Computer labs, iPad, apps.	Moby Max and Reports
7	Staff will provide opportunities for students to practice comprehension skills through the use of passages reflecting relevant and current topics in a variety of text forms.	Staff	2019	2021	Read Works, Weekly Reader, TFK, Science Weekly, Newsela, Raz Kids, iPad and resources	Walk-Through, lesson plans, data meeting notes, bundle plans
8	Staff will provide tutorial and enrichment activities through Patriot Time or Intervention time 30 minutes each daily. Students will participate in a variety of interventions to improve reading comprehension skills at appropriate ability	Staff	2019	2021	Curriculum, assessment data, reading materials,	Walkthrough, Learning Log minutes, data meeting notes, assessment data

levels with cultural competency addressed for free/reduced, SPED and EL.					
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<b>Heritage Action Plan</b>						
Goal 1: All Heritage Elementary students will improve in Reading Comprehension across the curriculum. Benchmark: The goal for 2019 - 2020 school year will remain the same with a 5% increase in passing rates for the ILEARN assessment and EL students will improve 1 proficiency level on the WIDA ACCESS test.						
Support Data (List sources from profile used in selecting the goal: Parent Survey, Student Survey, and Staff Survey, Comprehensive needs assessment, Assessment data.			Standardized Assessments: ILEARN Reading Comprehension Sub Scores (ILEARN) Amplify DIBELS, TRC NWEA WIDA ACCESS Scantron 8-step assessments		Local Assessments: Writer's and Reader's Notebook and Rubric Chapter / Unit Tests Accelerated Reader 3-6 RAZ Kids K-2 – Moby Max RAPS 360	
Intervention # 2: Students will receive explicit instruction and opportunities to improve comprehension, inferencing and vocabulary skills.			Research/Best Practice: Balanced Literacy (Ohio State), Core Vocabulary, Early Learning Software, Moby Max IPADS, Compass Odyssey, LLI, Daniels' Text and Lessons, Critical skills			
	Activity	Person(s) Responsible	Timeline		Resources	Monitoring Activities
			Beginning	End		
1	Staff will provide regular opportunities to learn new vocabulary including <b>core vocabulary and academic vocabulary</b> using a variety vocabulary skills to improve comprehension with emphasis of using WIDA strategies to support EL students.	Staff Instructional Coach Admin.	2019	2021	Word Journeys, Comprehension Connections, 7 Keys to Comprehension, Café Book, The Next Step in Guided Reading, Graphic Organizers iPad Journals, Notebooks, Florida Center for Reading Reasearch, Kristina Smekens strategies,	Walk-Through, Observation, Data meeting notes, lesson plans Assessment Data
2	Staff will provide explicit instruction to develop comprehension with focus on inferencing, close reading and QAR, and developing lessons with focus on Webb's Depth of Knowledge to add rigor to curriculum. Teachers will emphasize the use of WIDA strategies to support EL students.					
3	Explicit instruction to teach tracking of elements of characters, setting, plot, theme, and ideas to draw inferences and expand comprehension of the relationship between the elements within and between texts.					
4	Staff will use CAFÉ skills and best practice instructional strategies to help students use good reading strategies in self-selected, guided reading, and content area reading.					
5	The staff will use, DOK leveled activities with supporting evidence and support within the classroom to help students develop comprehension with complex reading at appropriate levels.	Staff Instructional Coach	2019	2021		Walk throughs
6	3-6 staff will use reading response journals, Reading and Writer's Notebooks, and content writing assignments to respond to literature and show levels of understanding in vocabulary, comprehension and inferencing skills.	Staff Instructional Coach	2019	2021		Randomly collect reader's notebooks

7	Speech and Special Education will use explicit instruction to improve the use of vocabulary, comprehension and inference strategies in reading comprehension.	Speech and RTI Specialist	2019	2021	WIDA EPIC!, /Reading Wonders	Walk-throughs, Student Data
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## Heritage Action Plan

Goal 1: All Heritage Elementary students will improve in Reading Comprehension across the curriculum.  
 Benchmark: The goal for 2019 - 2020 school year will remain the same with a 5% increase in passing rates for the ILEARN assessment and EL students will improve 1 proficiency level on the WIDA ACCESS test.

Support Data (List sources from profile used in selecting the goal: Parent Survey, Student Survey, and Staff Survey, Comprehensive Needs Assessment, assessment data.	Standardized Assessments: ILEARN Reading Comprehension Sub Scores (ILEARN) Amplify and mClass Reading TRC (K-2) NWEA (3-6) WIDA ACCESS Scantron 8-step assessments	Local Assessments: Reader's Notebook Rubric Writer's and Reader's Notebooks Chapter/Unit Tests Accelerated Reader 3-6 Raz Kids K-2 – Moby Max
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Intervention # 3: Students and parents will receive opportunities to participate in reading programs with incentives which promote Reading Comprehension.

Research/Best Practice: Balanced Literacy Model (OhioState)

	Activity	Person(s) Responsible	Timeline		Resources	Monitoring Activities
			Beginning	End		
1	Kindergarten will work on comprehension through reading Bingo and reading logs.	Staff, Students, Parents	2019	2021	BINGO Cards, Prizes, Reader's Logs, Books	Kindergarten data on completed cards
2	Students in grade 1-6 will support reading comprehension in the classroom and at home through participation in Accelerated Reader and Raz Kids. Grade levels will set appropriate goals for students.	Staff Students Media Specialist	2019	2021	Accelerated reader books, tests, materials, rewards. Raz Kids. EPIC	Points
3	Students earning above 80% on AR quizzes with books in their level will earn a pick from the Treasure Chest and a Prize if they meet quarterly goal. Book IT qualifiers will earn a Tin Caps Ticket	Staff Administrator Parent	2019	2021	Rewards, Classroom Libraries, school Library, AR levels	List of students completing their goal quarterly
4	Families will be encouraged to participate in summer reading program at the Allen County Public Library and www.MyOn.com	Administrator, Local Library, & media specialist	2019	2021	www.MyOn.com	Schedule of program information

**Results-Based Staff Development Plan**  
*Heritage Elementary*

Intervention: Students will receive instruction in the use of comprehension strategies in a variety of settings across the curriculum. (Intervention # 1)

<b>Staff Development Outcome</b>	<b>Measure of Effectiveness</b>	<b>Student Outcome</b>
Staff will strengthen their comfort level in the implementation of comprehension strategies for DOK, QAR, Daniels' Text and Lesson Strategies and Smekens 18 Power Strategies to improve comprehension.	The staff will be able to identify and teach the comprehension strategies to their students. Administrators and instructional coach will observe teachers using the strategies during walk-throughs	The students will show growth in the sub scores on student achievement tests.

<b>Level</b>	<b>Activity</b>	<b>Person Responsible</b>	<b>Evidence of Attainment</b>	<b>Resources</b>	<b>Timeline</b>
Knowledge	*Instructional Coach and Administrator will provide in-service with the staff in the use of comprehension strategies and vocabulary strategies and core curriculum.. *Instructional Coach will provide additional training for staff in using Webb's Depth of Knowledge, close reading, QAR, Daniels and Smekens strategies *Training using WIDA to support EL students learning during staff development collaboration.	SIP Team Instr. Coach Staff Administrator	Dates of Trainings and Attendance	Instructional Coach District In-service Balanced Literacy resources The Café book Smekens training strategies WIDA	2019-2021
Model/ Demonstration	Staff will demonstrate the use of PD (Smekens, DOK, Close Reading, Relationship standards, WIDA, reading,) strategies in their classrooms and then discuss outcomes in Learning Log meeting and data meetings Student data will be reviewed to determine student progress. Focus on EL, Special Ed and all students.	SIP Team Staff	Artifacts Notes from Data meetings	Books Student Work Subs for quarterly meetings	Collaboration Wednesdays And weekly training
Low-risk Practice					
On-the Job Practice	Administrators and Instructional Coach conduct walk-through and give feedback to staff. Pre and Post conferences following walkthrough. Teachers given the opportunity to conduct a peer observation during their special area time.	SIP Team Staff Instr. Coach Administrator	Summary or list of strategies that may be used in own classroom	Walkthroughs and observations	2019-2021
Follow Up	Staff will share successful strategies at data meetings and staff meetings. Staff will share use of WIDA strategies during data and staff meetings.	SIP Team Staff	Date of Meeting Surveys	Survey forms	2019-2021
Long Term Maintenance	Instructional Coach, Administrator, and grade level staff will work with new staff to model and assist with the training of the strategies.	SIP Team Staff	Dates and minutes of Meetings	Information on the strategies	2019-2021

**Results-Based Staff Development Plan**  
*Heritage Elementary*

Intervention: Students will receive instruction and opportunities to learn and practice inferring skills. (Intervention # 2)

Staff Development Outcome	Measure of Effectiveness	Student Outcome
Staff will receive additional instructional strategies and activities on the use of vocabulary, schema, and inference to improve reading comprehension.	The staff will use vocabulary strategies in their classrooms. Administrators will observe teachers using activities/strategies to build the vocabulary of their students during observation and walk-through.	The students will show growth in the sub scores on student achievement tests.

Level	Activity	Person Responsible	Evidence of Attainment	Resources	Timeline
Knowledge	Building Administrators, Instructional Coach will provide strategies in the area of comprehension strategies. Professional Development will be conducted in the use of academic vocabulary.	SIP Team Staff	Dates of Trainings and Attendance	Reading Wonders resources Sentence Strips, Paper charts, etc. Smekens' materials	2019-2021
Model/ Demonstration	Staff will demonstrate the use of vocabulary, inference, DOK, Close Reading, QAR strategies/activities in their classrooms.	SIP Team Staff Inst. Coach Administrator	Walkthroughs. Observation by instructional coach	Activities, Student Artifacts	2019-2021
Low-risk Practice					
On-the Job Practice	Administrators and Instructional Coach will conduct observations and provide feedback. Teachers will post core vocabulary in their classrooms as words are introduced. Staff will identify and practice 10-15 academic vocabulary appropriate for grade level.	SIP Team Staff Instr. Coach Administrators	Walk-throughs Core Words in Classrooms	Sentence Strips, Paper Charts, etc.	2019-2021
Follow Up	Staff will share a successful strategies at staff meetings.	SIP Team Staff	Dates of Staff Meetings	Materials for Activities	2019-2021
Long Term Maintenance	Administrators, grade level teachers and Instructional Coach will work with new staff members that come into the building.	SIP Team Staff Instr. Coach Administrators	Collaboration Forms	To Be Determined	2019-2021

**Results-Based Staff Development Plan**  
*Heritage Elementary*

Intervention: Students will receive opportunities to participate in a variety of reading programs with incentives which promote Reading Comprehension. (Intervention # 3)

Staff Development Outcome	Measure of Effectiveness	Student Outcome
Staff will develop and maintain reading programs and incentives which promote reading comprehension and vocabulary development.	The staff will monitor completed Bingo sheets, Book-it forms, AR points etc. Administrators will monitor the amount of points, completed cards collected.	The students will show growth in the sub scores on student achievement tests.

Level	Activity	Person Responsible	Evidence of Attainment	Resources	Timeline
Knowledge	Administrators will provide all staff with the necessary forms and parent communications regarding the reading programs in the building.	SIP Team Staff Administrators	Data collected	Forms	2019-2021
Model/ Demonstration	Staff will strongly encourage all students to participate in the reading programs.	SIP Team Staff	Student forms completed and Charts	Forms Charts	2019-2021
Low-risk Practice					
On-the Job Practice	Students passing AR test at appropriate levels who earn at least 80% score will be sent to the office to receive a pick from the treasure chest. Students earning all of their quarterly points (for books at appropriate range) will earn quarterly recognition and incentive	SIP Team Staff Administrators	Visits to office Forms completed	Forms Prizes	2019-2021
Follow Up	Staff feedback during midyear and end of year evaluations.	SIP Team Staff	Agenda from Staff Meeting	Not Applicable	2019-2021
Long Term Maintenance	All new staff members and parents will receive information regarding the reading programs from staff within the building.	SIP Team Staff	Meetings and Information Sent Home	Information Packets Newsletters	2019-2021

**Heritage Action Plan**

Goal 2: All Heritage Elementary students will improve in math skills.

Benchmark: Heritage Elementary students will demonstrate a 5-percentage improvement in Math Computation on the ILEARN sub score.					
Support Data (List sources from profile used in selecting the goal: Parent Survey, Student Survey, and Staff Survey, assessment data)		Standardized Assessments: ILEARN Math Sub Scores Amplify mClass Math (K-2) NWEA Scantron 8-week assessment		Local Assessments: Chapter Assessments DMR Quizes Moby Max	
Intervention # 1: Students will receive explicit instruction in math computation, number sense, and critical power skills to increase efficacy in math.				Research/Best Practice: 5 Steps to a Balanced Math Program, Moby Max	
	Activity	Person(s) Responsible	Timeline		Resources
			Beginning	End	
1	Staff will implement a Daily Math Review made up of prerequisite, remediation skills and problem solving skills. Teachers will monitor results with emphasis of using WIDA strategies to support EL students.	Staff Instr. Coach Administrator	2019	2021	Core Curriculum, State standards guides, 5 steps teacher resource, math books, iPad
2	Staff will implement the daily use of Mental Math to support themes of number facts, powers of 10, fractional parts, measurement conversions, and skip counting.	Staff Instr. Coach Administrator	2019	2021	Core curriculum, state standards, 5 steps teacher resource, math books, iPad
3	Primary grades will implement Guided Math groups to include activities and games for math facts, number sense, computation skills and grade level skills and strategies.	Staff Instr. coach	2019	2021	Core Curriculum, state standards, 5 steps teacher resource, math books, daily reviews, iPad, Guided Math strategies
4	Teachers will provide strategies and guidance so that students can reflect on their performance on DMR including graphing weekly progress.	Staff Instr. Coach	2019	2021	Core curriculum, state standards, 5 steps teacher resource, daily reviews, and quiz, iPad
5	Students will use Moby Max, or math (grades 1&2) in the computer lab to develop computational skills.	staff	2019	2021	Program materials, computer labs, software, iPad
6	Staff will provide tutorial, benchmark and enrichment activities through for 30 minutes daily with Patriot Time or Intervention.	Staff	2019	2021	Data, lessons, bundles20
7	Teachers have scheduled intervention time 30 minutes per day. Students will participate in a variety of intervention to improve math skills with cultural competency addressed for free/reduced, SPED and EL. Patriot Time 30 minutes daily for tutorial, maintenance, and enrichment.	Staff	2019	2021	Intervention materials, WIDA strategies, assessment scores, iPad

## Heritage Action Plan

Goal 2: All Heritage Elementary students will improve in math skills.

Benchmark: Heritage Elementary students will demonstrate a 5-percentage improvement in Math Computation on the ILEARN sub score.

Support Data (List sources from profile used in selecting the goal: Parent Survey, Student Survey, and Staff Survey, assessment data.	Standardized Assessments: ILEARN Math Sub Scores Amplify mClass Math (K-2) NWEA Scantron 8-week assessments	Local Assessments: Chapter Assessments Math Facts Test Moby Max		
Intervention # 2: Students will receive explicit instruction in math facts appropriate for their grade level and abilities to improve computation	Research/Best Practice: 5 Steps to a Balanced Math Program, Moby Max			
Activity	Person(s) Responsible	Timeline		Resources
		Beginning	End	
1 Teachers will include Daily Math Facts instruction in daily review and Mental Math activities.	Staff Instr. Coach Administrator	2019	2021	Core Curriculum, State standards guides, 5 steps for Balanced Math, Visual Learning for Mathematics, Basic Math Facts for Addition and Subtraction, Basic Math Facts for Multiplication and Division.
2 Students will have the opportunity to practice and test math facts daily through Rocket Math, Xtramath.com, and Moby Max Facts Fluency.	Staff Instr. Coach Administrator	2019	2021	Core curriculum, state standards, Five Easy Steps to a Balanced Math Program, math books, iPad
3 Students will be assessed paper pencil weekly on math facts. Students will earn Math Facts rewards for completing and meeting their math facts goals. – Wrist Bands will be given for operations passed.	Staff Instr. coach	2019	2021	Rocket math, Holey cards, fact time tests, rewards
4 Administrator and Teachers will encourage and share strategies and math websites with parents in the newsletters so that parents can work at home with students.	Staff Administrator	2019	2021	Newsletters, math fact sheets, flash cards, games.

## Heritage Action Plan

Goal 2: All Heritage Elementary students will improve in math skills.

Benchmark: Heritage Elementary students will demonstrate a 5-percentage improvement in Math Computation on the ILEARN sub score.

Support Data (List sources from profile used in selecting the goal: Parent Survey, Student Survey, and Staff Survey, assessment data)	Standardized Assessments: ILEARN Math Sub Scores Amplify mClass Math (K-2) NWEA Scantron 8-week assessments	Local Assessments: Chapter Assessments Moby Max
Intervention # 3: Students will improve math problem solving skills with complex multi-step problems through regular use of strategies in individual and group problem solving activities.	Research/Best Practice: 5 Steps to a Balanced Math Program	
Activity	Timeline	Resources

		<b>Person(s) Responsible</b>	<b>Beginning</b>	<b>End</b>	
1	The instructional coach and staff will present and model Process Skills strategies through explicit instruction and application of skills.	Staff Instr. Coach Administrator	2019	2021	Core Curriculum, State standards guides, 5 steps teacher resource, math books.
2	Teachers will present problem solving within each bundle using scaffolding, DOK strategies, and vocabulary for critical thinking in math.	Classroom Teachers	2019	2021	Core curriculum, state standards, Five Easy Steps to a Balanced Math Program, math books, daily reviews, problem solving websites, DOK training materials
3	Teachers will have students participate in weekly group problem solving during schedule math block or Patriot Time. Teachers will focus on the use of math talk in class when discussing problem solving and math concepts.	Classroom teachers	2019	2021	Core Curriculum, state standards, 5 steps teacher resource, math books, problem solving websites, DOK training materials, Math Exchange, Intentional Talks, Teaching Students to Communicate Mathematically, Poster Math
4	Staff will provide students with opportunities to demonstrate and discuss problem solving skills and strategies through explanation and/or journaling.	Classroom teachers	2019	2021	Core Curriculum, state standards, 5 steps teacher resource, math books.

**Results-Based Staff Development Plan**  
*Heritage Elementary*

Intervention: Students will receive instruction in Math Daily Review and Computation, number sense, and critical power skills to increase efficacy in math.  
(Intervention #1)

<b>Staff Development Outcome</b>	<b>Measure of Effectiveness</b>	<b>Student Outcome</b>
Staff will strengthen their comfort level in the implementation of computation strategies with the students.	The staff will be able to identify and teach the computation strategies to their students. Administrators will observe teachers using the strategies during observation and walk-through as well as surveying the staff on their comfort level.	The students will show growth in the sub scores on student achievement tests.

<b>Level</b>	<b>Activity</b>	<b>Person Responsible</b>	<b>Evidence of Attainment</b>	<b>Resources</b>	<b>Timeline</b>
Knowledge	Instructional Coach and Administrator will offer opportunities for staff to participate in professional development for Five Steps to a Balance Math Program. Instructional coach will review and support classroom instruction with process standards for math. *Instructional Coach will train staff in using Webb's Depth of Knowledge strategies to enrich learning.	SIP Team Instr. Coach Staff Administrator	Dates of Trainings and Attendance	Instructional Coach, Administrator Websites, Books, Additional resources Collaboration, <u>Guided Math</u> by Laney Sammons	2019-2021

	Instructional Coach will use <u>Guided Math</u> to support implementation of guide math groups in primary classrooms				
Model/ Demonstration	Staff will demonstrate these strategies in their classrooms.	SIP Team Staff Instr. Coach Administrator	Walkthroughs	Books Student Work	2019-2021
On-the Job Practice	Administrators and Instructional coach will conduct walk-through/observation and give feedback to staff. Teachers given the opportunity to conduct a peer observation during their special area time.	SIP Team Staff Instr. Coach Administrator	Daily Review sheets, mental math strategies in lesson plans, class assessments	Book, websites, additional math resources	2019-2021
Follow Up	Staff will review strengths and needs in Learning Log Meetings and identify individual needs of students as well as identify students for both Patriot Time and Intervention groups.	SIP Team Staff Instr. Coach Administrator	Date of Meeting Bundle Performance Acuity 4 week assessments		2019-2021
Long Term Maintenance	Instructional Coach, Administrator, and grade level staff will work with new staff to model and assist with training of the daily review process and grade level strategies.	SIP Team Staff Instr. Coach Administrator	Dates of Meetings Grade level Daily Review	Book, websites, additional math resources	2019-2021

**Results-Based Staff Development Plan**  
*Heritage Elementary*

Intervention: Students will receive instruction in math facts appropriate for their grade level and abilities. (Intervention # 2)

Staff Development Outcome	Measure of Effectiveness	Student Outcome
Staff will receive additional instructional strategies and activities on learning math facts to support improved computation.	The staff will use mental math daily in their classrooms to support mastery of skills for learning math facts.. Administrators will observe teachers using activities/strategies to build the mastery of math facts of their students during observation and walk-through.	The students will show growth in the sub scores on student achievement tests.

Level	Activity	Person Responsible	Evidence of Attainment	Resources	Timeline
Knowledge	Staff will review and model strategies for mental math and math facts review during collaboration.	Instr. Coach Administrator SIP Team Staff	Dates of Trainings and Attendance	Book, Strategies, Five Easy Steps to a Balance Math Program, websites & additional math resources	2019-2021

				Basic Math Facts for Addition and Subtraction and Basic Math Facts for Multiplication and Division.	
Model/ Demonstration	Staff will demonstrate the use of strategies/ activities to promote math facts mastery in their classrooms.	SIP Team Staff Inst. Coach Administrator	Collaboration Forms Documenting the Discussions	Walkthroughs Student samples	2019-2021
Low-risk Practice					
On-the Job Practice	Administrators and Instructional Coach will conduct observations and provide feedback. Teachers will post math facts strategies in their classrooms as strategies are introduced.	SIP Team Staff Instr. Coach Administrator	Walk-through Strategies list	Strategies list, Paper Charts	2019-2021
Follow Up	Staff will be given the opportunity to report progress or strategies at Learning Log Meetings.	Instr. Coach Staff Administrator	Dates and notes of Meetings	Materials for Activities	2019-2021
Long Term Maintenance	Administrator, Grade level teachers and Instructional Coach will work with new staff members that come into the building.	SIP Team Staff Instr. Coach Administrator	Collaboration Forms	Books, strategies, Websites, additional math resources	2019-2021

### Results-Based Staff Development Plan

#### *Heritage Elementary*

Intervention: Students will improve math problem solving skills with complex multi-step problems through regular use of strategies in individual and group problem solving activities. (Intervention # 3)

Staff Development Outcome	Measure of Effectiveness	Student Outcome
Staff will understand the process and strategies for problem solving.	The staff will follow the core curriculum for math and implement problem solving strategies and process for group problem solving	The students will show growth in the sub scores on student achievement tests.

Level	Activity	Person Responsible	Evidence of Attainment	Resources	Timeline
Knowledge	Instructional Coach and administrator with support from curriculum bundles will provide opportunities for teachers to develop a working knowledge of problem-solving skills through the use of process skills. Emphasis will be placed on using math talk with students.	Instr. Coach Administrator SIP Team Staff	Book study attendance	5 Easy Steps to a Balanced Math Program Problem Solving Binders Poster Math	2019-2021

Knowledge	Staff will be immersed in the district math core curriculum including problem solving strategies using the process skills.	Instr. Coach Administrator SIP Team Staff	Training and Meeting attendance	Book, Core Curriculum	2019-2021
Model/ Demonstration	Staff will model and demonstrate the use of process skills and problem solving in their classrooms	Instr. Coach Administrator Staff	Walkthroughs	Book, Core curriculum, student work and assessment	2019-2021
Low-risk Practice					
On-the Job Practice	Administrator will conduct observations and provide feedback to staff.	Administrator Staff	Walkthroughs	Book	2019-2021
Follow Up	Staff will have opportunities to share instructional strategies for problem solving	SIP Team Staff	Meeting attendance and notes	Book, core curriculum, student data	2019-2021
Long Term Maintenance	Administrator, grade level teachers and Instructional Coach will work with new staff members that come into the building.	SIP Team Staff	Meeting dates and notes	Book, core curriculum, websites, additional resources	2019-2021

### **Stakeholder Involvement: Heritage Elementary Team**

Name	Involvement
Stephen Walter Jr., Principal	Facilitator, gathered data, interpreted data, identified trends, typist of plan, created surveys, tallied surveys, presented data to staff and parents, scheduled meetings
Debbie Pollom	Supported the activities to bring the data and ideas together
Janelle Didion, Student Assistant Specialist	Supported the activities to bring the data and ideas together
Debbie Pollom, Instructional Coach	School Improvement Plan Teacher Leader identified trends, supported goal setting, professional development plans, & technology support
Whole Staff at collaboration and meeting with administrator	Gathered data, reviewed data, and analyzed data, chose goals
*Whole Staff at In-Service	Created Action Plan

Whole Staff at Collaboration	Created Research-Based Staff Development Plan
Cortney Dommer and Christy Best	Technology Support
Parent Team: Diana Savage Denise Geise	Provided feedback and ideas on the School Improvement Plan

\*Whole staff does include: Special Ed., Classroom Teachers, Special Area Teachers, and Paraprofessionals



EAST ALLEN COUNTY SCHOOLS

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### Elementary Education

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Telephone 260-446-0100 Fax 260-446-0126

I support the implementation of the School Improvement Plan for 2020-2021.  
By my signature, I attest to my willingness to support implementation of the plan.

Name	Position	Signature
Stephen Walter, Jr.	Principal	
Deb Pollom	Curriculum Coach	
Janelle Didion	Student Assistance Specialist	
Nate Connor	School/Home Specialist	
Crystal Ryan	3 <sup>rd</sup> Grade Teacher / Union Building Representative	
Alex Lovell	Special Education Teacher	
Jordan Harter	6 <sup>th</sup> Grade Teacher	
Denise Geise	Parent	
Sarah Heath	Parent	