

School Improvement Plan
for
Woodlan Elementary School



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17117 Woodburn Road
Woodburn, Indiana
Revised September, 2018

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Vision

Woodlan Elementary will inspire students to develop strong character and empower students to excel to the best of their ability in a positive, safe environment.

Belief Statement

Woodlan Elementary

A place to

**Build Relationships
Learn
&
Succeed**

Description of the School

Woodlan Elementary School was created at the beginning of the 2014-2015 school year as a result of the East Allen County School's redesign plan. Woodlan Elementary School is configured as a kindergarten through sixth grade school. Kindergarten through third grade is located in a newly built wing. Fourth through sixth grades are located in a renovated portion of the original Junior/Senior High building. This newly designed building created a K-12 campus.

Woodlan Elementary is located at 17117 Woodburn Road in rural Woodburn, Indiana. The city of Woodburn has a population of approximately 2,000. Students attending Woodlan Elementary primarily live in and around the towns of Woodburn and Harlan. The Woodlan Elementary attendance area includes single-family homes, trailer courts, apartment complexes, and farms. There is a wide socioeconomic range from upper to lower income families. Two hundred fourteen or 39% of students qualify for free or reduced lunches. There is also a large Amish community scattered throughout the attendance area. We have a small Amish population that attends Woodlan Elementary School.

Currently, 546 students attend Woodlan Elementary from grades kindergarten through sixth grade. Students from Woodlan Elementary will feed into Woodlan Jr./Sr. High School. Ethnically, Woodlan Elementary's enrollment is 90.8% Caucasian, 3% Hispanic, 4% Multi-Racial, 1% African American, <1% Asian, & 0% Hawaiian/Pacific Islander.

The teaching staff of Woodlan Elementary consists of 22 classroom teachers, one instructional coach, two intense intervention teachers, two special education teachers, five part-time special area teachers, one full-time and one part-time speech/language pathologists, one Guidance Counselor, and one part-time technology coach. The Woodlan Elementary staff also consists of five severe/profound paraprofessionals, one special needs paraprofessionals, one media paraprofessional, one CRT paraprofessional, one secretary, and two custodians all of which are under the guidance of Principal G. Michael Chen. An additional custodian, one nurse, a health care aide and the kitchen staff are all shared with Woodlan Junior/Senior High School.

The core curriculum for grades K-6 at Woodlan Elementary is based on the College & Career Ready Indiana Academic Standards 2014 (CCRIAS). In Language Arts and Math, the standards are bundled together to provide a seamless curriculum for all students including interventions and extensions. The curriculum can also be accessed by staff on iPads. Balanced Literacy, Lucy Calkin's Units of Study, and 6 + 1 Traits of Writing have become district initiatives and our teachers have received extensive training in the methodology from well-known educational consultants. Students lacking specific academic skills receive remediation during Success Time to make continuous improvements in all areas.

The staff continues to be highly collaborative with curriculum-based meetings every Wednesday after the early-release of our students. Teachers work on the new curriculum and assessment data in order to drive instruction. Collaboration sessions are done on a weekly basis with the administrator and the instructional coach and are used to examine teaching methods, modify curriculum, explore new technology, identify strengths and weaknesses through data, and to take corrective action leading to greater student achievement. Installation of SMART Boards in all classrooms, the use of iPads, coupled with periodic training, has led to greater interactivity and engagement with our students.

Unique Local Insights

A Parent Survey, Student Survey and Staff Survey were used in order to collect data for Unique Local Insights.

Parent Survey

All parents were given an opportunity to provide input on several matters concerning the school's environment through a survey that was distributed to all parents during the 2013-2014 school year. Topics included safety, educational expectations, communication, and atmosphere.

Responses, for the purpose of analysis, were divided into those responding *strongly agree, agree, neutral, disagree or strongly disagree*. For the purpose of analysis, *strongly disagree, disagree, and neutral* were counted together.

Implications of Parent Data

After collecting data from a survey given to Woodlan Primary and Woodlan Intermediate parents, it was determined that parental concerns are evident in the number of neutral, disagree and strongly disagree answers received.

Below are the results of the combined surveys from both Woodlan Primary and Woodlan Intermediate:

- Only 8% of parents returning the survey indicated (neutral to strongly disagree) that their child is safe going to and from school.
- Only 7% of parents returning the survey indicated (neutral to strongly disagree) that the school meets the academic needs of its students.
- Only 7% of parents returning the survey indicated (neutral to strongly disagree) that adults treat students with respect.
- Only 8% of parents returning the survey indicated (neutral to strongly disagree) that the staff has a positive impact on student conduct and/or behavior.
- Only 7.5% of parents returning the survey indicated (neutral to strongly disagree) that the staff communicates effectively with families.

Woodlan Elementary is proud of its ongoing tradition of strong parental support and participation. The Parent Teacher Organization (PTO) is very active throughout the school, supporting academic programs and recognizing good citizenship. Every effort will be made to continue the support of this outstanding organization. The PTO publishes a monthly newsletter that provides practical suggestions for parents to assist their child at home.

Staff Survey

All staff at Woodlan Primary and Woodlan Intermediate were given an opportunity to provide input on several matters concerning the school's environment during the 2013-2014 school year. This included safety, student services, and school climate.

Responses, for the purpose of analysis, were divided into those responding *strongly agree*, *agree*, *neutral*, *disagree* or *strongly disagree*. For the purpose of analysis, *strongly agree*, *disagree*, and *neutral* were counted together.

Implications of Staff Data

After collecting data from a survey given to Woodlan Primary Staff, it was determined that there were concerns which was evident by the number of staff responding neutral or disagree.

Below are the results of the surveys from Woodlan Primary School's staff:

- 76% of Woodlan Primary Staff responded neutral/disagree that guidance/counsel for students is provided.
- 50% of Woodlan Primary Staff responded neutral/disagree that staff can share new ideas.
- 38% of Woodlan Primary Staff responded neutral/disagree they feel safe and secure.
- 25% of Woodlan Primary Staff responded neutral that students respect each other.
- 25% of Woodlan Primary Staff responded neutral that they choose or enjoy working here.

Student Survey

Another similar survey was given to students at both Woodlan Primary (K-3) and Woodlan Intermediate (4-6) asking various questions pertaining to school climate. The surveys varied from primary and intermediate with more detailed questions directed toward the intermediate students. The survey asked for a rating of: *yes* or *no* on statements about various areas.

Student Implications

After collecting data from a survey given to Woodlan Primary and Woodlan Intermediate students, it was determined that there are student concerns which was evident by the number of students responding no.

Below are the results of the combined surveys from both Woodlan Primary and Woodlan Intermediate:

- 32% of K-3 students returning the survey indicated (no) that students do not feel safe on our school buses.
- 16.5% of K-3 students returning the survey indicated (no) that students do not like school.
- 26% of 4-6 students returning the survey indicated (no) felt they were not recognized for work.
- 21% of 4-6 students returning the survey indicated (no) felt students do not treat each other with respect.
- 19% of 4-6 students returning the survey indicated (no) felt that school is not fun.

Student Data

Student Demographics

The majority of the students live outside of the small rural city of Woodburn and the town of Harlan. This population is slowly changing as people from the nearby urban areas expand to the Woodburn and Harlan areas.

Woodlan Elementary School is home to 546 students. The school population is **not** significantly diverse, with 90.8% Caucasian, 4% Multi-racial, 3% Hispanic, 1% Black, < 1% Asian students and 0% Hawaiian/Pacific Islander. Of those 90.8% Caucasian, approximately 4% are Amish students. Most Amish families speak a blend of German/Dutch at home, but English within the school. Many of the Amish children who begin school in the public school setting often leave after kindergarten or first grade to attend the Amish School. Woodlan's special education program currently has 83 identified students. Sixty-two students receive speech services. The federally subsidized free and reduced lunch program currently provides meals to 39% of the student body.

Ethnicity	Students
Black	6
Asian	3
Hispanic	17
White	496
Multi-racial	24

Free/Reduced Lunch breakdown	Students
Paid meals	332
Free/Reduced meals	214

Special Education	Students
General Education	463
Special Education	83

English Language Learners	Students
Non-English Language Learner	516
English Language Learner	30

Attendance

The attendance rate at Woodlan Elementary for the 2017-2018 school year was 95.25% each. The school goal is to raise attendance to the level of top schools in the state, which is currently 98%. Additional communication will be made to parents discussing the importance of regular school attendance and awards will continue to be distributed to students with perfect attendance. The school-wide attendance rate will continue to be monitored and additional goals with incentives will be designed if needed. Woodlan Elementary School has put in place a strict attendance policy. Woodlan Elementary has established an attendance procedure with the students and parents which holds them accountable to attending regularly.

The attendance policies and procedures include the following:

- Teachers record attendance electronically and it is recorded in the office.
- Daily phone calls are made to all absent students.
- The staff member responsible for attendance sends 5, 8 and 10 day letters to the parents of students with excessive absenteeism.
- After the 10 day letter, administrators make phone calls to schedule a conference with the parents.
- The Administrator will visit the homes of students who have not called the school by 9:00 a.m. to report an absence or the school has not been able to contact.

Discipline Data

Records are kept of all student bus infractions, detentions, office referrals, suspensions, and expulsions. Suspensions and expulsions are electronically reported to the state. Bus infractions, suspensions and expulsions are kept electronically with the majority being bus infractions.

A suspension involves one or more days of school by removal from classroom activities to a monitored location within the school or to the home. In total, bus infractions are minimal and have not been a negative academic factor. The following chart shows the number of suspensions (both in-school and out of school) and expulsions for Woodlan Elementary for the 2017-2018 school year.

School	In-School Suspensions	Out-of-School Suspensions	Expulsions
Woodlan Elementary	51	12	0

Student Assessment Information

Assessment Types:

Universal Screeners: School – or District-wide type of assessment of age-appropriate critical academic and/or behavior skills to determine which students may be “at risk” or high ability.

Progress Monitoring: Measuring student performance over time to illustrate whether the student is achieving appropriately to the instructional program delivered with research-based strategies.

Curriculum Based: Designed to reflect a year’s worth of content and can be used to monitor student progress and inform instruction. CBM is sensitive to small amounts of growth and has been shown to be predictive of later outcomes and performance on statewide assessments.

Summative: Designed to assess previous learning and inform instruction.

Assessments:

ILearn: This state mandated assessment is given in grades three, four, five, and six at Woodlan Elementary. Grades three through six test in the areas of language arts and math. Grades four and six also test in the area of science and fifth grade tests in the area of social studies. These assessments are administered in the spring to measure achievement at the end of each grade level.

IREAD-3: This state mandated assessment is given in grade three at Woodlan Elementary. The assessment evaluates student achievement in the area of Reading (phonemic awareness, phonics, synonyms, antonyms, homographs, comprehension, etc.). This high-stakes assessment is administered in the spring to measure reading achievement. Students who do not “pass” the first time are given another opportunity to take the test, after receiving interventions, during a summer assessment window.

NWEA Assessments: This assessment provides educators of grades three through six with detailed information for targeting classroom and individualized instruction. It is also connected to a computer-based program, Compass Learning Odyssey, in which each student receives a learning path that meets their individual learning needs. This information also informs interventions, maintenance, reteach opportunities, and enrichment for student success.

District Writing Prompts: Writing prompts are administered three times yearly (BOY, MOY, and EOY) to document growth in each student’s writing. It supports teachers planning mini-lessons which focus on students’ areas of weakness in writing. Each student prompt is scored using the state’s six point writing rubric for application and four point rubric for conventions.

Amplify: mClass Reading 3D combines DIBELS Screening and Progress Monitoring in the five Big Ideas in beginning reading with an invaluable TRC diagnostic inventory. It fuses the best assessment practices across pedagogical approaches, incorporating focus on phonics, phonemic awareness, and fluency with depth in print concepts, reading records and comprehension measures. DIBELS and TRC are administered one-on-one to students in grades K-2 during BOY, MOY, and EOY windows.

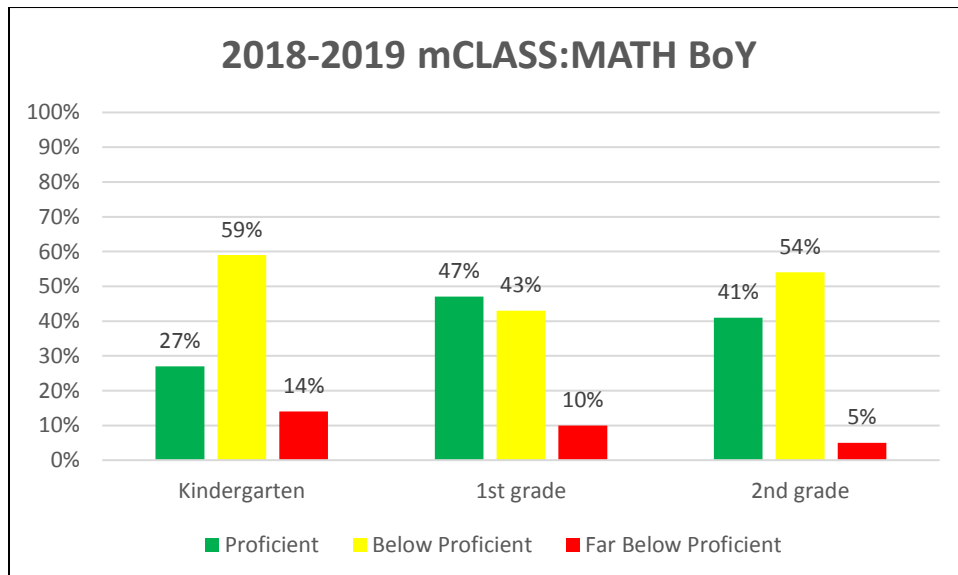
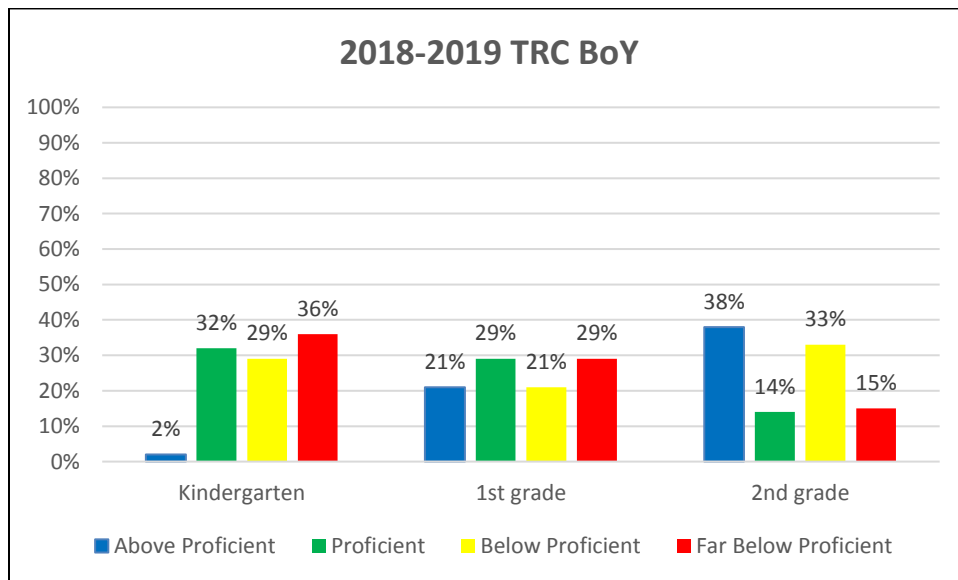
MobyMax: MobyMax finds and fixes learning gaps with the power of personalized learning. MobyMax’s adaptive curriculum creates an individualized education plan for each student, allowing gifted students to progress as quickly as they like while simultaneously ensuring that remedial students get the extra instruction they need.

Scantron: 4-week assessments are aligned with the State Academic Standards (to be adjusted to Common Core Standards) and the school's Instructional Calendar. The formative assessments are designed to reflect the format and rigor of the state's ISTEP+ and ECA tests. These short, frequent assessments allow teachers to check for understanding, identify which students are learning and which need help, chart student progress, adjust teaching methods to achieve better results, and modify the instructional calendar as needed for re-teaching or acceleration.

Existing School Data: Student Data

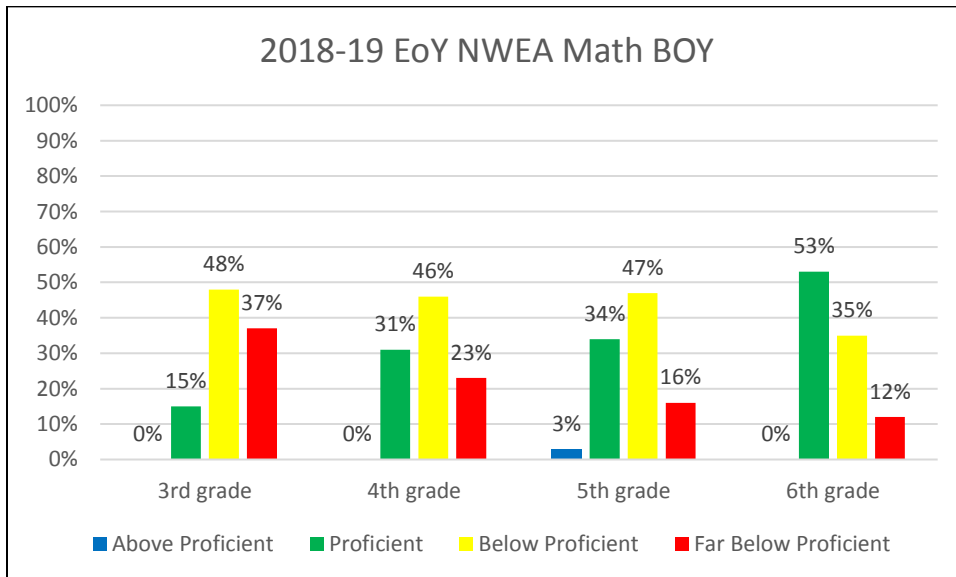
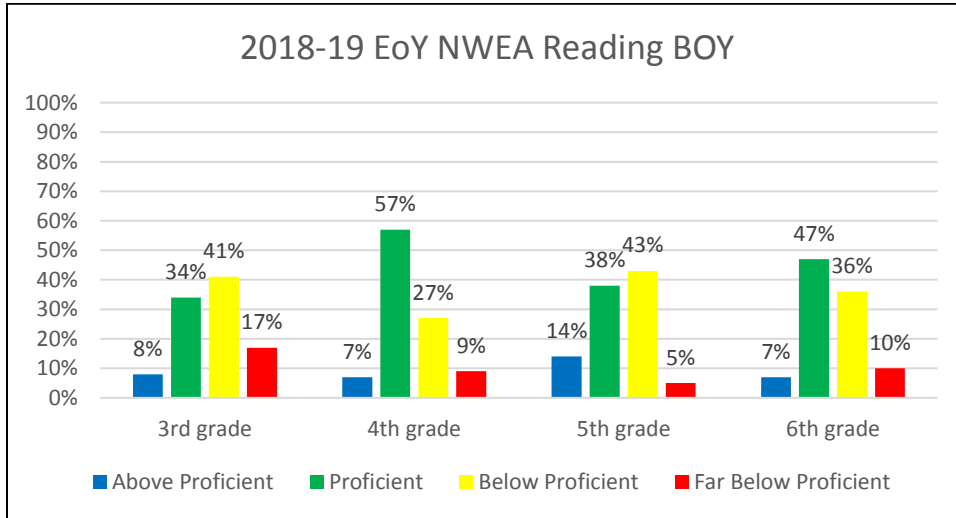
TRC, and mCLASS Math Testing Data

TRC and mCLASS Math is given to kindergarten through grade two. These tests are administered currently three times per year. Woodlan Elementary will continue to implement strategies that have demonstrated success in the past.



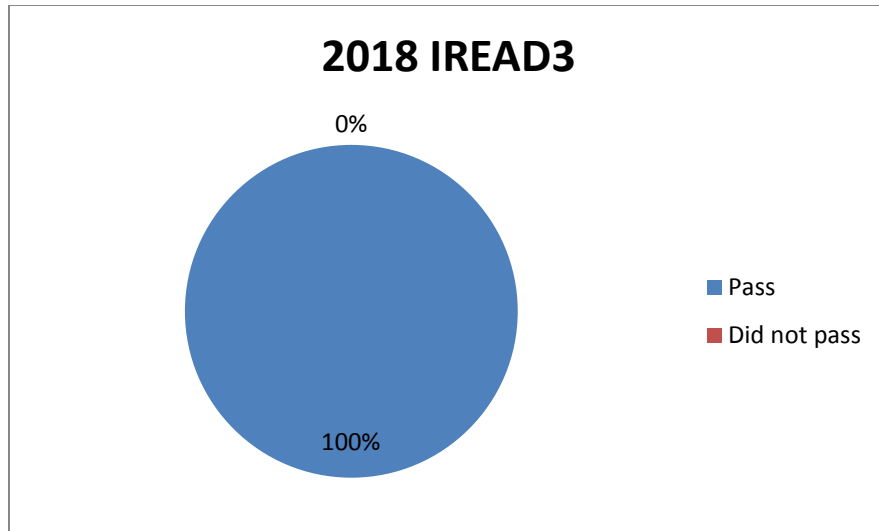
NWEA Testing Data

NWEA is given to grade three through grade six. These tests are administered currently three times per year. Woodlan Elementary will continue to implement strategies that have demonstrated success in the past.



IREAD-3 Testing Data

IREAD-3 is given to students in grade 3. This test is administered currently during the spring of each year. We will continue to implement strategies that have demonstrated success in the past.

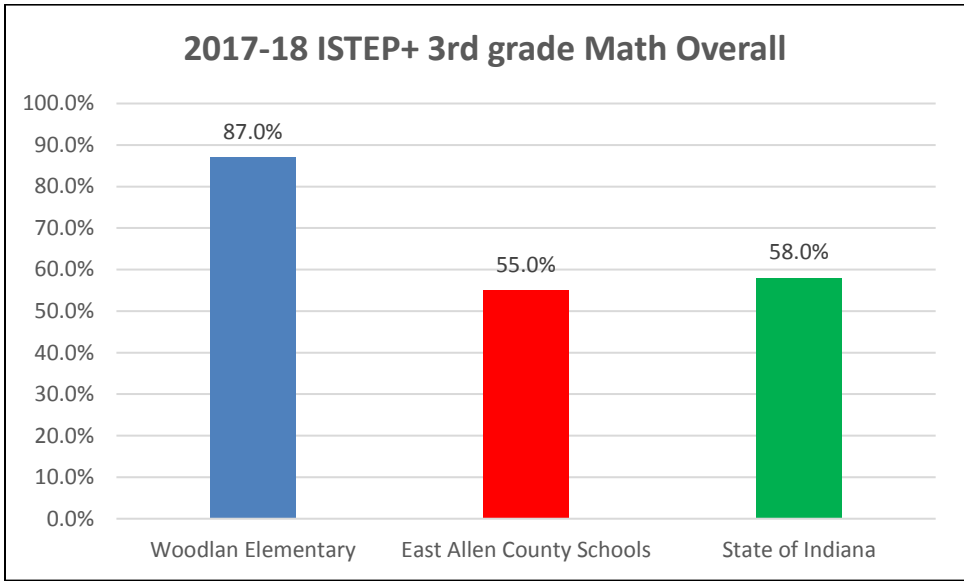
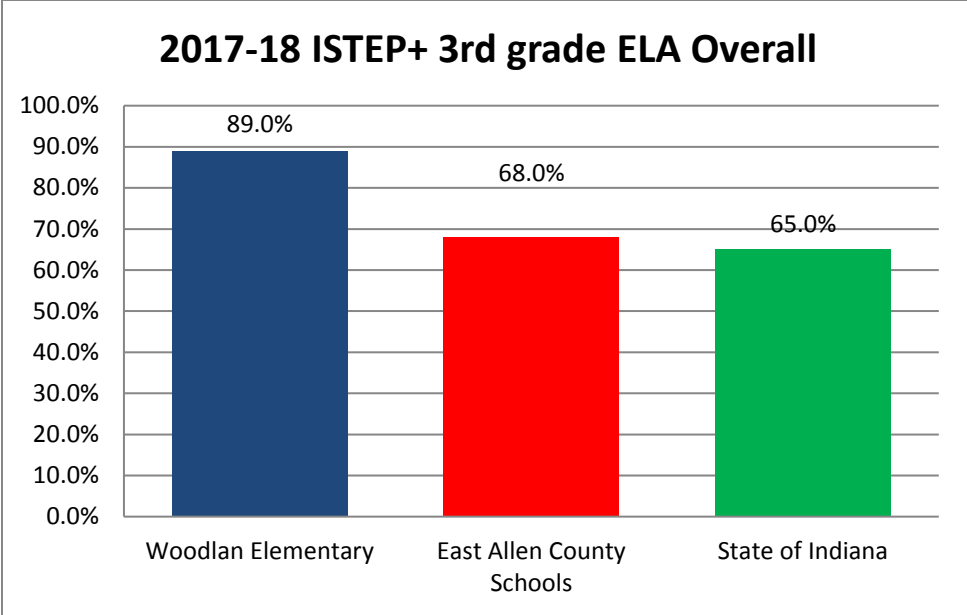


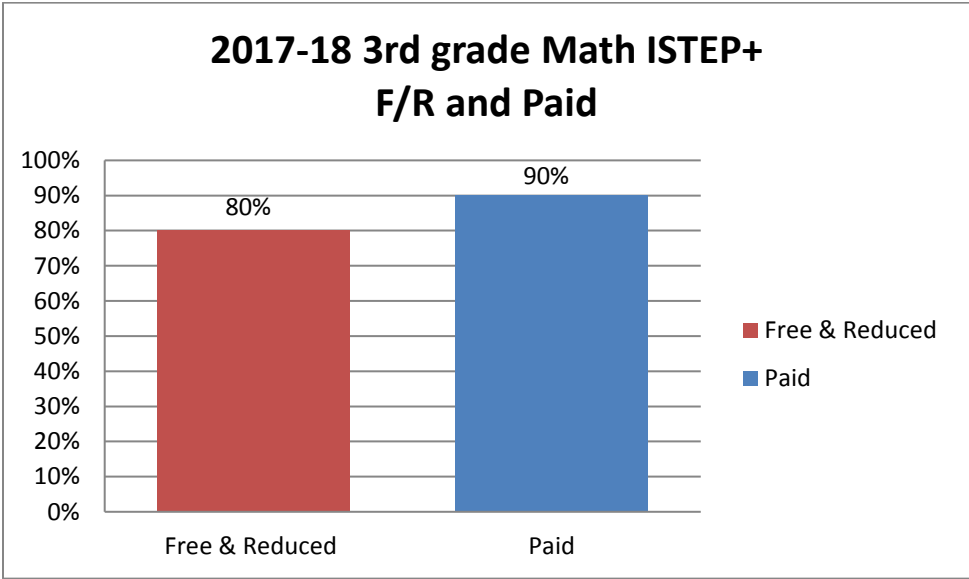
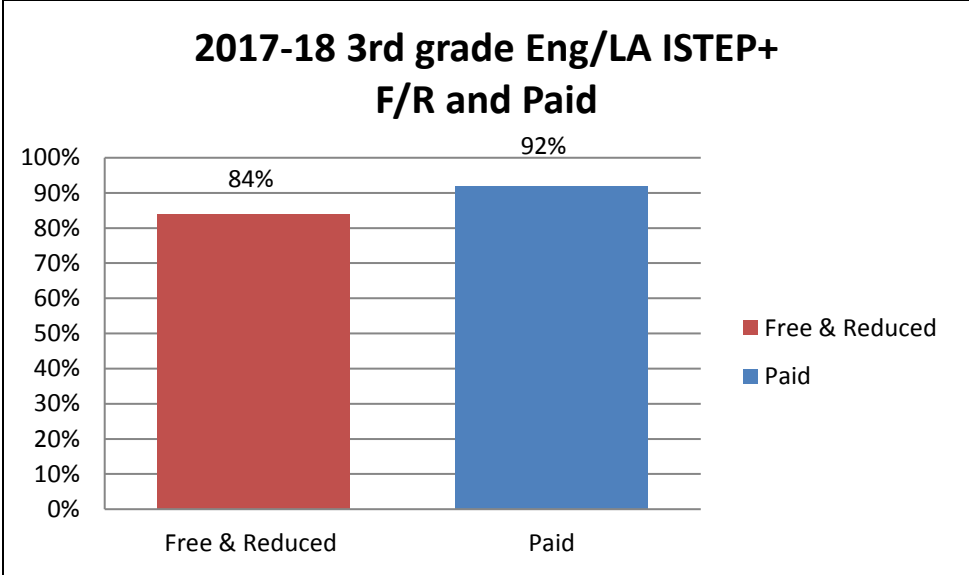
ISTEP+ Testing Data

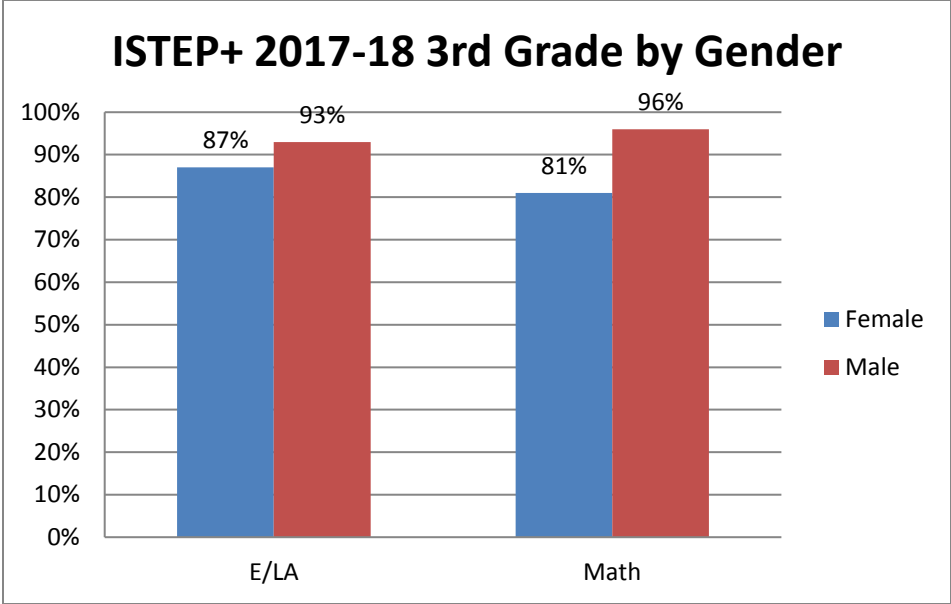
ISTEP+ was given to grade three through eight. These tests were administered currently during the spring of each year to more accurately measure the achievement during that grade level. The State of Indiana will be taking the new ILearn assessment in the spring of 2019. Woodlan Elementary will continue to look for ways to close the gap in the areas that are a concern. We will continue to implement strategies that have demonstrated success in the past.

Woodlan Elementary 3rd Grade ISTEP+ Data Spring 2018

- Language Arts: 24% above the state average & 21% above the district.
- Math: 29% above the state average & 32% above the district.

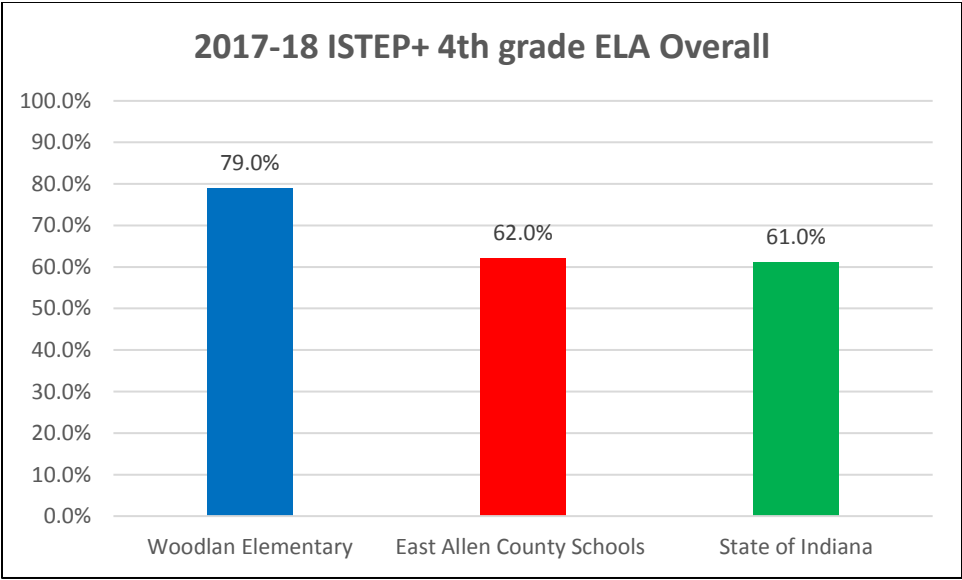


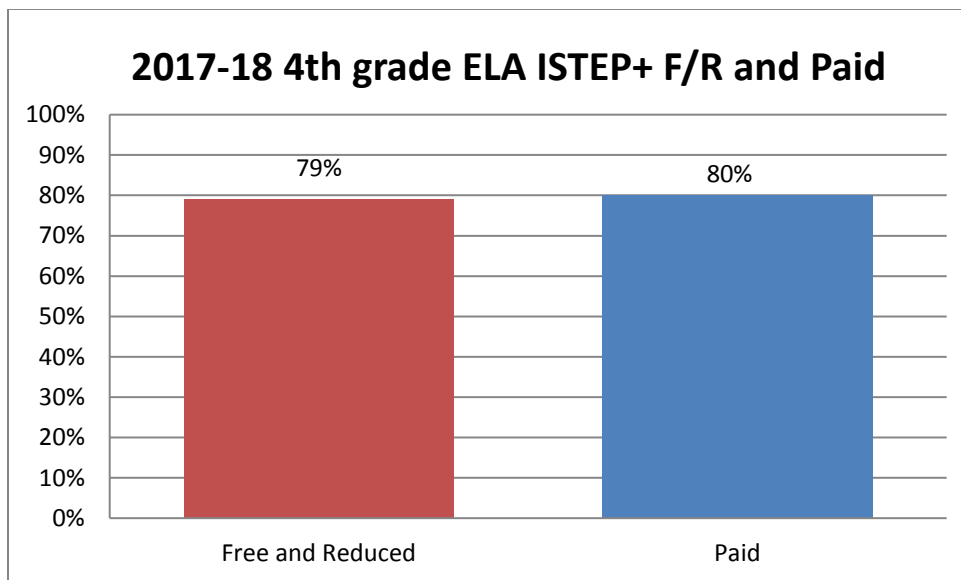
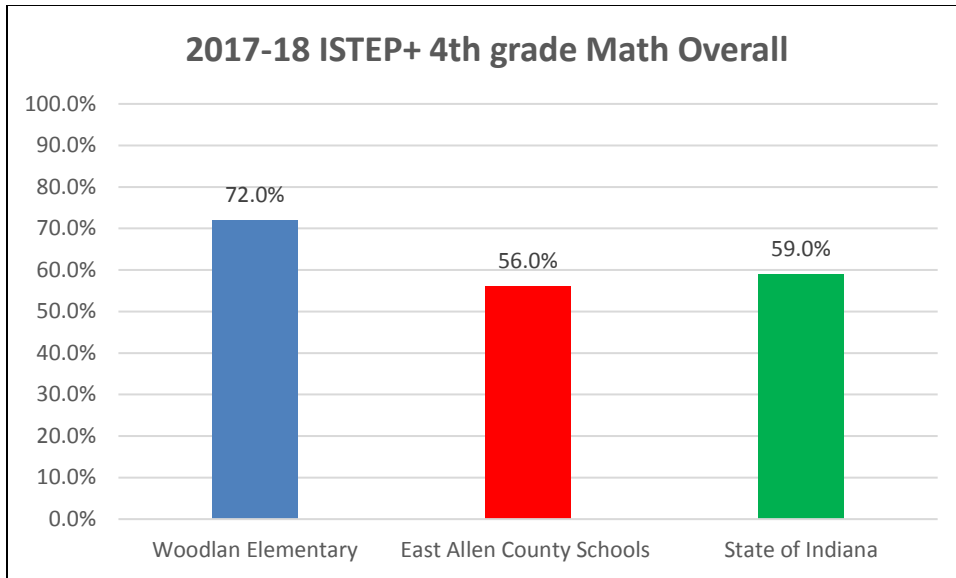




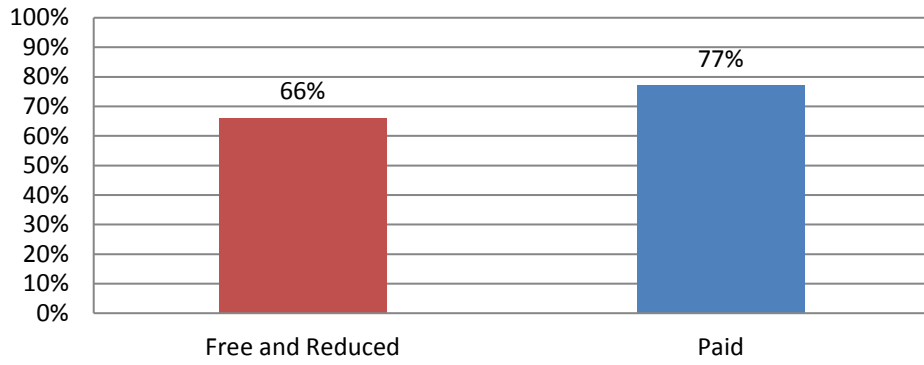
Woodlan Elementary 4th Grade ISTEP+ Data Spring 2018

- Language Arts: 18% above the state average & 17% above the district.
- Math: 13% above the state average & 16% above the district.

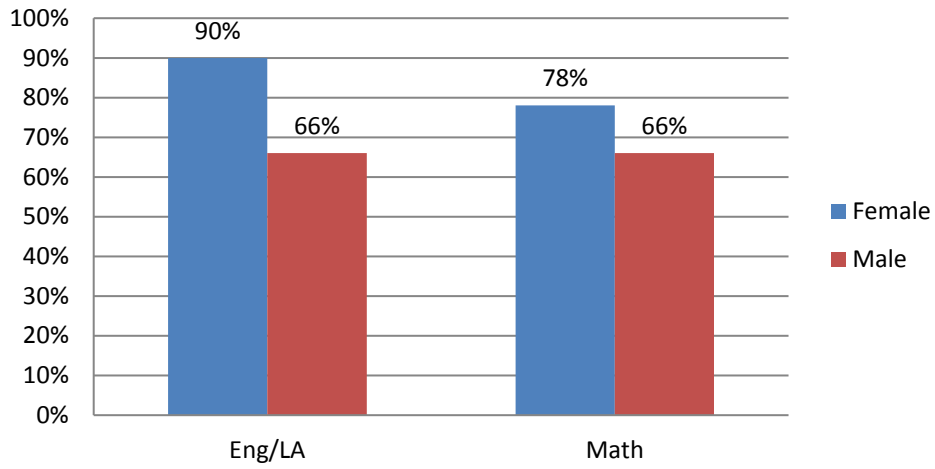




2017-18 4th grade Math ISTEP+ F/R and Paid

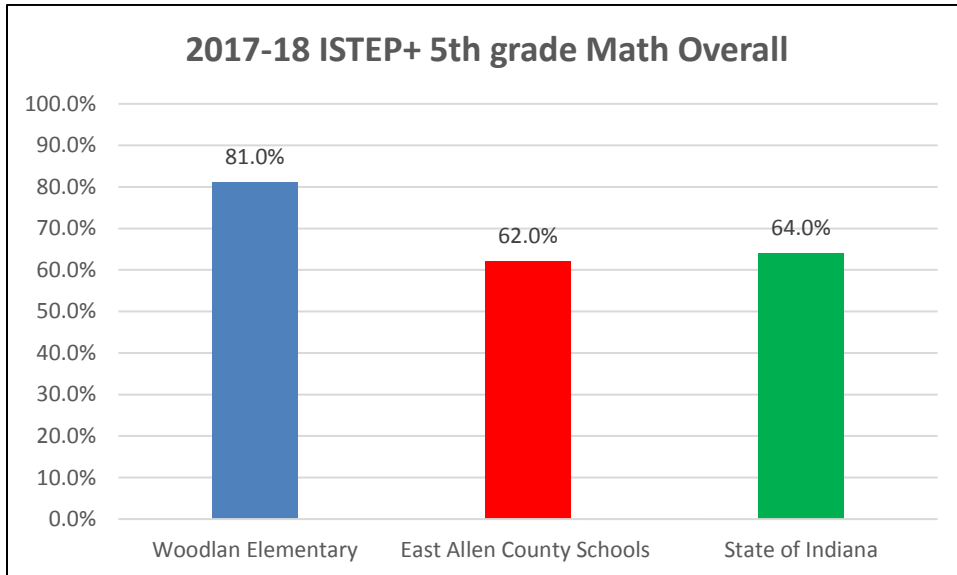
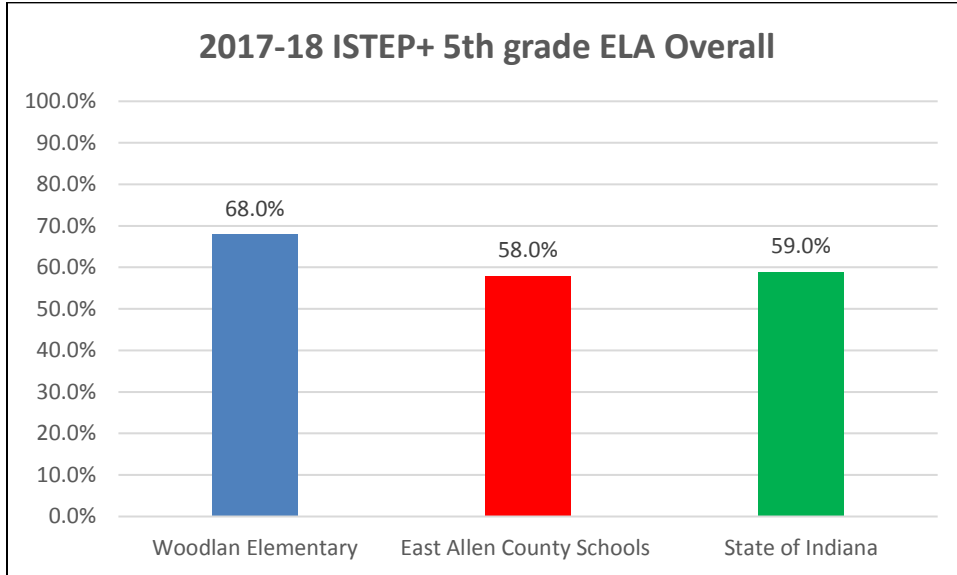


2017-18 ISTEP+ 4th grade by Gender

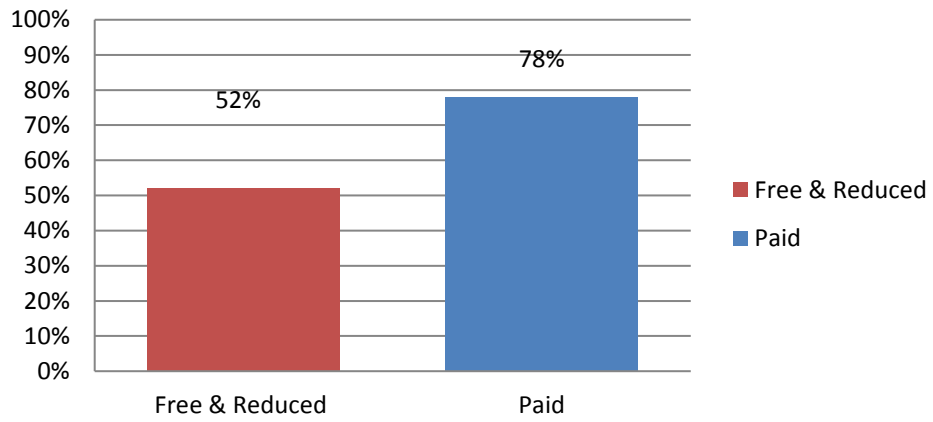


Woodlan Elementary 5th Grade ISTEP+ Data Spring 2018

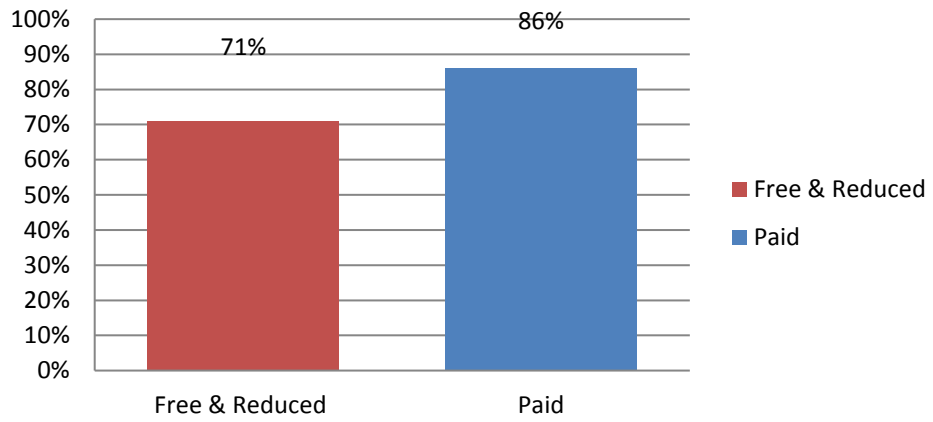
- Language Arts: 9% above the state average & 10% above the district.
- Math: 17% above state average & 19% above the district.

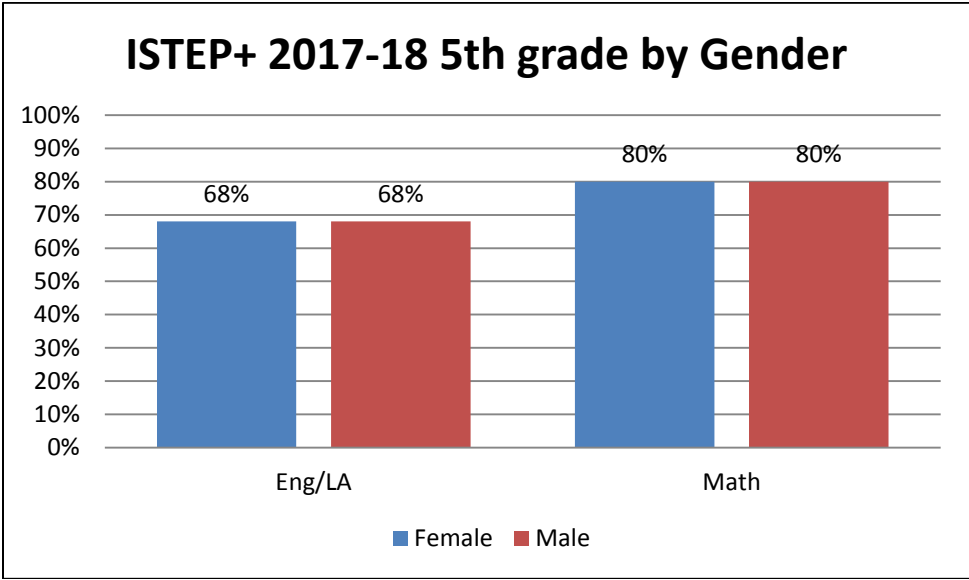


2017-18 5th grade Eng/LA ISTEP+ F/R and Paid



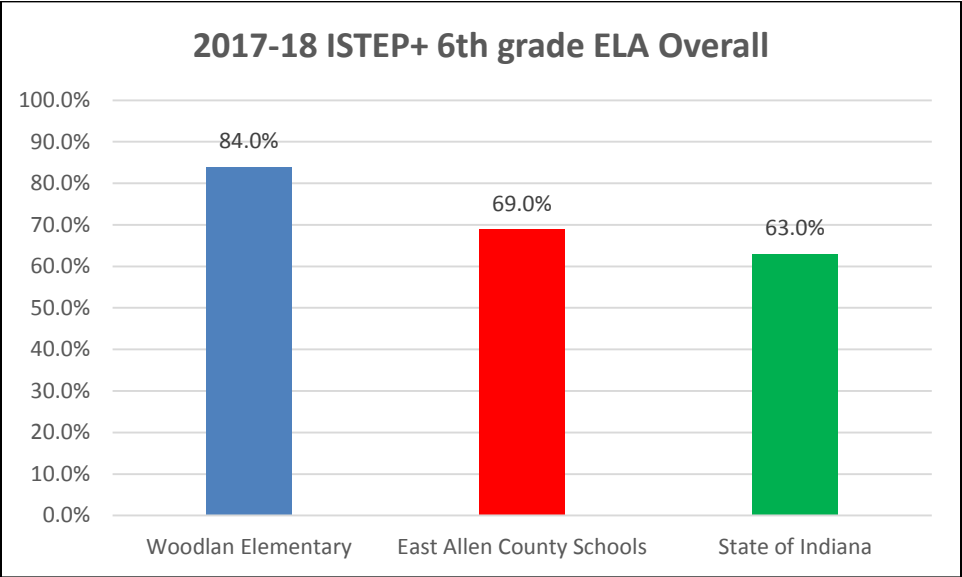
2017-18 5th grade Math ISTEP+ F/R and Paid

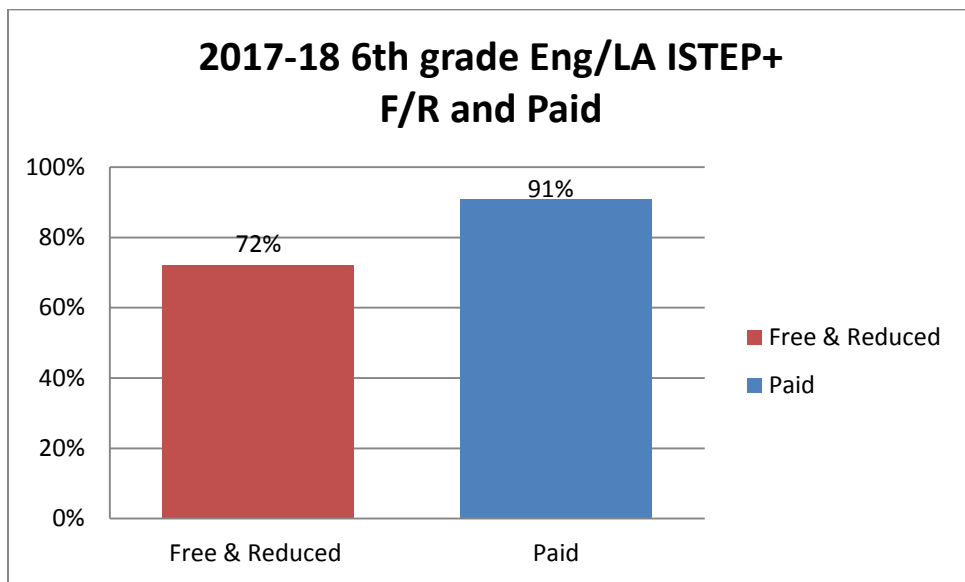
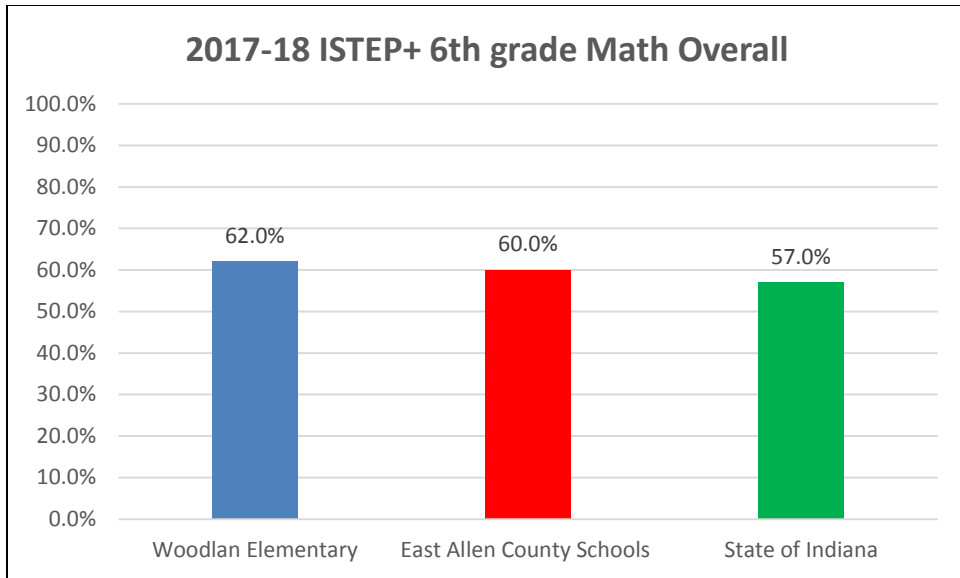


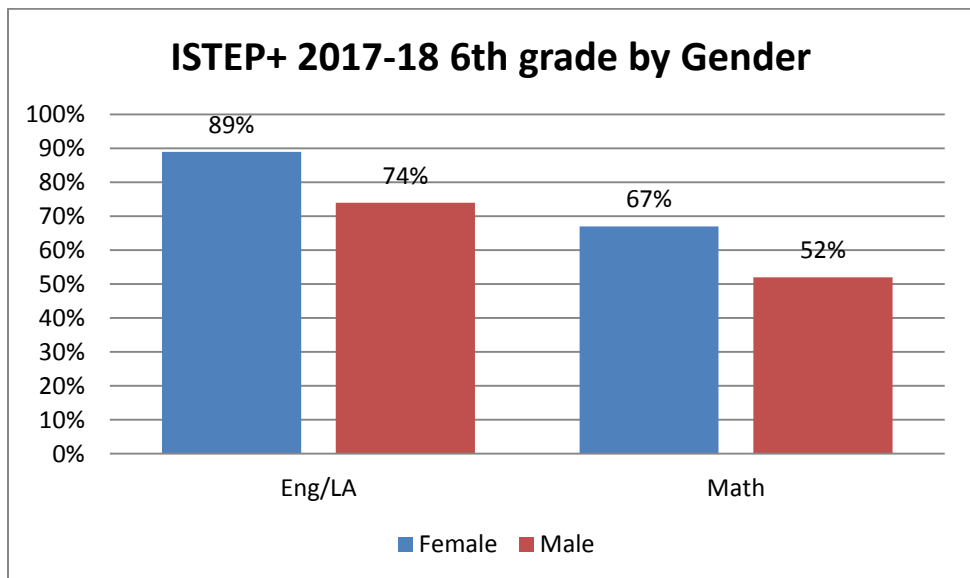
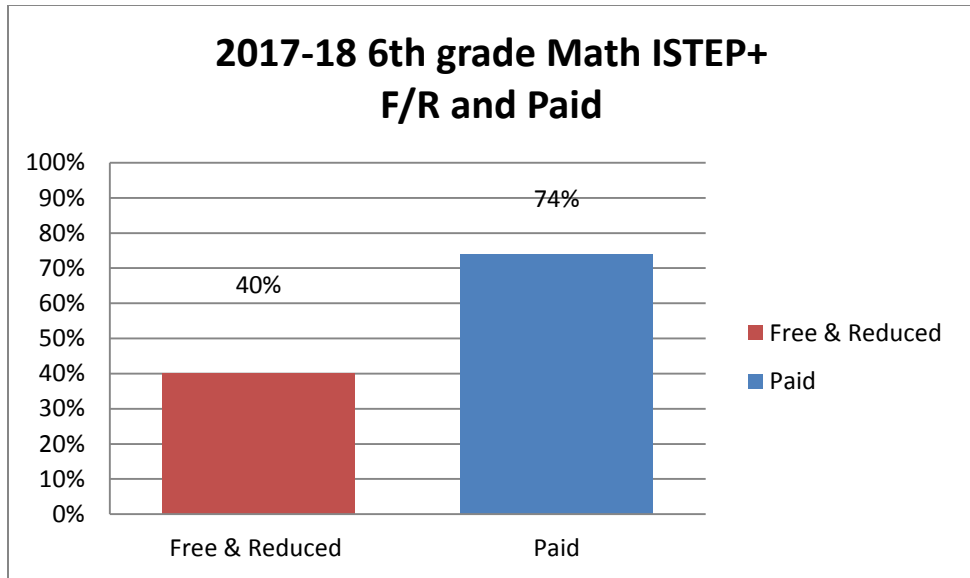


Woodlan Elementary 6th Grade ISTEP+ Data Spring 2018

- Language Arts: 21% above the state average & 15% above the district.
- Math: 5% above the state average & 2% below the district.







Implications of Student Data

Standardized testing results from the state mandated spring ISTEP+ 2018 test show some improvements. All grades were above the state and district averages for both assessments.

Students in grades 3-6 will be closely monitored to record progress in these goal areas using the ILearn test in the spring and NWEA to develop instruction and intervention. Also, students at Woodlan Elementary School will be assessed every four weeks using the Scantron assessment. The results will be used to evaluate instruction and to make adequate changes and to check students' understanding of content taught so differentiation of instruction can be utilized. Standard-based interventions for students will take place in Warrior Time using the 8-Step Process.

Instructional Data

Technology

Woodlan Elementary School prides itself as a leader in technology. The following technology is available for students and staff:

- Computer capabilities include one lab with 30 wireless computers, and in addition, wireless network capability is throughout the school.
- iPads are available to all students in grades K-6 for instructional use.
- Fully functioning SMARTBoards & Bright Links and projectors are installed in all classrooms. SMART software, the Internet, Apple TV, and PowerPoint are all interactively used by students and teachers to deliver lessons. A computer is available in each classroom for teachers. Our teachers continue to learn and acquire new materials to interactively engage students.
- All teachers have access to RDS, which includes: Response to Intervention documentation, grade book, class roster, discipline, student demographics, student scores and data, and identifies exceptional learners. 504 plans and ILPs can be located in RDS. All grades are kept in the electronic grade book that is available for parent viewing via the Internet 24/7, and progress reports can automatically get sent home to parents weekly.
- All computers have Microsoft Office, the Internet, and access to the school library catalog Destiny.
- MobyMax educational software is available for math, reading, and language development.
- Canvas is used by teachers and students for many purposes that can include: lesson planning, student/teacher discussion, assignments, tests, quizzes, and parent access to the classroom.
- All teachers create a weekly newsletter using Microsoft Publisher, which is uploaded to Canvas software for parents and students to use.
- All classroom teachers have an iPad to use for Amplify testing and other interactive lessons.
- Access to Amplify provides immediate data which allows for teachers to plan whole and small group lessons and interventions.
- Access to Acelink provides interactive learning tool that communicates with another learning site or presentation.
- Teachers have remote access to their school files and email through the EACS Web Portal.
- School Messenger, a messaging system, is used to send phone messages and alerts to the homes of Woodlan Elementary School students.
- Digital Handheld Radios are available, per grade level, to communicate at recess and during times of crisis (fire drills, lock-down, etc.).

Purposed Interventions

The following strategies are based on student achievement objectives/goals. RtI2 Pyramid for Instruction and Behavior, and EACS Assessments, the 8-Step Process and Collaboration with colleagues for new intervention ideas will serve as intervention strategies for Woodlan Elementary.

Instructional Methods

East Allen County Schools has recently developed a curriculum in grades K-12 language arts and K-Algebra II math currently based on the CCRIAS. East Allen is following the State's plan to slowly change over entirely to the Indiana College and Career Readiness Standards. The standards are bundled together to provide a seamless curriculum for all students including interventions and extensions. The new curriculum focuses on a 90-minute Language Arts block for instruction and a 60-minute math block of instruction. This curriculum was implemented during the 2010-2011 school year. Instructional strategies that are included within our curriculum are:

***Core Reading:** The core reading program is scientifically research-based and provides differentiated instruction which includes special education, high ability, and ELL adaptations. The core is in alignment with the Indiana State Standards. The core provides teachers with a systematic approach which scaffolds and spirals instruction, so there are multiple opportunities for standards to be introduced, practiced, and mastered. The instruction provides opportunities for both whole group and small group work encompassing the five scientifically-based reading research (SBRR) components: phonemic awareness, phonics, vocabulary, fluency, and comprehension. Teachers use the following elements to provide instruction: Interactive Read Alouds, Shared Reading, Guided Reading, Skill Groups, Literature Study, Independent Reading, Shared/Modeled Writing, Interactive Writing, Writer's Workshop, Independent Writing, Writer's/Reader's Notebooks, and Language/Word Study. Interventions and extensions are embedded into the elements in order to provide tiered support.

***Core Vocabulary:** specific words from the state standards that are vertically aligned across grades K-6. The core vocabulary words allow staff to deepen the students' understanding of standards which increases academic success through the use of vocabulary.

***6+1 Writing Traits:** strategies that focus on improving students' writing skills through the use of the traits which include: voice, organization, ideas, sentence fluency, word choice, and conventions.

***Lucy Calkins Primary Units of Writing:** a K-6 resource that provides essential writing concepts and support when launching the writing workshop, writing about small moments, writing for readers, revising, using authors as mentors, nonfiction writing, narrative writing, essays, writing fiction, literary essays and memoirs.

***Balanced Literacy:** a three-block framework, consisting of reading workshop, writing workshop, and language and word study as a conceptual tool for organizing instruction. The framework is flexible, allowing numerous variations in content, student groupings, daily timeframes, and the level of teacher-directed instruction.

***Balanced Math:** a framework for planning lessons that align instruction, learning activities, and assessments around a particular math focus. There are five components: Computational Skills (Daily Math Review and Mental Math), Problem Solving, Conceptual Understanding, Mastery of Math Facts, and Common Formative Assessment.

***Rocket Math/District Math Facts:** a paper and pencil, worksheet-based, supplemental, **math** facts practice. It is uniquely structured for the sequential practice and mastery of **math** facts.

***8 Step Process:** Instructional focuses are identified and posted. Bundle assessments are used to identify standards that need to be addressed (tutorial, additional practice, enrichment). 30 minutes daily is designated for “Warrior Time” (Success Time). Learning log meetings are held after each bundle to identify the standards of focus, collaborate, identify strategies and secure resources.

***MobyMax:** MobyMax finds and fixes learning gaps with the power of personalized learning. MobyMax’s adaptive curriculum creates an individualized education plan for each student, allowing gifted students to progress as quickly as they like while simultaneously ensuring that remedial students get the extra instruction they need.

Continuous Learning:

Woodlan Elementary staff will have an opportunity for continuous learning by participating in building-level and grade-level collaboration and monthly data/curriculum meetings. The instructional coach will be attending instructional coaching meetings to provide staff with continuous training on curriculum and instruction.

Student Performance Goals:

The following goal was chosen as Student Performance Goal #1:

Students will improve their reading comprehension skills across the curriculum.

This goal was chosen based on data from ISTEP+.

Results from ISTEP+ 2018 for Woodlan Elementary indicate room for growth in the area of reading comprehension (English/Language Arts). All grade levels have been trained in the Balanced Literacy strategies and will be implementing these components within the Language Arts Core Curriculum. Staff will be provided with continuous opportunities for professional development in balanced literacy strategies that support reading comprehension.

Triangulation of Data: Data will be collected and analyzed from the following sources:

ILearn (3-6)
NWEA (3-6)
mClass: Reading 3D (K-2)
DIBELS Next (K-2)
MobyMax (K-6)
8-Step Assessments – Scantron (K-6)

The following goal was chosen as Student Performance Goal #2:

Students will improve their problem solving skills.

This goal was chosen based on data from ISTEP+.

Results from ISTEP+ indicate room for growth in the area of problem solving. The implementation of balanced math will be the main focus of staff development. In the meantime, staff will continue to implement, with fidelity, the math core curriculum. Data will continue to be monitored through progress monitoring and interventions implemented as needed.

Triangulation of Data: Data will be collected and analyzed from the following sources:

ILearn (3-6)
NWEA (3-6)
mCLASS: Math (K-2)
MobyMax (K-6)
8-Step Assessments – Scantron (K-6)

Staff Development

GOAL:

The goal for Staff Development is:

To assist teachers with instruction in language arts, math core curriculum, instruction in data assessment, and technology needs.

Staff development this year will be devoted to incorporate the curriculum and the CCRIAS into literacy and math instruction. Training will be provided during school hours by the principal, administrative intern and instructional coach through observations and modeling of lessons. Various trainings will also be provided after school during collaboration meetings. One aspect of staff development at Woodlan Elementary School will focus on continued training and implementation of the curriculum to support our school goals. Discussion and implementation of reading and math interventions will also occur throughout the school year. Also, data meetings to drive the 8-Step Process will also happen every four weeks.

Staff development will focus on balanced literacy, which is based on research and “best practices” concerning successful ways to teach reading and writing. Key elements to this instructional model are Interactive Read Aloud, Shared Reading, Guided Comprehension, Guided Reading, Readers’ Workshop, Shared/Modeled Writing, Interactive Writing, Writer’s Workshop, Core Vocabulary, and Lucy Calkins.

Staff development will also focus on the balanced math curriculum, which is based on research and “best practices” concerning successful ways to teach math. Key elements to this instructional model are math facts, state/national standards, daily math review, mental math, and problem-solving.

Staff development will be made available for training and implementation as new technology is purchased or software programs are developed for teachers. There will be opportunities for training staff how to use various software, iPad, SMART Boards, Canvas, and Microsoft products that are available within the school.

Additional professional development will be needed in our goal areas and with using our data to change instruction. Specific professional development activities will be determined and will include in-house training through our principal and instructional coach as well as possible district-wide training.

Cultural Competency

Woodlan Elementary School’s population is not significantly diverse, with 90.8% White, 4% Multi-racial, 3% Hispanic, 1% Black and <1% Asian. Of those 90.8% White students, approximately 4% are Amish students. Most Amish families speak a blend of German/Dutch at home, but English within school. Woodlan’s special education program currently services 83 identified students as well as 55 students that receive speech services. Currently there are 30 English Language Learners at Woodlan Elementary and there are 39 students identified as High Ability.

The EL students have ILP’s to meet their educational needs. Our special education students have an IEP to meet their educational needs. There are extensions put into place within the curriculum for our High Ability students.

Woodlan Elementary will implement Character Counts program to approach character education without excluding anyone. This program focuses on character values that are not political, religious, or culturally biased.

Additional professional development is necessary to increase cultural competency in the school's educational environment in the area of our highly able students, Special Ed. Students, gender students (especially teaching to our male students) and our EL students. Woodlan Elementary will search for ideas to strengthen these areas.

Parental Participation

Woodlan Elementary has had a long history of strong parental involvement. Currently, the school offers a variety of communications to and from home which include the following:

- District and School Website
- Teacher/Principal Email
- Weekly Teacher Newsletter
- Canvas
- Monthly PTO/Principal meetings
- Parent Surveys
- Parent Access to Electronic Grade Book
- School Messenger – automatic dialer message system
- Monthly Principal Newsletter
- EACS iParent Users Guide
- SIP (one parent is on the SIP) – They participate and are aware of the school's data and goals as well as vision, mission, and beliefs.

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

- PTO Meetings
- Fall Parent/Teacher Conferences
- Music Programs
- Awards Programs
- Field Trips

Parents are always welcome to visit our classrooms, assist in classrooms, attend field trips, and have lunch with their children.

Maintaining a Safe and Disciplined School Environment

All East Allen County Schools have developed crisis plans to be used for various emergency situations. These plans are reviewed and revised on an annual basis. Different situations are practiced throughout the year in an effort to anticipate situations and to alleviate student anxieties.

East Allen County Schools has also developed a five-year plan for Anti-Bullying to assist with reducing the percentage of bullying incidents each year. The Woodlan Guidance Counselor works with students individually and in small groups, teaching students ways to be positive in order to solve conflict resolutions and how to handle situations as they arise. The counselor also teaches classroom lessons involving mutual respect, dealing with aggressive behaviors, Character Counts (a character education program), and bullying. She works continuously with students in small groups dealing with anger, problem-solving, and difficult situations at home and at school.

Individualized behavior plans and generalized individual educational plans are written for students through the Response to Intervention (RtI) process on an as needed basis. This team of people is called the RtI Committee.

Evidenced by in-school and out-of-school suspensions as well as expulsions, behavior issues have not been a concern, with incidents remaining fairly stable. Appropriate behavior and expectations allow our teachers and students to take part in a variety of ancillary learning experiences.

The school's main entrance has a camera and buzzer system in order for people to be admitted inside. Parents have been very supportive of the increase in security. The system provides a proactive measure to keep the children safe.

School Improvement Planning Steering Committee

Mr. G. Michael Chen, Woodlan Elementary Principal

Mrs. Christina Murphy, Guidance Counselor

Mrs. Christine Brames, Instructional Coach

Mrs. Jacqueline Davis, Special Education Teacher

Miss Liz Kowatch, 2nd Grade Teacher

Mrs. Staci Salzbrenner, 4th Grade Teacher

Mrs. Joni Price, 5th Grade Teacher

Mr. Rich Cook, 5th Grade Teacher

Mrs. Nikki Minarik, Parent

School Improvement Action Plan

Woodlan Elementary

Goal 1: All students will improve reading comprehension skills across the curriculum.

Benchmark: 80% of students will pass the English /Language Arts portion of the ILearn test. EL students will improve by 5% passing the ELA portion of ILearn.

Support Data (from the Profile) ILearn IREAD-3, DIBELS Next, MobyMax, Scantron, NWEA, WIDA ACCESS	Standardized Assessments ILearn	Local Assessments NWEA, DIBELS Next, Scantron
Intervention: Teachers will use Balanced Literacy Initiatives within their Language Arts instruction.		Research/Best Practice: <u>Fountas & Pinnell Teaching Comprehension & Fluency</u> by Fountas & Pinnell, Fountas & Pinnell (2001), <u>Guided Readers & Writers</u> , Portsmouth, NH: Heinemann., EACS Language Arts Curriculum (with WIDA standards), Indiana Academic Standards, and Common Core Standards. Lucy Calkins, Strategies for Success with English Language Learners

#	Activities to Implement the Intervention	Person(s) Accountable	Timeline Begin	Timeline End	Resources	Monitoring Activities
1	Students will be engaged in Guided Reading groups with fiction & non-fiction text.	Classroom Teachers, Students	Fall 2018	2021	*Leveled book room *Anthology leveled books *Professional books *Fiction/Non-fiction books	*Administrative Observation *Data Meetings *Progress Monitoring
2	Support staff will provide small group lessons / interventions and opportunities for students to work on needed skills. Use of WIDA Can Do descriptors and MPI's in bundles for EL students.	Support staff	Fall 2018	2021	*Leveled Literacy Intervention *Leveled book room *Fiction/Non-fiction books *Intervention materials *8 STEP process	*Administrative Observation *Data Meetings *Progress Monitoring

3	Teachers include fiction & non-fiction Interactive Read Aloud selections across the curriculum.	Classroom Teachers, Media Specialist	Fall 2018	2021	*Classroom materials *School & Public Library *EACS Curriculum	*Administrative Observation *Data Meetings *Lesson Plans
4	Students in grades 3-6 will maintain a Reader's Notebook and Reader's / Writer's Notebook. Grades K-2 will engage in reading response activities.	Classroom Teacher, Students	Fall 2018	2021	*Classroom materials *Reader's Notebook * Reader's / Writer's Notebook	*Administrative Observation *Data Meetings *Reader's Notebook Rubric
5	All Students will engage in independent reading during Reading Workshop.	Classroom Teacher, Students	Fall 2018	2021	*Classroom materials *Classroom libraries *School & Public Library	*Administrative Observation *Self-Monitoring

Results-Based Staff Development Plan Woodlan Elementary

Goal 1: All students will improve reading comprehension skills across the curriculum.

Staff Development Outcome		Measure of Effectiveness			Student Outcome	
All teachers will implement Balanced Literacy instruction through the newly developed EACS Core Curriculum.		Staff will implement Balanced Literacy in their classrooms with fidelity. Administrator will observe teachers using Balanced Literacy using observations and walk-throughs. Data and surveys will determine effectiveness.			Increase reading scores with an average of 80% passing the ENG/LA portion of ILearn.	
Level	Activity	Person Responsible	Evidence of Attainment	Resources	Timeline	
Knowledge	Staff will be trained in Balanced Literacy	Instructional Coach, other trained staff members	Data Meetings, Collaboration	EACS Curriculum, Professional Books, Scheduled Meetings	2018-2019	
Model/ Demonstration	Staff will implement Balanced Literacy in K-6 grade classrooms.	Staff, Instructional Coach	Observation by Administrator	EACS Curriculum, Professional Books	2018-2019	
Low-risk Practice	Staff will share samples of Balanced Literacy lessons/curriculum updates. Student samples will be reviewed to determine student progress.	Staff, Instructional Coach Administrator	Lesson Plans; Collaboration forms/dates	EACS Curriculum, Professional Books, Lesson Plans	2018-2019	

On-the Job Practice	Administrator will conduct informal observations and walk-throughs to provide feedback to staff.	Administrator	Observation dates, Collaboration forms, checklist of strategies to be used in classroom.	Administrative feedback, Self-Reflection Notes	2018-2019
Follow Up	Staff will meet regularly to monitor growth and comfort level in using Balanced Literacy.	Staff, Instructional Coach Administrator	Collaboration Notes/Dates	EACS Curriculum, Data Notes	2018-2019
Long Term Maintenance	Instructional Coach will work with all staff to model and assist in implementing Balanced Literacy strategies.	Staff, Instructional Coach	Collaboration Notes/Dates	EACS Curriculum, Professional Books, Teacher Ideas	2018-2019

School Improvement Action Plan

Woodlan Elementary

Goal 2: All students will improve problem solving skills.

Benchmark: 77% of students in grades 3-6 will pass the Math portion of the ILearn test.

Support Data (from the Profile) ILearn mCLASS Math, MobyMax, DMR, NWEA, EACS District Math Facts, Scantron	Standardized Assessments ILearn	Local Assessments mCLASS, Math, NWEA, EACS District Math Facts, Scantron, DMR Quiz
Intervention: Teachers will use the EACS Core Curriculum within their math instruction. Teachers will implement Balanced Math.		Research/Best Practice: Indiana State Standards, Core Standards, EACS Math Curriculum, Ainsworth, L. and Christinson, J (2006). <u>Five Easy Steps to a Balanced Math Program for Primary Grades</u> , Christinson, J (2006). <u>Five Easy Steps to a Balanced Math Program for Upper Grades</u> . Englewood, CO: Lead + Learn Press

#	Activities to Implement the Intervention	Person(s) Accountable	Timeline Begin	Timeline End	Resources	Monitoring Activities
1	All students will receive skill-based instruction based on the EACS Math Core Curriculum.	Classroom Teachers	Fall 2018	2021	*EACS Math Core Curriculum *Classroom Materials *Instructional Coach *Balanced Math	*Administrative Observation *Data Meetings

2	All teachers will plan for instruction based on their math assessments.	Classroom Teachers, Administrator	Fall 2018	2021	*EACS Math Core Curriculum *MobyMax	*Administrative Observation *Data Meetings
3	All students will receive regular instruction in problem solving skills.	Classroom Teachers	Fall 2018	2021	*EACS Core Curriculum *Daily Math Review	*Administrative Observation *Data Meetings *Lesson Plans
4	All students will receive Daily Math Review and weekly problem solving activities.	Classroom Teachers	Jan 2018	2021	*EACS Core Curriculum *Daily Math Review *Problem Solving Activities	*Administrative Observation *Data Meetings
5	Staff will provide small group lessons / interventions and opportunities for students to work on needed skills.	Staff	Fall 2018	2021	*EACS Core Curriculum *Intervention materials *8 STEP process	*Administrative Observation *Data Meetings *Progress Monitoring

Results-Based Staff Development Plan Woodlan Elementary

Goal 2: All students will improve problem solving skills.

Staff Development Outcome		Measure of Effectiveness		Student Outcome	
All teachers will implement math instruction through the EACS Core Curriculum. All teachers will implement Balanced Math.		Staff will teach problem solving skills/strategies in the EACS math curriculum. Administrator will observe teachers; collect data and surveys to determine effectiveness and comfort level of staff.		Increase math scores with an average of 77% passing the MATH portion of ILearn.	
Level	Activity	Person Responsible	Evidence of Attainment	Resources	Timeline
Knowledge	Staff will be trained in Balanced Math.	Administration, Instructional Coach Staff	Data Meetings, Collaboration Forms	EACS Curriculum, Professional Books, Scheduled Meetings	2018-2019
Model/ Demonstration	Problem solving lessons/activities implemented within the K-6 grade classrooms.	Staff, Instructional Coach	Observation by Administrator	EACS Curriculum, Professional Books, Other Resources	2018-2019
Low-risk Practice	Staff will share samples of Balanced Math lessons/curriculum updates. Student samples will be reviewed to determine student progress.	Staff, Instructional Coach	Lesson Plans; Collaboration forms/dates, Bundle performance tasks.	EACS Curriculum, Professional Books, Lesson Plans	2018-2019

On-the Job Practice	Administrator will conduct informal observations and walk-throughs to provide feedback to staff.	Administrator	Observation dates, Collaboration forms, checklist of strategies to be used in classroom.	Administrative feedback, Self-Reflection Notes	2018-2019
Follow Up	Staff will meet regularly to monitor growth and comfort level in using the EACS Math Curriculum and Balanced Math with the focus on problem solving instruction.	Staff, Instructional Coach, Administrator	Collaboration Notes/Dates, DMR graphs.	EACS Curriculum, Data Notes	2018-2019
Long Term Maintenance	Instructional Coach will work with all staff to model and assist in implementing problem solving instruction, DMR and math curriculum.	Staff, Instructional Coach, Administrator	Collaboration Notes/Dates, DMR graphs.	EACS Curriculum, Professional Books, Teacher Ideas	2018-2019

**2018-19 School Improvement Plan - PL 221 Checklist
Woodlan Elementary**

Black = PL 221 Blue=District Components Green=School wide Components

*Use the following list to identify the location of the required, implied, and suggested items within your school improvement plan.

Present	Item	Page #
X	Narrative description of the school, the community, and the educational programs (Read and update the information as necessary) # 1 Comprehensive needs assessment	3
X	Description and location of curriculum (Core Curriculum for grades K- 12 language arts and K- 11 for math is located on the District Website under the Curriculum Tab in iTunes U. All other curriculum descriptions should reflect a school's specific guidelines. "The curriculum supports the teaching of the Indiana State Standards as well as the Common Core Standards")-College and Career Ready Indiana Academic Standards.	25-26
X	Titles and descriptions of assessment instruments to be used in addition to ISTEP+	10-11
X	Statement of mission, vision, or beliefs (Review with students, parents, and staff on a regular basis and make changes as necessary. Also, make sure that a copy is posted in all rooms in the school.)	2
X	Summary of data derived from an assessment of the current status of educational programming, including the following: <ul style="list-style-type: none"> • Data, including graphs, from the annual performance report • Data related to performance indicators other than those included in the annual performance report • Other information about educational programming and the learning environment Utilize the Indiana Turnleaf (INORS) site for the most current ISTEP+ data. Each school should have at least one focus goal in math and language arts (must have at least two goals – one in each area.)	11-23
X	Information about how the school's curriculum supports the achievement of Indiana Academic Standards (In grades K – 12 language arts and K – 11 math, the Indiana Academic Standards 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.)	11-23
X	Information about how the school's instructional strategies support the achievement of Indiana Academic Standards (The instructional practices that are implemented with the core curriculum are research-based and support the achievement of Indiana Academic Standards along with Common Core Standards (CCRIAS). This should include the required 90 minute reading	11-23

	<p>block for K-6. Grades/Subjects outside of the new core curriculum will need to review their plans for necessary changes. All instructional strategies are based on the analysis of universal screeners.</p> <p>#2 Implementation of school wide reform strategies that ...</p>	
X	<p>Conclusions about student achievement, based on information from ISTEP+ and other assessment strategies (Upon review of data, schools will need to form conclusions regarding student strengths and weaknesses in the areas of language arts and math. Utilize the Indiana Turnleaf (INORS) site for the most current ISTEP+ data.</p> <p>#8 Opportunities and expectations for teachers to be included in the decision making related to the use of academic assessment results leading to the improvement of student achievement.</p>	11-23
X	<p>Parental participation in the school (planning, reviewing the SIP) (Make sure at least two parents are on the SIP team. They should participate and be aware of the school's data and goals as well as vision, mission, and beliefs. Be sure to include a list of parent communications and a list of events that support parental involvement. A public forum will be conducted each Fall to review each school's SIP.)</p> <p>#6 Strategies to increase parental involvement, such as literacy services.</p> <p>#6a Include how the school will provide individual academic assessments to parents</p> <p>#6b Strategies to involve parents in the planning, review, and improvement of the school-wide plan.</p>	29
X	<p>Technology as a learning tool (Review current plan and be sure to include the following: Compass Odyssey, SmartBoards, Acelink, Waterford, Apple TV, K-12 Student and Teacher iPads (Apps) and utilization of Learning Management System (LMS) – My Big Campus</p>	24
X	<p>Safe and disciplined learning environment (Restorative Practices, Character Counts, Positive Behavior Intervention Strategies (PBIS), Challenging Behaviors- Bullying, "First 14 Days" –Digital Citizenship, Alternatives, and Thinking Errors)</p>	30
X	<p>Professional development (Instructional Coaches –Book Talks, Webinars, Collaboration Meetings, Technology Coaches, Dynamic Teaching Series, Summer Workshops, Videos) Building and District level professional development initiatives.</p>	33/34 37/38
X	<p>Student achievement objectives/goals, derived from an assessment of the current status of educational programming on attendance rate (Review current plan and determine if you need a goal to maintain or increase current attendance rate.)</p>	8
X	<p>Student achievement objectives/goals, derived from an assessment of the current status of educational programming on percentage of students meeting academic standards under the ISTEP+ program (After analyzing data from information above, determine at least one language arts and one math goal.)</p>	31/32 35/36

	Student achievement objectives/goals, derived from an assessment of the current status of educational programming on graduation rate (for secondary schools). (Review current plan to determine if changes are necessary in order to meet State requirements.)	NA
	Specific areas where improvement is needed immediately (List the goals that need immediate attention and the data sources that were used in the decision making process.)	NA
X	Benchmarks for progress that specify how and to what extent the school expects to make continuous improvement in all areas of the educational system (Action Plans must contain the benchmarks that will meet or surpass the State's average. Schools in the 95% range need to maintain levels, schools in the 90% range need to increase at least 2%, schools in the 80% range need to increase at least 5%, if you are below the State's average, you must increase 10% or more.)	33/34 37/38
	Graduation rate (HS only) (Review current plan for changes and updates.)	NA
X	Proposed interventions (strategies) based on student achievement objectives/goals ("No Surprises" Game Plan, Refer to RtI2 Pyramid, RtI Specialists/Reading Specialists, Academic and Behavioral Flow Charts, EACS assessments and definitions, Scheduling of intervention time, and collaborate with colleagues for new intervention ideas.) #9 Activities and programs at the school level to ensure that students having difficulty mastering proficient and advanced levels of the academic achievement are provided with effective, timely additional assistance	25-26
X	Professional development that: <ul style="list-style-type: none"> • emphasizes improvement of student learning and performance. • supports research-based, sustainable school improvement efforts. • aligns with the core principles of professional development • includes methods to improve the cultural competency of teachers, administrators, staff, parents, and students. (Instructional Coaches, Technology Coaches, webinars, collaboration, project based learning, and book talks/articles) Professional development/ Collaboration that emphasizes that all teachers are reading/writing teachers regardless of content area. #4 High quality and on-going professional development for teachers, principals, and paraprofessionals	28
	Statutes and rules to be waived (Unanticipated at this time)	NA
X	Three (3) year time line for implementation, review, and revision	31,32,35,36
X	Cultural Competency (1) identify the racial, ethnic, language-minority, cultural, exceptional learning, and socioeconomic groups that are included in the school's student population	28-29

	<p>(2) incorporate culturally appropriate strategies for increasing educational opportunities and educational performance for each group in the school's plan; and</p> <p>(3) recommend areas in which additional professional development is necessary to increase cultural competency in the school's educational environment.</p> <p>(This can be written in as part of the Action Plan or Professional Development Plan. Some examples include: boy/girl, ESL, African American, Special Education, etc.)</p>	
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EAST ALLEN COUNTY SCHOOLS

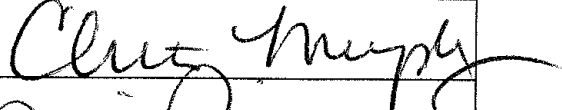



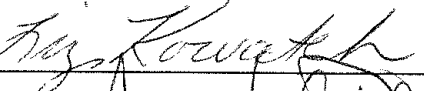
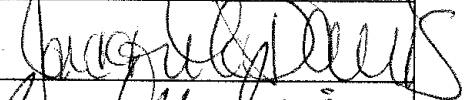
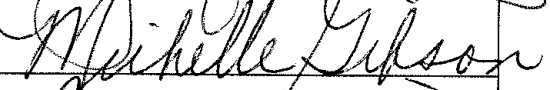

DREAM IT. DO IT.

Office of School Management and Special Programs

1000 Prospect Avenue New Haven, IN 46774

Telephone 260-446-0269 Fax 260-446-0268

I support the implementation of the 2018-2019 School Improvement Plan for Woodlan Elementary School. By my signature, I attest to my willingness to support implementation of the plan.

Name	Position	Signature
Christina Murphy	Guidance Counselor	
Joni Price	5th grade	
Rich Cook	5th Grade	
Christine Brames	Inst. Coach	
Liz Kowatch	2nd Grade	
Jacqueline Davis	Special Ed teacher	
Michelle Gibson	EASA Rep	
Nicole Minarik	Parent	
C. Michael Chen	Principal	