

Utica Elementary School 0805



**PL 221 PLAN
2016-2019 SCHOOL YEAR
Submitted: Fall, 2016**

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Overview of Utica Elementary School

School and Community Description

Utica Elementary School is a PK-5 public education facility and has an enrollment of approximately 515 students. The enrollment has been relatively stable over the past few years. Our current population is 8.3% African American, 6% Hispanic, 74% White/Non Hispanic, 10% Multiracial, and 3.7% Asian/Pacific.

Utica Elementary is one of 12 elementary schools under the jurisdiction of the Greater Clark County School Corporation. The corporation has three middle schools and three high schools strategically located to serve a geographically and ethnically diverse community. The Greater Clark County Schools is situated in the southeastern tip of Indiana; its southern border is the Ohio River and across the river is Louisville, Kentucky. The Utica community is an area of mixed income with 26.2% of the students receiving free or reduced lunch. The Utica community is comprised of mostly single family dwellings.

UES staff strives to **U**plift **E**ducational **S**tandards by providing a rigorous curriculum to achieve excellence in learning for each child. The school family is bound together by the common thread of good character, which includes mutual respect, personal dignity, and individual responsibility. Academic excellence and a dedication to community service are emphasized. UES consistently provides high achieving extracurricular programs that include several GCCS basketball championships.

Achievements

- Indiana Department of Education “A” School
- Indiana Department of Education Four Star School – 1997, 1998, 2009, 2012, 2013, 2014, and 2015
- 2016 Indiana Association of Student Councils - Elementary Honor Council Award, 6th consecutive year
- 2016 winner of the Clark and Floyd County Law Day Essay and Oratorical Contest
- 2016 GCCS Academic Team Champions
- 2016 Circle the State Choir participants, 10th consecutive year
- 2014 recipient of the state-wide Hoosier Educator of the Year Award
- 2002 and 2007 GCCS Teacher of the Year and WHAS Excel Award recipients

Parent Participation

We are proud to have been awarded the letter grade of an “A” by our own parent community on our performance in educating children on recent survey results. Our families are actively involved in the education of their children as evident through the number of volunteers. At the beginning of the 2016-17 school year 202 parents indicated that they intended to volunteer during the school year and completed a criminal background check, 26 have volunteered on a weekly basis. Parent/Teacher conferences are held with 99% or more of our families, annually.

Technology

Greater Clark is using technology to create authentic learning experiences and to empower all learners to take ownership of their learning. Teachers and students leverage tools like interactive whiteboards, ActivInspire, HP Chromebooks, Google Classroom, Google Apps for Education, online textbooks, Symbaloo, IXL, EasyTech, Remind, Class Dojo and more in partnership with our goal clarity curriculum maps to support student learning. All technology integration and professional

development is incorporated inside of our Numeracy, Literacy, and College and Career Readiness frameworks.

Safe and Orderly Environment (PRIDE)

Utica Elementary is dedicated to maintaining a school climate where teachers can teach and students can learn. We follow the GCCS Student Discipline Policy as outlined in the Student Rights and Responsibilities Handbook in implementing our school discipline plan. The Positive Behavior Intervention Support Plan has been implemented by all members of the school community to proactively manage behaviors and to instill expectations and respect. Also, each staff member has been issued an Emergency Preparedness Handbook and red binder that outlines emergency procedures and expectations.

Attendance

Our attendance rate for the 2015-16 school year was 98%.

Cultural Competency

Utica Elementary School strives to create a culturally sensitive environment where all students can succeed. The Belief, Mission and Vision statements that our staff spent a great deal of time developing several years ago and recently revised, reflect that philosophy.

1. School Climate – Utica Elementary School believes in providing a nurturing environment where students feel safe and respected, communication is valued, and partnerships exist among the school, family, and community to enhance learning.
2. Learning and Teaching – Utica Elementary School believes in providing all children a challenging curriculum with student-centered instruction that stresses excellence in academic and social skills.
3. Faculty and Staff – Utica Elementary believes in fostering a dedicated, caring, and professional staff, united in our commitment to the school and grounded in shared decision-making. Our school utilizes multicultural activities in the classroom on a regular basis and the Corporation Coordinator of ELL sends monthly newsletters to schools with instructional information and community events. All grade levels support multi-cultural activities during January to celebrate Martin Luther King, Jr's memory. Our Librarian is providing our students with multi-cultural books for reading and multi-cultural students including the following holidays: Kwanza, Ramadon, Chinese New Year.

Teachers are differentiating in the classroom to support the diverse cultures in our school. Each grade level tiers students into exceptional learning groups. All grade levels are reviewing and examining data to examine lower socioeconomics in our classrooms. Teachers will examine data and redirect instruction.

Utica Elementary is still trying to become more Culturally Aware. We are currently having discussions with PBIS (Equity Project for Indiana) and incorporating a School Wide Positive Behavior Support Model. Our corporation's Cultural Responsive Team (CRT) will train our staff on the information listed below:

- 1) What is Culturally Responsive Teaching? (This will be our main focus.)
- 2) How does being culturally responsive relate to PLC's?
- 3) We will review the school and district ISTEP data for different cultural groups.
- 4) How can our school and teachers use the culture of our students to help shape instructional strategies and practices?

Curriculum and Instruction

GCCS curriculum is aligned with state standards. Curriculum information is located in the main office as well as on the Greater Clark County Website. All certified staff has been trained and using the Greater Clark Pacing Guide for their grade level. Elementary teachers in grades K-5 have pacing guides for: Language Arts, Math, Science, and Social Studies which are aligned to the 2014 Indiana College and Career Standards. Maps. Performance data linked to the maps is routinely reviewed to guide process for improving instruction and aligning the formative assessment process. Curriculum development occurs in the following areas:

- Language Arts
- Mathematics
- Science/Health
- Social Studies
- Library Media Skills
- Music
- Art
- Physical Education
- Technology Education

In order to understand the level of implementation of key programs and strategies, implementation data are collected and analyzed as evidenced by observations, walk-throughs, collaboration, and student work samples. Students failing ISTEP+ participate in remediation during the school day, after school programs and/or intersession. Supplemental programs are monitored and evaluated with assessments. Student grades and report cards are aligned with Indiana Academic Standards and ISTEP+ as evidenced by correlations of student grades with scores on ISTEP+. The interventions that will address critical areas will include: full-day kindergarten, tiered small group instruction (IMPACT Groups), extended school year (Intercessions), the use of class size reductions teachers, and after school programming run by Communities in Schools.

Titles and Descriptions of Assessment Instruments

ELA Reading/Writing:

Writing Benchmark Assessments – These assessments focus on Indiana College and Career State Standards. They provide students with exposure to writing prompts in specific genres. Teachers score the writing assessments with the Indiana Writing Rubric (Gr. 2-5) and a 6 Traits Writing Rubric (Gr. K-1).

Kdg. – Gr. 5 teachers administer, score and analyze Writing Assessments four times per year.

Aimswab - Gr. K -1 teachers administer Aimswab Literacy screening 3 times per year. Students who score red/yellow on Aimswab Reading screening will be progress monitored using Aimswab or another appropriate tool every two weeks.

STAR - Gr 2-5 teachers will administer STAR Reading screening 3 times per year. Students who score red/yellow on STAR Reading screening will be progress monitored using STAR Reading every two weeks.

Running Records - (K-2) Teachers will administer running records using McGraw Hill benchmark and progress monitoring materials or other similar materials to determine a guided reading level for those students. Students will be progress monitored using running records at least monthly.

Common Quarterly Assessments – Grades K-5 teachers utilize CQA assessments aligned to standards and a corporation prescribed pacing of skills/standards on a biweekly basis to assess ELA standards taught. Students not meeting mastery level on the CQA and Learning Check assessments will be remediated in small group and given the opportunity to retake assessments following remediation.

Math:

Aimswab - Gr. K -1 teachers administer Aimswab Math screening 3 times per year. Students who score red/yellow on Aimswab Math screening will be progress monitored using Aimswab every two weeks.

STAR - Gr 2-5 teachers will administer STAR Math screening 3 times per year. Students who score red/yellow on STAR Reading screening will be progress monitored using STAR Math every two weeks.

Technology:

21st Century Skills - Grade 5 teachers administer and analyze technology skills results at the end of each school year.

Mission, Vision, and Beliefs

Utica Elementary School Mission Statement

To educate and inspire each student to strive for personal excellence through the utilization of effective strategies, application of critical thinking skills, and demonstration of self assessment techniques.

Utica Elementary School Vision Statement

United for Excellence in Student Achievement

Utica Elementary School Beliefs

We believe that:

- Utica Elementary should provide a safe learning environment for all students and staff.
- All students have the potential to succeed.
- Utica Elementary is a partnership of educators, families, and community members.
- Utica Elementary must provide curriculum and assessment that is rigorous and relevant to the students' needs and is based on the Indiana Academic Standards.
- Utica Elementary must maintain high expectations of achievement by both students and educators.
- There must be open communication and an atmosphere of respect between the home, school, and community.

Leadership Team

Building Leadership Team

Kathy Gilland - Principal

Pat Buechler - Teacher

Mary Beth Lawson – Reading Coach/Interventionist

Hilda Kendrick - Teacher

Renee Hoyland – Teacher

Lisa Miller – Teacher

Jackie Sanders- Teacher

Melissa Receveur – Teacher

Ashleigh Emily - Teacher

Three-year Goals 2016-19

Goal 1: English/Language Arts

Goal: By Spring 2019 \geq 95% of students in grades 3-5 will meet State Standard in ELA as measured by ISTEP.

Goal: By Spring 2019 \geq 100% of students in grades 3 will meet State Standard in Reading as measured by IREAD3.

Benchmarks

By Spring 2017 \geq 85% of students in grades 3-5 will meet State Standard in ELA as measured by ISTEP.

90% of All Students will demonstrate student proficiency (pass rate) at grade level in Reading by 06/30/2017 as measured by STAR Reading Assessment.

50% or more of the identified Bottom 25% of students will demonstrate high growth in their E/LA scores as measured by ISTEP.

50% or more of the identified Top 75% of students will demonstrate high growth in their E/LA scores as measured by ISTEP.

By Spring 2018 \geq 90% of students in grades 3-5 will meet State Standard in ELA as measured by ISTEP.

92% of All Students will demonstrate student proficiency (pass rate) at grade level in Reading by 06/30/2018 as measured by STAR Reading Assessment.

50% or more of the identified Bottom 25% of students will demonstrate high growth in their E/LA scores as measured by ISTEP.

50% or more of the identified Top 75% of students will demonstrate high growth in their E/LA scores as measured by ISTEP.

Goal 2: Mathematics

Goal: By Spring 2019 \geq 95% of students in grades 3-5 will meet State Standard in Mathematics as measured by ISTEP.

Benchmarks

By Spring 2017 \geq 85% of students in grades 3-5 will meet State Standard in Mathematics as measured by ISTEP.

90% of All Students will demonstrate student proficiency (pass rate) at grade level in Mathematics by 06/30/2017 as measured by STAR Mathematics Assessment.

50% or more of the identified Bottom 25% of students will demonstrate high growth in their Mathematics scores as measured by ISTEP.

50% or more of the identified Top 75% of students will demonstrate high growth in their Mathematics scores as measured by ISTEP.

By Spring 2018 \geq 90% of students in grades 3-5 will meet State Standard in Mathematics as measured by ISTEP.

92% of All Students will demonstrate student proficiency (pass rate) at grade level in Mathematics by 06/30/2018 as measured by STAR Mathematics Assessment.

50% or more of the identified Bottom 25% of students will demonstrate high growth in their Mathematics scores as measured by ISTEP.

50% or more of the identified Top 75% of students will demonstrate high growth in their Mathematics scores as measured by ISTEP.

Goal 3: College and Career (PRIDE)

By Spring 2019 $\geq 95\%$ of all students at Utica Elementary will consistently demonstrate PRIDE skill by being discipline referral free for the school year.

Benchmarks

By Spring 2017 $< 5\%$ of all students will demonstrate behaviors that require multiple referrals to the office in a school year.

Student PRIDE Average will be ≥ 1.75 for the school year.

Student attendance rate will maintain 98% or higher for the 2015-16 school year.

By Spring 2018 $< 3\%$ of all students will demonstrate behaviors that require multiple referrals to the office in a school year.

Student PRIDE Average will be ≥ 1.76 for the school year.

Student attendance rate will maintain 98% or higher for the 2015-16 school year.

Greater Clark County Schools Data Wise Action Plan

School: Utica Elementary School

Grade Level/Subject Area: School Wide – English/Language Arts

Area of Focus: Literacy

Staff will examine data, identify students' needs, align curriculum, identify essential outcomes, develop common formative assessments, and assist students with becoming self-assessors through the use of rubrics and exemplars.

Every classroom teacher will implement the corporation's Literacy Framework that includes a focused mini lesson, word work, guided reading groups using gradient text, writer's workshop, and independent reading.

Data: Literacy

90% of All Students will demonstrate student proficiency (pass rate) at grade level in Reading by 06/30/2017 as measured by STAR Reading Assessment.

50% or more of the identified Bottom 25% of students will demonstrate high growth in their E/LA scores as measured by ISTEP.

50% or more of the identified Top 75% of students will demonstrate high growth in their E/LA scores as measured by ISTEP.

100% of third grade students will pass the state reading assessment IREAD.

2016 ISTEP+ Performance (% of Students who Passed ISTEP+): 80.2%

2017 ISTEP+ Performance Goal (% of Students who Passed ISTEP+): 85%

2016 STAR (% of Students at Grade Level): 84%

2017 STAR Goal (% of Students at Grade Level): 90%

2016 CQA Mastery: 80%

2017 CQA Mastery Goal: 85%

What is the Learner-Centered Problem? Students have not fully developed the reading strategies to break down complex text. Students have also demonstrated difficulty with tasks that include more than one cognitive step and/or require strategic or extended thinking.

What is the Problem of Practice? Teachers have not consistently implemented explicit comprehension strategy instruction utilizing both gradient text and complex text. This should include teaching students how to respond to literature using both conceptual and strategic thinking at higher levels; requiring students to utilize these strategies on a daily basis.

What Instructional Strategy will be implemented to reach goal?

1. Cross-curricular Literacy Framework - Working together as a Professional Learning Community provides opportunities for teachers to examine data, identify students' needs, align curriculum, identify essential outcomes, develop common formative assessments, and assist students with becoming self-assessors through the use of rubrics and strategic processes.

2. Classroom Implementation - Every classroom teacher will implement the corporation's Literacy Framework that includes a focused mini lesson, word work, guided reading groups using gradient text, writer's workshop, and independent reading.

Greater Clark County Schools Data Wise Action Plan

School: Utica Elementary School

Grade Level/Subject Area: School Wide – Math

Area of Focus:

Staff will examine data, identify student needs, align curriculum, and develop common assessments. All classrooms will implement the Numeracy Framework with mental math, DMR, math fact mastery, conceptual learning, and place an emphasis on problem solving.

Data: Numeracy

93% of All Students will demonstrate student proficiency (pass rate) in state standards in Mathematics by 06/30/2017 as measured by STAR Mathematical Assessment.

50% or more of the identified Bottom 25% of students will demonstrate high growth in their Math scores as measured by ISTEP.

50% or more of the identified Top 75% of students will demonstrate high growth in their Math scores as measured by ISTEP.

2016 ISTEP+ Performance (% of Students who Passed ISTEP+): 80%

2017 ISTEP+ Performance Goal (% of Students who Passed ISTEP+): 85%

2016 STAR (% of Students at Grade Level): 92%

2017 STAR Goal (% of Students at Grade Level): 95%

2016 CQA Mastery: 91%

2017 CQA Mastery Goal: 95%

2016 PRIDE Results (Behavior Referrals):

2017 PRIDE Goal (Behavior Referrals):

What is the Learner-Centered Problem? Students need a stronger foundation in conceptual understanding in numeracy. Students need to build strategies to solve rigorous multi-step problems.

What is the Problem of Practice?

Teachers have been inconsistent in teaching numeracy strategies to mastery.

Teachers have been inconsistent in systematically teaching problem solving strategies.

Teachers will utilize conceptual learning activities and expose students to explicit multistep problem solving activities.

What Instructional Strategy will be implemented to reach goal?

1. Numeracy Framework - Every classroom teacher will implement the corporation's Numeracy Framework that requires students to engage in mental math, DMR, problem solving, mastery of math facts and conceptual learning.

2. Problem Solving – Teachers will explicitly instruct students on problem solving steps and strategies and will provide opportunities for students to solve rigorous problems.

Greater Clark County Schools Data Wise Action Plan

School: Utica Elementary School

Grade Level/Subject Area: School Wide – Behavior

Area of Focus: PRIDE

Every classroom teacher will implement Positive Behavior Intervention Systems and utilize the corporation's PRIDE rubric to establish and portray core beliefs of life skills.

PLC time will provide opportunities for teachers to examine data, identify students' needs, identify essential outcomes, and develop support plans.

Data PRIDE

≥ 93% of all students will have no behavior referrals

<5% of all students will demonstrate behaviors that require multiple referrals to the office in the first semester of the 2016-17 school year.

Student PRIDE Average will be ≥1.75 for the school year.

Student attendance rate will be 98% or higher for the 2015-16 school year.

2016 ISTEP+ Performance (% of Students who Passed ISTEP+): N/A

2017 ISTEP+ Performance Goal (% of Students who Passed ISTEP+): N/A

2016 STAR (% of Students at Grade Level): N/A

2017 STAR Goal (% of Students at Grade Level): N/A

2016 CQA Mastery: N/A

2017 CQA Mastery Goal: N/A

2016 PRIDE Results (Behavior Referrals): 91%

2017 PRIDE Goal (Behavior Referrals): 95%

What is the Learner-Centered Problem? Students lack consistency with self-regulatory skills and strategies.

What is the Problem of Practice? Staff is inconsistent with the school-wide PRIDE expectations outside of the classroom. Time is not allotted and curriculum is not provided to implement social skills instruction.

What Instructional Strategy will be implemented to reach goal?

Utica Elementary Staff will implement Positive Behavior Intervention System and implement a provided social skills curriculum emphasizing self-regulatory skills and strategies.

UES Summary of Key Data

English/Language Arts (ELA)

ELA - OVERALL

Number of students passing/total assessed (%)
From each "Disaggregation Summary Report"

Grde	Spring 13	Spring 14	Spring 15	Spring 16
3	72/75 = 96%	85/90=94% 20/90=22% P+ 65/90=72% P	73/81=90% 19/81=23% P+ 54/81=67% P	67/83=81% 20/83=24% P+ 47/83=57% P
4	82/85 = 98%	72/75=96% 19/75=25% P+ 53/75=71% P	70/83=84% 22/83=27% P+ 48/83=58% P	67/77=87% 23/77=30% P+ 44/77=57% P
5	62/64 = 93%	78/84=93% 36/84=43% P+ 42/84=50% P	61/73=84% 30/73=41% P+ 31/73=42% P	65/84=77% 32/84=38% P+ 33/84=39% P
Total	216/224=96%	235/249= 94% 75/249=30% P+ 160/249=94%	204/237= 86% 71/237=30% P+ 133/237=56% P	199/244= 82% 75/244=31% P+ 124/244=51% P

Mathematics (Math)

MATH - OVERALL

Number of students passing/total assessed (%)
From each "Disaggregation Summary Report"

Grde	Spring 13	Spring 14	Spring 15	Spring 16
3	73/75 =97%	80/90 =89% 39/90=43% P+ 41/90=46% P	63/81=78% 27/81=33% P+ 36/81=44% P	57/83=69% 22/83=27% P+ 35/83=42% P
4	74/78=95%	71/75=95% 27/75=36% P+ 44/75=59% P	67/83=81% 30/83=36% P+ 37/83=45% P	67/77=87% 33/77=43% P+ 34/77=57% P
5	68/71 =95%	80/84=95% 61/84=72% P+ 19/84=23% P	63/73=86% 41/73=56% P+ 22/73=30% P	71/84=85% 43/84=51% P+ 28/84=33% P
Total	215 /224= 96%	231/249=93% 127/249=51% 104/249=42%	193/237=81 % 98/237=41% P+ 95/237=40% P	195/244=80 % 98/244=40% P+ 97/244=40% P

ELA - KEY SUBGROUPS: Grade 3

Number of students passing/total assessed (%)

Grp	Spring 13	Spring 14	Spring 15	Spring 16
Sp Ed		9/12=75%	10/12=83%	4/9=44%
Free/Red	21/22 = 95%	15/16=94%	22/25=88%	15/19=79%
LEP		1/1=100%	2/2=100%	2/2=100%
Black		8/9=89%	4/7=57%	5/7=71%
Asian		1/1=100%	1/1=100%	3/3=100%
Hispanic		2/2=100%	5/5=100%	6/7=86%
Multi		4/4=100%	7/8=88%	6/8=75%
White		71/75=95%	56/60=93%	47/58=81%

MATH - KEY SUBGROUPS: Grade 3

Number of students passing/total assessed (%)

Grp	Spring 13	Spring 14	Spring 15	Spring 16
Sp Ed		7/12=58%	10/12=83%	4/9=44%
Free/Red	21/22 = 95%	14/16=88%	22/25=88%	14/19=73.6%
LEP		0/1=0%	2/2=100%	2/2=100%
Black		7/9=78%	4/7=57%	2/7=28%
Asian		0/1=0%	1/1=100%	3/3=100%
Hispanic		2/2=100%	5/5=100%	4/7=57%
Multi		4/4=100%	7/8=88%	5/8=62%
White		68/75=91%	56/60=93%	43/58=74%

ELA - KEY SUBGROUPS: Grade 4

Number of students passing/total assessed (%)

Group	Spring 13	Spring 14	Spring 15	Spring 15
Sp Ed		8/8=100%	7/12=58%	8/11=73 %
Free/Red	15/15=100%	17/19=89%	10/14=71%	18/21=86%
LEP		0/0=100%	1/1=100%	0
Black	*	5/5=100%	3/7=43%	6/8=75%
Asian		1/1=100%	1/1=100%	2/2=100%
Hispanic		4/4=100%	2/3=67%	4/4=100%
Multi		2/2=100%	6/6=100%	5/7=71%
White		59/62=95%	58/66=88%	46/52= 88 %

MATH - KEY SUBGROUPS: Grade 4

Number of students passing/total assessed (%)

Grp	Spring 13	Spring 14	Spring 15	Spring 16
Sp Ed		7/8=88%	7/12=58%	7/11=64%
Free/Red	14/15 = 93%	16/19=84%	10/14=71%	20/21=95%
LEP		0/0=100%	1/1=100%	0
Black	*	5/5=100%	3/7=43%	7/8=88%
Asian		1/1=100%	1/1=100%	2/2=100%
Hispanic		4/4=100%	2/3=67%	4/4=100%
Multi		2/2=100%	6/6=100%	6/7=86%
White		58/62=94%	58/66=88%	44/52 = 85%

ELA - KEY SUBGROUPS: Grade 5

Number of students passing/total assessed (%)

Group	Spring 13	Spring 14	Spring 15	Spring 16
Sp Ed		1/5=20%	3/6=50%	9/17= 53 %
Free/Red	11/13 = 85%	9/12=75%	12/17=71%	14/20=70%
LEP		1/1=100%	0/0=0%	0/1=0%
Black		5/5=100%	5/5=100%	4/5=80%
Asian		0/0	1/1=100%	0/1=0%
Hispanic		2/2=100%	4/4=100%	2/3=66%
Multi		3/3=100%	2/2=100%	5/6=83%
White		65/71=92%	49/61=77%	54/69 =78%

MATH - KEY SUBGROUPS: Grade 5

Number of students passing/total assessed (%)

Grp	Spring 13	Spring 14	Spring 15	Spring 16
Sp Ed		5/5=100%	4/6=67%	9/ 17= 53%
Free/Red	12/13 = 92%	10/12=83%	13/17=76%	12/20= 60%
LEP		1/1=100%	0/0=0%	1/1=100%
Black		4/5=80%	5/5=100%	4/5=80%
Asian		0/0	1/1=100%	1/1=100%
Hispanic		2/2=100%	4/4=100%	3/3=100%
Multi		3/3=100%	2/2=100%	6/6=100%
White		68/71=96%	51/61=84%	59/69 =86%

ELA-TOTAL SUBGROUPS: All Grades

Number of students passing/total assessed (%)

Group	Spring 13	Spring 14	Spring 15	Spring 16
Sp Ed		18/25=72%	20/30=67%	21/37=57%
Free/Red	47/50=94%	41/47=87%	44/56=79%	47/60=78%
LEP		2/2=100%		
Black		18/19=95%		
Asian		2/2=100%		
Hispanic		8/8=100%		
Multi		9/9=100%		
White		195/208=94%		147/179=82%

MATH-TOTAL SUBGROUPS: All Grades

Number of students passing/total assessed (%)

Group	Spring 12	Spring 13	Spring 15	Spring 16
Sp Ed			14/30=46%	20/37=54 %
Free/Red	34/38=89%	47/50=94%	38/56=68%	46/60= 77%
LEP				
Black				
Asian				
Hispanic				
Multi				
White	178/192=93%			146/179=82%

SCIENCE - OVERALL

Number of students passing/total assessed (%)
From each "Disaggregation Summary Report"

Grade*	Spring 13	Spring 14	Spring 15	Spring 16
4	N/A	60/66=91%	62/83=75%	58/77=75%

SOCIAL STUDIES - OVERALL

Number of students passing/total assessed (%)
From each "Disaggregation Summary Report"

Grade*	Spring 13	Spring 14	Spring 15	Spring 16
5	61/71=86%	70/81=86%	N/A	64/85=76%

Science - KEY SUBGROUPS: Grade 4

Number of students passing/total assessed (%)

Group	Spring 13	Spring 14	Spring 15	Spring 16
Sp Ed			6/12=50%	5/11=45%
Free/Red	N/A	16/19=84%	5/14=36%	17/21=81%
LEP			0/1=0%	0
Black			2/7=29%	5/8=63%
Asian			0/1=0%	1/2=50%
Hispanic			2/3=67%	4/4=100%
Multi			5/6=83%	5/7=71%

Social Studies - KEY SUBGROUPS: Grade 5

Number of students passing/total assessed (%)

Group	Spring 13	Spring 14	Spring 15	Spring 16
Sp Ed			N/A	6/ 17= 35%
Free/Red	9/13= 69%	9/12=75%		11/20= 55%
LEP				1/1=100%
Black				4/5=80%
Asian				0/1=0%
Hispanic				2/3=66%
Multi				5/6=83%

ELA - Growth

From "DOE Compass"

	Spring 13	Spring 14	Spring 15	Spring 16
Bottom 25% with High Growth	65.7%	55.3%	68.4%	
Top 75% with High Growth	48.5%	43.1%	49.1%	
Overall Group with Low Growth	14.7%	23.1%	23%	

MATH – Growth

	Spring 13	Spring 14	Spring 15	Spring 16
Bottom 25% with High Growth	62.9%	52.6%	46.2%	
Top 75% with High Growth	62.7%	55%	46.4%	
Overall Group with Low Growth	16.1%	17.7%	21.5%	

ATTENDANCE – School Average

Number of students passing/total assessed (%)

	2012-13	2013-14	2014-15	2015-16
Yearly ADA	97.0%	97.4%	97.0%	98%
Q1	97.6%	98%	97.7%	98.2%
Q2	97%	97%	97.0%	97.8%
Q3	97.6%	97%	97.4%	98%

BEHAVIOR REFERRALS

Number of students passing/total assessed (%)

2013-14	2015-16	# Referrals Cumulative	# Bus	%Students w/no Referrals
# Referrals Cumulative - 57	Q1	17	5	98%
# Bus - 12	Q2	42	14	94%
%Students w/no Referrals - 94%	Q3	57	18	92%
	Total Avg.	76	21	91%

**P.L. 221 Calendar
2016-2017
Utica Elementary**

Week	Professional Development	Group	Monitoring
			Who – How monitored How results are used
July 25-29	July 25 th ELearning Conference July 26 th Welcome and Kick-off at CHS July 27 th Building Level Meetings	District Principal	
August 1-5	<u>Quarterly Focus: Setting Priorities</u> Week One: PBIS- Review of Procedures Q1 Pacing Guide Review & Instructional Planning LAR Creation	Principal/AIC/BLT Grade Level Grade Level	Lesson Plans Lesson Plans/Walk Through MRF/Data Binders
August 8-12	<u>Quarterly Focus: Setting Priorities</u> Week Two: DataWise Goal Setting (Students & Staff) Create DMR and Reading/LA skill review GCW Assessment Creation	Principal/AIC/BLT Data Teams Grade Level	Lesson Plans Lesson Plans/Walk Through MRF/Data Binders
August 15-19	<u>Quarterly Focus: Setting Priorities</u> Week Three: DataWise Goal Setting LAR Creation IMPACT planning	Principal/AIC/BLT Grade Level Data Teams	MRF/Walk Through Lesson Plans Lesson Plans/Walk Through MRF/Data Binders
August 22 - 26	<u>Quarterly Focus: Setting Priorities</u> Week Four: DataWise Goal Setting LAR Creation GCW Test data review & skill planning (Create DMR and Reading/LA skill review)	Principal/AIC/BLT Grade Level Data Teams	Lesson Plans/Walk Through Lesson Plans/Walk Through Lesson Plans/Walk Through MRF/Data Binders
August 29- September 2	<u>Quarterly Focus: Setting Priorities</u> Week Five: DataWise Goal Setting GCW Assessment Creation Hallway Walks (observe Guided Reading Groups)	Principal/AIC/BLT Grade Level Data Teams	Lesson Plans Lesson Plans/Walk Through MRF/Data Binders
September 6 - 9 NO SCHOOL, Sept. 5	<u>Quarterly Focus: Setting Priorities</u> Week Six: DataWise Goal Setting LAR Creation GCW Test data review & skill planning (Create DMR and Reading/LA skill review)	Principal/AIC/BLT Grade Level Data Teams	Lesson Plans Lesson Plans/Walk Through MRF/Data Binders

<p>September 12 - 16</p>	<p><u>Quarterly Focus: Setting Priorities</u> Week Seven: DMR and conceptual math resources LAR Creation IMPACT data review & skill planning</p>	<p>Principal/AIC/BLT PBIS Team Grade Level Data Teams</p>	<p>MRF/Walk Through Lesson Plans Lesson Plans/Walk Through MRF/Data Binders</p>
<p>September 19 - 23 <i>TEACHERS ONLY, Sept. 21</i></p>	<p><u>Quarterly Focus: Setting Priorities</u> Week Eight: Reading Framework and Complex/Gradient Text GLM Writing Prompt grading GCW Test data review & skill planning (Create DMR and Reading/LA skill review)</p>	<p>Principal/AIC/BLT Grade Level Data Teams</p>	<p>Lesson Plans/Walk Through Lesson Plans/Walk Through Lesson Plans/Walk Through MRF/Data Binders</p>
<p>September 26-30</p>	<p><u>Quarterly Focus: Setting Priorities</u> Week Nine: Reading Stamina Q2 Pacing Guide Review & Instructional Planning GLM to set IMPACT groups</p>	<p>Principal/AIC/BLT Grade Level Data Teams</p>	<p>Lesson Plans Lesson Plans/Walk Through MRF/Data Binders</p>
<p>October 17 - 21</p>	<p><u>Quarterly Focus: Examining Instruction</u> Week One: PRIDE Planning & Data Review LAR Creation Hallway Walks</p>	<p>Principal/AIC/BLT Grade Level Data Teams</p>	<p>Lesson Plans Lesson Plans/Walk Through MRF/Data Binders</p>
<p>October 24 - 28</p>	<p><u>Quarterly Focus: Examining Instruction</u> Week Two: Rigor in Literacy Instruction – Utilizing gradient text GCW Assessment Creation GCW Test data review & skill planning (Create DMR and Reading/LA skill review)</p>	<p>Principal/AIC/BLT Grade Level Data Teams</p>	<p>MRF/Walk Through Lesson Plans Lesson Plans/Walk Through MRF/Data Binders</p>
<p>October 31 - November 4</p>	<p><u>Quarterly Focus: Examining Instruction</u> Week Three: Rigor in Literacy Instruction - DOK LAR Creation IMPACT data review & skill planning</p>	<p>Principal/AIC/BLT Grade Level Data Teams</p>	<p>Lesson Plans/Walk Through Lesson Plans/Walk Through</p>
<p>November 7 - 11 <i>Teacher only Nov.8</i></p>	<p><u>Quarterly Focus: Examining Instruction</u> Week Four: Responding to Literature LAR Creation GCW Test data review & skill planning (Create DMR and Reading/LA skill review)</p>	<p>Principal/AIC/BLT Grade Level Data Teams</p>	<p>Lesson Plans Lesson Plans/Walk Through MRF/Data Binders</p>
<p>November 14 - 18</p>	<p><u>Quarterly Focus: Examining Instruction</u> Week Five: Rigor in Mathematic Instruction (Developing a common Language) GCW Assessment Creation Hallway Walks</p>	<p>Principal/Math Queen/BLT Grade Level Data Teams</p>	<p>Lesson Plans Lesson Plans/Walk Through MRF/Data Binders</p>

<p>November 21 - 22 <i>NO SCHOOL,</i> Nov. 23 - 25</p>	<p><u>Quarterly Focus: Examining Instruction</u> Week Six: PRIDE Planning LAR Creation GCW Test data review & skill planning (Create DMR and Reading/LA skill review)</p>	<p>Principal/AIC/BLT Grade Level Data Teams</p>	<p>MRF/Walk Through Lesson Plans Lesson Plans/Walk Through MRF/Data Binders</p>
<p>November 28- December 2</p>	<p><u>Quarterly Focus: Examining Instruction</u> Week Seven: Rigor in Mathematic Instruction (Problem Solving) LAR Creation IMPACT data review & skill planning</p>	<p>Principal/Math Lead/BLT Grade Level Data Teams</p>	<p>Lesson Plans/Walk Through Lesson Plans/Walk Through Lesson Plans/Walk Through MRF/Data Binders</p>
<p>December 5 - 9</p>	<p><u>Quarterly Focus: Examining Instruction</u> Week Eight: Building data review GLM Writing Prompt grading GCW Test data review & skill planning (Create DMR and Reading/LA skill review)</p>	<p>Principal/AIC/BLT Grade Level Data Teams</p>	<p>Lesson Plans Lesson Plans/Walk Through MRF/Data Binders</p>
<p>December 12 - 16</p>	<p><u>Quarterly Focus: Examining Instruction</u> Week Nine: Building data review Q3 Pacing Guide Review & Instructional Planning GLM to set IMPACT groups</p>	<p>Principal/AIC/BLT Grade Level Data Teams</p>	<p>Lesson Plans Lesson Plans/Walk Through MRF/Data Binders</p>
<p>January 3 - 6</p>	<p><u>Quarterly Focus: Planning for Progress</u> Week One: Pride Planning and Data Review PRIDE LAR Creation</p>	<p>Principal/AIC/BLT Grade Level Data Teams</p>	<p>MRF/Walk Through Lesson Plans Lesson Plans/Walk Through MRF/Data Binders</p>
<p>January 9 -13</p>	<p><u>Quarterly Focus: Planning for Progress</u> Week Two: Aligning instruction to evaluation tool GCW Assessment Creation GCW Test data review & skill planning (Create DMR and Reading/LA skill review)</p>	<p>Principal/AIC/BLT Grade Level Data Teams</p>	<p>Lesson Plans/Walk Through Lesson Plans/Walk Through Lesson Plans/Walk Through MRF/Data Binders</p>
<p>January 17 - 20 <i>NO SCHOOL,</i> Jan. 16</p>	<p><u>Quarterly Focus: Planning for Progress</u> Week Three: Mental Math and Math Fact Mastery resources LAR Creation IMPACT data review & skill planning Hallway Walks</p>	<p>Principal/Math Lead/BLT Grade Level Data Teams</p>	<p>Lesson Plans Lesson Plans/Walk Through MRF/Data Binders</p>
<p>January 23 -27</p>	<p><u>Quarterly Focus: Planning for Progress</u> Week Four: Problem Solving and resources LAR Creation GCW Test data review & skill planning (Create DMR and Reading/LA skill review)</p>	<p>Principal/Math Lead/BLT Grade Level Data Teams</p>	<p>Lesson Plans Lesson Plans/Walk Through MRF/Data Binders</p>

<p>January 30 - February 3</p>	<p><u>Quarterly Focus: Planning for Progress</u> Week Five: Reading Framework and resources GCW Assessment Creation Hallway Walks</p>	<p>Principal/AIC/BLT Grade Level Data Teams</p>	<p>MRF/Walk Through Lesson Plans Lesson Plans/Walk Through MRF/Data Binders</p>
<p>February 6 - 10</p>	<p><u>Quarterly Focus: Planning for Progress</u> Week Six: Reading Framework and resources LAR Creation GCW Test data review & skill planning (Create DMR and Reading/LA skill review)</p>	<p>Principal/AIC/BLT Grade Level Data Teams</p>	<p>Lesson Plans/Walk Through Lesson Plans/Walk Through Lesson Plans/Walk Through MRF/Data Binders</p>
<p>February 13 - 17</p>	<p><u>Quarterly Focus: Planning for Progress</u> Week Seven: Pride Planning LAR Creation IMPACT data review & skill planning</p>	<p>Principal/AIC/BLT Grade Level Data Teams</p>	<p>Lesson Plans Lesson Plans/Walk Through MRF/Data Binders</p>
<p>February 21 - 24 <i>NO SCHOOL or snow make up- Feb. 20</i></p>	<p><u>Quarterly Focus: Planning for Progress</u> Week Eight: ISTEP Schedule and Training LAR Creation GCW Test data review & skill planning (Create DMR and Reading/LA skill review)</p>	<p>Principal/AIC/BLT Grade Level Data Teams</p>	<p>Lesson Plans Lesson Plans/Walk Through MRF/Data Binders</p>
<p>February 27- March 3</p>	<p><u>Quarterly Focus: Planning for Progress</u> Week Nine: Review of Building Data Wise Plans LAR Creation IMPACT data review & skill planning</p>	<p>Principal/AIC/BLT Grade Level Data Teams</p>	<p>MRF/Walk Through Lesson Plans Lesson Plans/Walk Through MRF/Data Binders</p>
<p>March 6 -10</p>	<p><u>Quarterly Focus: Planning for Progress</u> Week Ten: Review of Building Data Wise Plans GLM Writing Prompt grading GCW Test data review & skill planning (Create DMR and Reading/LA skill review)</p>	<p>Principal/AIC/BLT Grade Level Data Teams</p>	<p>Lesson Plans/Walk Through Lesson Plans/Walk Through Lesson Plans/Walk Through MRF/Data Binders</p>
<p>March 13 -17</p>	<p><u>Quarterly Focus: Planning for Progress</u> Week Eleven: Review of Building Data Wise Plans Q4 Pacing Guide Review & Instructional Planning GLM to set IMPACT groups</p>	<p>Principal/AIC/BLT Grade Level Data Teams</p>	<p>Lesson Plans Lesson Plans/Walk Through MRF/Data Binders</p>
<p>April 3 - 7</p>	<p><u>Quarterly Focus: Sustainability</u> Week One: Building Data Review and PRIDE Planning LAR Creation Hallway Walks</p>	<p>Principal/AIC/BLT Grade Level Data Teams</p>	<p>Lesson Plans Lesson Plans/Walk Through MRF/Data Binders</p>

<p>April 10 -14</p>	<p><u>Quarterly Focus: Sustainability</u> Week Two: Problem solving and resources GCW Assessment Creation GCW Test data review & skill planning (Create DMR and Reading/LA skill review)</p>	<p>Principal/Math Lead/BLT Grade Level Data Teams</p>	<p>MRF/Walk Through Lesson Plans Lesson Plans/Walk Through MRF/Data Binders</p>
<p>April 17 -21</p>	<p><u>Quarterly Focus: Sustainability</u> Week Three: Reading Framework and resources LAR Creation IMPACT data review & skill planning</p>	<p>Principal/AIC/BLT Grade Level Data Teams</p>	<p>Lesson Plans/Walk Through Lesson Plans/Walk Through Lesson Plans/Walk Through MRF/Data Binders</p>
<p>April 24 - 28</p>	<p><u>Quarterly Focus: Sustainability</u> Week Four: ISTEP Schedule and Training LAR Creation GCW Test data review & skill planning (Create DMR and Reading/LA skill review)</p>	<p>Principal/AIC/BLT Grade Level Data Teams</p>	<p>Lesson Plans Lesson Plans/Walk Through MRF/Data Binders</p>
<p>May 1 -4 <i>NO SCHOOL or snow make up– May 5</i></p>	<p><u>Quarterly Focus: Sustainability</u> Week Five: Pride Planning GCW Assessment Creation Hallway Walks</p>	<p>Principal/AIC/BLT Grade Level Data Teams</p>	<p>Lesson Plans Lesson Plans/Walk Through MRF/Data Binders</p>
<p>May 8 - 12</p>	<p><u>Quarterly Focus: Sustainability</u> Week Six: Building Data Review LAR Creation GCW Test data review & skill planning (Create DMR and Reading/LA skill review)</p>	<p>Principal/AIC/BLT Grade Level Data Teams</p>	<p>MRF/Walk Through Lesson Plans Lesson Plans/Walk Through MRF/Data Binders</p>
<p>May 15 - 19</p>	<p><u>Quarterly Focus: Sustainability</u> Week Seven: Building Data Review EOY IMPACT data review & skill planning</p>	<p>Principal/AIC/BLT Grade Level Data Teams</p>	<p>Lesson Plans/Walk Through Lesson Plans/Walk Through Lesson Plans/Walk Through MRF/Data Binders</p>
<p>May 22 - 26</p>	<p><u>Quarterly Focus: Sustainability</u> EOY: Building Data Review GLM Writing Prompt grading GLM to set & review growth IMPACT</p>	<p>Principal/AIC/BLT Grade Level Data Teams</p>	<p>Lesson Plans/Walk Through Lesson Plans/Walk Through</p>
<p>May 30-June 1 <i>NO SCHOOL– May 29</i> Last student day- June 1</p>	<p><u>Quarterly Focus: Sustainability</u> EOY</p>	<p>Principal/AIC/BLT Grade Level Data Teams</p>	<p>Lesson Plans/Walk Through Lesson Plans/Walk Through</p>

Grade Level/Subject Area: School Wide – Reading/ Language Arts

Area of Focus: Reading/Language Arts

Staff will examine data, identify students’ needs, align curriculum, identify essential outcomes, develop common formative assessments, and assist students with becoming self-assessors through the use of rubrics and exemplars.

Every classroom teacher will implement the corporations Literacy Framework that includes a focused mini lesson, word work, guided reading groups using gradient text, writer’s workshop, and independent reading.

Task (What specific tasks will you implement to reach goal?) When (will you complete task?) Who (will be responsible?)

Teacher Training on Data Wise and data driven instruction	July and August 2016	Principal
Grade level and cross grade level staff will engage in on-going collaborative professional development focused on interpreting data and goal setting.	Ongoing during Period 0	Principal, BLT, and Staff
Teacher Training on Instructional Strategies	Initial Training August	BLT, AIC, & Principal
Grade level and cross grade level staff will engage in and present ongoing, collaborative professional development focused on increasing the use of research based instructional strategies:	August - May	BLT, AIC, & Principal
Guided Reading	August	BLT, AIC, & Principal
Utilizing gradient and complex text	September & October - Initial	BLT, AIC, & Principal
Responding to Literature	November	BLT, AIC, & Principal
DOK Learning Outcomes	Ongoing but focus in October	AIC, BLT, & GT Coordinator
Intervention strategies	August – May during grade level planning	AIC, Interventionist, & Staff
Professional Development on Strategies which focus on Stamina, Text Complexity, Five Components of Reading, and Close Reading Strategies	August – May during Period 0 grade level meetings	AIC and Principal
Professional Development on ways to assist teachers on how to measure and build stamina in Reading.	August and ongoing as needed during Period 0	BLT, AIC, & Principal

Grade Level/Subject Area: School Wide – Math

Area of Focus:

Staff will examine data, identify student needs, align curriculum, and develop common assessments. All classrooms will implement the Numeracy Framework with mental math, DMR, math fact mastery, conceptual learning, and an emphasis on problem solving.

<u>Task (What specific tasks will you implement to reach goal?)</u>	<u>When (will you complete task?)</u>	<u>Who (will be responsible?)</u>
Teacher Training on Data Wise and data driven instruction	July and August 2016	Principal
Grade level and cross grade level staff will engage in on-going collaborative professional development focused on interpreting data and goal setting.	July - May	Principal, BLT, and Staff
Teachers will launch Balanced Math Framework.	July 2016 and ongoing	Staff
Grade level and cross grade level staff will engage in and present ongoing, collaborative professional development focused on increasing the use of Numeracy Framework components:	Ongoing during Period 0	Principal, Math Leader, BLT, & Staff
Explore unwrapping the standards for conceptual units and incorporating into the DMR.	September 2016	Principal, Math Leader, & BLT
Teacher Training on Problem Solving Strategies	Initial Training November 2016 and then ongoing	Principal, Math Leader, & BLT
Staff will collaborate on developing a common math vocabulary for students and instructional math terminology for problem solving steps.	Ongoing but focus in November	Principal, Math Leader, & Staff
Collaborate and build resources for Mental Math and Math Fact Mastery.	Ongoing but focus in January	Principal, Math Leader, & Staff
Reflect and refine Problem Solving instructional practices and resources.	April 2016	Principal, Math Leader, & BLT

Grade Level/Subject Area: School Wide – Behavior

Area of Focus: PRIDE

Every classroom teacher will implement Positive Behavior Intervention Systems and utilize the corporations PRIDE rubric to establish and portray core beliefs of life skills.

PLC time will provide opportunities for teachers to examine data, identify students’ needs, identify essential outcomes, and develop support plans.

<u>Task (What specific tasks will you implement to reach goal?)</u>	<u>When</u> (will you complete task?)	<u>Who (will be responsible?)</u>
Utica Principal will launch the 2016-2017 PBIS program.	July 2016	Principal
Weekly Utica PBIS program will celebrate students demonstrating PRIDE skills at Morning Assembly.	August - May	Principal/Staff
Utica teachers will provide weekly social skills lessons to support PRIDE skills and to focus on self-regulation.	August - May	Teachers
A student from each classroom exhibiting exemplary PRIDE skills will be recognized each month.	September - May	Teachers
Utica PBIS Team and Teachers will submit activities during Period Zero to a livebinder to support self-regulation instruction.	October - May	PBIS Team/Staff
Utica will use Tier 1, 2, and 3 plans to help set goals and reinforce self-regulation skills.	August - May	SAM/Teachers
Utica PBIS Team and Teachers will lead monthly PD sessions to reinforce the social skills and self-regulation program.	August - May	PBIS Team/Teachers
Utica Principal will share quarterly behavior data on the dashboard and during Period Zero with staff.	October, January, March, and May	Principal/SAM

No statutes and/or rules
will be waived by
Utica Elementary
School.

Fall, 2016
Year

School Planning Review Team

NAME	POSITION	SIGNATURE
Kathy Gilland	Principal	<i>Kathy Gilland</i>
Mary Beth Lawson	AIC	<i>Mary Beth Lawson</i>
Hilda Kendrick	Teacher	<i>Hilda Kendrick</i>
Melissa Receveur	Teacher	<i>Melissa Receveur</i>
Lisa Miller	Teacher	<i>Lisa Miller</i>
Pat Buechler	Teacher	<i>Pat Buechler</i>
Renee Hoyland	Teacher	<i>Renee Hoyland</i>
Jackie Sanders	Teacher	<i>Jackie Sanders</i>
Ashleigh Emily	Teacher	<i>Ashleigh Emily</i>



**IDOE School Improvement and Professional Development
Building Level Assurance Form
Principal / Exclusive Representative Signatures**

Used Only When Exclusive Representative Signs Each School Individually.

DOE Building Number	0807
Building Name	Utica Elementary

As principal, I verify that the individual professional development plans for all schools within the corporation align with the overall corporation's objectives, goals and expectations. (IC 20-20-31-5)

Principal Name (Print)	Kathy Gilland
Principal's Signature	<i>Kathy Gilland</i>
Date Signed	Sept. 9, 2016

The exclusive representative is required to demonstrate support "only for the professional development program component of the plan."

By signing this form, I demonstrate my support for the professional development program for this school listed above as they have been reviewed, revised, and submitted as part of the Strategic and Continuous School Improvement and Achievement Plan. (511 IAC 6.2-3-3(10))

Exclusive Representative Name (Print)	Ol Wacker Amanda Wacker
Exclusive Representative Signature	<i>Ol Wacker</i>
Date Signed	Sept. 9, 2016

This signed form should be kept on file at the school's office.

Principals will electronically assure that this form is signed and on file at the school during the Legal Standard 1 School Improvement Plan Submission process.

It is NOT necessary to return this form to the Indiana Department of Education.

Appendix

Kindergarten 60 Minute Math Block

<u>Time Frame</u>	<u>Lesson/Activity/Plan</u>
10-15 Minutes	Daily Balanced Math Review <ul style="list-style-type: none"> • Completed whole group with guided practice and discussions about numeracy and problems solved • Independent assessment-given at minimum bi-weekly
10-15 Minutes	Focus Lesson-(I do and We do) <ul style="list-style-type: none"> • Based on current goal clarity • Teacher led and guided whole group instruction/practice
15-20 Minutes	Practice-(We do and You do) <ul style="list-style-type: none"> • Small group and partner practice of standards taught • Independent practice of skills taught • If no RTI (response to intervention) time is provided outside the 60 minute math block, pull small groups to support during this time
5-10 Minutes	Lesson Wrap-Up <ul style="list-style-type: none"> • Whole group discussion with questions and answers about lesson

*****Problem Solving-**Problem solving should be included 1 day per week into your math schedule

*****Notes on Calendar-** Calendar time is not included in your 60 minute math block. It can be done in a morning meeting time or other times available throughout the morning. Calendar should be a quick focus on days of the week, months, yesterday, today, and tomorrow and upcoming events for students. Math lessons with counting and numbers should not be taught using the actual calendar as it is not set up in a base ten fashion. Included in the calendar time should be, daily counting to by ones and tens to 100 using a hundreds chart. Number recognition can also be practiced during this time using the hundreds chart.

2016-2017 Math Block Framework

Greater Clark Schools has adopted a balanced approach to mathematic instruction that requires 60 minutes per day of direct instruction and includes: Computational Skills – Math review and mental math, Problem Solving, Conceptual Understanding, Math Fact Mastery, and Common Formative Assessment.

Components	Total Time: 60 minutes	Ideas/Daily Specifics
Math Review & Mental Math	15-20 Minutes	Assessment every two weeks <ul style="list-style-type: none"> • First ½ of the time students are working and teacher is monitoring • Second ½ of the time the class is processing together through various methods (see <i>Bal. Math</i>) • About 3-5 minutes on mental math (can be done at other times of the day, such as transitions)
Instructional Unit (GCW) w/Conceptual Skills	30-40 Minutes	Assessments (Learning Checks and District-Wide CQA) every 2 weeks <ul style="list-style-type: none"> • First 10-15 minutes is a hook/teaching moment • Differentiate instruction to meet individual needs by using guided practice, small groups, peer tutors, workstations, etc. • Math Journal Quick Writes • Discussion and using various TPT's • Reread standard, ask kids if they met the standard. (WALT)
Formal Problem Solving	35 – 40 Minutes	Bi-weekly
Math Fact Mastery	5 - 10 Minutes	Goal setting

GCCS Literacy Framework

90 Minute Literacy Block (Kindergarten - 2)		
Time Guidelines	Intent	Notes
10-20 minutes	Focused Mini Lesson	Gradual Release of Responsibility- I do, we do, you do Intentional, explicit instruction on the Daily Learning Target Includes visual representation (Anchor Chart)
20 minutes	Word Work Kindergarten Focus on Foundation standards Grade 1 Build on foundations with emphasis on phonics & fluency Grade 2 Advanced Phonics, Fluency, Comprehension	Gradual Release of Responsibility- I do, we do, you do
20 minutes Variables that may influence gaps: student needs, class size, amount of time in literacy block.	Guided Reading Group Kindergarten Focus is Basic story elements independently (5 standards) Grade 1 Focus Shifts to a balance of foundations, RL, and RN with an emphasis on phonics and fluency Grade 2 Comprehension shifts to more complex thinking through the text independently	5-6 students using gradient text (levelled texts) that are at the student's' instructional level (100 points higher than their independent level)
This happens while not in groups	Independent/Shared Reading Writing - Interactive/ Constructive Response	Appropriate levelled text Writing journals Gradual Release of Responsibility- I do, we do, you do
30 - 45 Minute Writing Block		
Time	Intent	Notes
	Writer's Workshop	6+1 Writing Traits Writing Process

SPECIAL ED

Co-teaching during core

Guided Reading – Specially Designed Instruction (SDI) and/or

Push in/ Pull out – SDI (supports IEP)

ELL

Co-teaching during core, push in/pull out Language Acquisition Support (supports ILP)

90 Minute Literacy Block (3rd and 4th Grade)		
Time Guidelines	Intent	Notes
10-20 minutes	Focused Mini Lesson	Gradual Release of Responsibility- I do, we do, you do Intentional, explicit instruction on the Daily Learning Target Includes visual representation (Anchor Chart)
20 minutes	Word Work	Gradual Release of Responsibility- I do, we do, you do
20 minutes Variables that may influence grps: student needs, class size, amount of time in literacy block.	Guided Reading Group	5-6 students using gradient text (levelled texts) that are at the student's' instructional level (100 points higher than their independent level)
This happens while students are not in groups	Independent/Shared Reading Writing - Constructive Response to Text	Appropriate Levelled Texts Writing Journals Cornell Notes Complex Thinking/ Work products Gradual Release of Responsibility- I do, we do, you do
30 - 45 Minute Writing Block (3rd and 4th Grade)		
Time	Intent	Notes
	Writer's Workshop	6+1 Writing Traits Writing Process

SPECIAL ED

Co-teaching during core

Guided Reading – Specially Designed Instruction (SDI) and/or

Push in/ Pull out – SDI (supports IEP)

ELL

Co-teaching during core, push in/pull out Language Acquisition Support (supports ILP)

90 Minute Literacy Block (5th and 6th Grade)		
Time	Intent	Notes
10-20 minutes	Focused Mini Lesson	Gradual Release of Responsibility- I do, we do, you do Intentional, explicit instruction on the Daily Learning Target Includes visual representation (Anchor Chart)
20 minutes	Word Work	Gradual Release of Responsibility- I do, we do, you do
20 minutes (*elem - 3 groups per day) (ms - 2 groups per) *Variables that may influence grps: student needs, class size, amount of time in literacy block. Guided reading needs to be 40-45 minutes (two groups per day).	Guided Reading Group	5-6 students using gradient text (levelled texts) that are at the student's instructional level (100 points higher than their independent level)
This happens while students are not in groups	Independent/shared Reading Writing - Constructive Response	Appropriate Levelled Texts Writing Journals Cornell Notes Complex Thinking/ Work products Gradual Release of Responsibility- I do, we do, you do
30 - 45 Minute Writing Block (5th and 6th Grade)		
Time	Intent	Notes
	Writer's Workshop	6+1 Writing Traits Writing Process

SPECIAL ED

Co-teaching during core

Guided Reading – Specially Designed Instruction (SDI) and/or

Push in/ Pull out – SDI (supports IEP)

ELL

Co-teaching during core, push in/pull out Language Acquisition Support (supports ILP)

30 Minute IMPACT Block (K - 5th Grade)		
Tier	Intent	Resources
1	Literacy enrichment/acceleration during IMPACT time with Gen Ed teacher Self-Directed Product oriented/project based	Each gen ed teacher should have a Tier 1 and Tier 2 group in classroom during IMPACT in order to maintain appropriate sizes of Tier 2 groups to be effective (see below) <ul style="list-style-type: none"> ● GT programming ● Gradient texts appropriate to lexile levels
2	Read 180	4th & 5th Grade Only (400+ lexile) (90 minutes)
2	Sub-skill reading deficits with gen ed teacher	<ul style="list-style-type: none"> ● LLI Guided Reading ● McGraw-Hill Reading Intervention (all components)
3	Expert will pull out students to deliver an intensive reading intervention specific to the sub-skill deficit (phonemic awareness, vocabulary, phonics, fluency, comprehension) as supported by data	<ul style="list-style-type: none"> ● McGraw-Hill Reading Intervention ● Barton Program-Need trainings (PA/phonics) ● Read Naturally (FL) ● Words Their Way (phonics/fluency) ● LIPS – Need training (PA)
3	Systems 44	Below 400 Lexile

As a rule, in order for IMPACT groups to be most effective:

- Tier 2 groups no more than 6 – 8 per group
- Tier 3 groups should be no more than 3 – 5 students per group