

Chandler Elementary School

A diverse community with a passion for learning

Mission Statement:

Children and adults celebrate a love of learning when we:

- become proficient readers and writers
- understand and apply math concepts
- seek knowledge and are curious about the world
- maintain high expectations
- engage in a world of changing technology
- create a safe and accepting environment

**TITLE 1 SCHOOLWIDE PROGRAM PLAN
&
NO CHILD LEFT BEHIND PLAN**

**Goshen Community Schools
Goshen, Indiana
2008 – 2009**

TABLE OF CONTENTS

<u>NCLB Plan</u>	
Component 1: Instructional Strategies	Pages 3 - 11
Component 2: Policies and Practices	Pages 12 - 14
Component 3: Assurance of Not Less than 10% Spent on Professional Development	Page 15
Component 4: Professional Development Activities	Pages 15 - 17
Component 5: Measurable Objectives	Pages 17 - 18
Component 6: Informing Parents	Pages 19 - 21
Component 7: The Responsibilities of School, LEA, and SEA	Page 22
Component 8: Parent Involvement	Pages 19 - 21
Component 9: Extended Educational Programs	Pages 25 - 26
Component 10: Teaching Mentoring	Pages 26 – 29
Bibliography and Appendix (Action Plans and Assessments List)	Pages 30 - 40

<u>SWP Plan</u>	
Component 1: Comprehensive Needs Assessment	Pages 3 - 11
Component 2: School-wide Reform Strategies	Pages 12 - 14
Component 3: Instruction by Highly-Qualified Teachers	Pages 26 - 29
Component 4: Professional Development	Pages 15 - 17
Component 5: Strategies to Attract Highly Qualified Teachers	Pages 26 - 29
Component 6: Strategies to Increase Parent Involvement	Pages 19 - 21
Component 7: Transition Programs	Pages 23 - 24
Component 8: Parent Involvement	Pages 19 - 21
Component 9: Assistance for Students Experiencing Difficulty Attaining Proficiency / Advanced Level Academic Standards	Pages 12 - 14
Component 10: Resources/Federal, State and Local	Page 22
Bibliography and Appendix (Action Plans and Assessments List)	Pages 30 - 40

NCLB Plan
SWP Plan

#1: INSTRUCTIONAL STRATEGIES.
#1: Comprehensive Needs Assessment

Comprehensive Needs Assessment

School Improvement Process

The Title 1 Schoolwide Plan and NCLB Report was developed during the 2007 – 2008 school year through a process that included classroom teachers, a Gifted and Talented teacher, a Literacy Intervention consultant, a Reading Recovery teacher leader, an ENL teacher, math and literacy mentors, a technology specialist, a Title 1 consultant, and the Principal with feedback from and in consultation with parents.

The report will be revised annually as required. All teachers will receive copies of the Plan and will be responsible for implementing the Action Plan during the 2008 – 2009 school year with support from the School Improvement Team and under the guidance of the Principal.

School Profile

Instructional Staff

Chandler Elementary is a K – 5 public Title 1 school serving approximately 480 students. Students are taught by forty highly-qualified instructional staff members who are an interesting mix of veterans and new teachers. Many instructional staff members have additional skills in literacy, math, or in a second language.

Support Staff

Twenty support staff are also employed at Chandler. The office is operated by two full-time secretaries, a full-time nurse, a full-time counselor, a part-time home visitor, and a full-time principal. There is a head custodian and two additional full time custodians. The cafeteria has a manager, three full-time cooks and two part-time cafeteria monitors. There are six instructional assistants with various assignments throughout the building.

Student Enrollment and Diversity

For the 2008 – 2009 school year Chandler will admit a new group of kindergarten students and transition out the present group of fifth graders to Goshen Middle School. Based on present figures and projections for next year, the enrollment for the 2008 – 2009 school year is anticipated to be:

GRADE LEVEL	# OF STUDENTS
Kindergarten	68
1	71
2	80
3	77
4	88
5	86

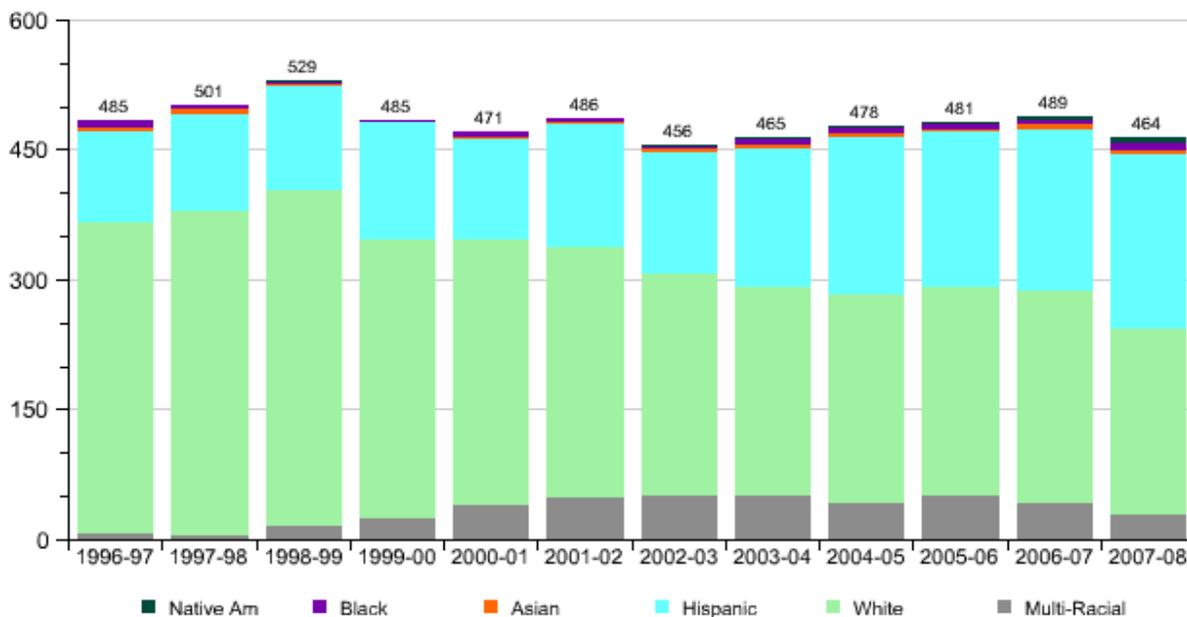
Chandler's student body is also diverse with the following ethnic groups represented:

Hispanic	Black	White	Multi-Racial	Native Am	Asian
206 stdts	12 stdts	220 stdts	30 stdts	6 stdts	4 stdts

Additionally, Chandler is the district site for the self-contained High Ability program for grades 4 and 5, which brings approximately 35 new students to Chandler each year. The high achievement of these students can be seen in the raised ISTEP scores for grades 4 and 5 and in the AYP information for grade 5 (students' scores for grade 4 still go back their home school for AYP determination).

The graph below shows how Chandler's student demographics have changed over the last ten years. Mainly it can be noted that the school has seen a significant increase in the number of Hispanic students, many of who are new English language learners. Additionally, 64 % of Chandler's population receives economic assistance, 38% are English language learners, and 13% receive Special Education services.

DEMOGRAPHIC CHANGE OVER TIME



School Location and Surrounding

The city of Goshen, with a population of just over 31,000, is a mid-sized college town located in north central Indiana in Elkhart County. It is approximately three hours away from the major metro areas of Chicago, Detroit, and Indianapolis. Within Elkhart County, Goshen Community Schools makes up all of Elkhart Township.

Goshen is the county seat for Elkhart County and is incorporated. The town is served by a mayor and a town council. Goshen is just over 13 square miles and is funded primarily by property taxes (85%) with state taxes making up the additional 15%. The tax rate per \$100 assessed value in Goshen is \$7.7582.

The city of Goshen has a number of chief industries including recreational vehicles, industrial plants, manufacturing, manufactured housing, a liberal arts college, and a cancer treatment center. Goshen also has a variety of agri-businesses including feed processing, poultry, beef, and hog breeding, poultry processing, dairy, and the field crops of corn and soy beans. The service industry is on the rise recently with the addition of the following retail chains to the area: Wal-Mart, Target, Lowes, Menards, Sam's Club, and Kohl's.

The varied economic opportunities have supported the population growth within this city. The type of employment available in Goshen attracts many young families with children. The median age of residents is 30.7 years. The largest percent of the population falls within the 25 – 44 age range. This young adult range composes 28.1 percent of the population. The second greatest concentration of residents is in the 45-64 range, which is 22.3 percent of the population.

Goshen Community Schools covers an area of 36 square miles. Across the district, 6,247 students are served by seven elementary schools, one middle school, and one high school. Chandler Elementary School is one of three Title 1 buildings in the district.

Student Data Examined

To determine the areas of focus for Chandler's improvement efforts, the School Improvement Team reviewed ISTEP scores from fall 2007, student reading levels as determined by the Rigby reading assessment, and spring 2008 NWEA data. In addition, students, parents, and teachers were surveyed relative to their perceptions of Chandler Elementary School as a whole including the areas of the academic programming, climate, discipline, and communication between home and school.

Additionally, when AYP results came out in the spring, Chandler did not make Adequately Yearly Progress in the following subjects for the following subgroups:

2007 Areas that did not make AYP
English: Limited English Proficient
Math: Limited English Proficient
Math: Free/Reduced Lunch
English: Free/Reduced Lunch
English: Special Education
Math: Special Education

Survey Information

The School Improvement Team surveyed teachers, parents, and students relative to their perceptions of Chandler's academic progress, climate, and home and school communication. The following information is a summary of these findings.

Groups Who Responded

- 40 instructional staff participated in the survey.
- 175 parents responded to the survey sent home in both English and Spanish.
- 86 students—43 from grades K – 2 and 43 from grades 3 – 5, representative of Chandler’s demographic make-up, were surveyed by adults individually reading the questions to each child.

Strengths

- Over 80% of all respondents said that students were happy at school.
- Over 80% of all respondents said that teachers cared about students.
- Over 80% of parents and students said that students were learning what was needed in the basic subjects.
- Over 80% of parents and students said that students were learning what was needed in other subjects.

Needs

- Less than 80% of respondents said that student safety and discipline was not a concern (meaning it was a concern to them).
- Less than 80% of teachers and parents were satisfied with the communication between home and school.

Based on the survey information and the academic data reviewed, the School Improvement Team determined two main areas of focus for improvement for the 2008 – 2009 school year.

It should be noted, however, that lesser improvement efforts are also underway, although not necessarily noted in the Action Plan. For example, in response to the need for increased home – school communication from the surveys, the office staff and principal will see that school newsletters are consistently prepared each month and sent home in both English and Spanish next year.

Areas of Focus

The results of all assessments and survey information points to the need to focus on:

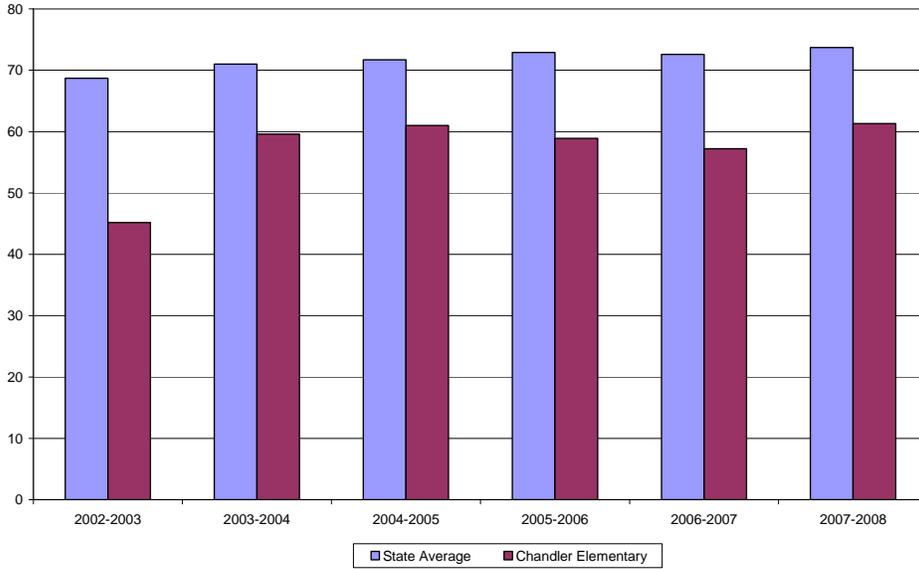
- 1) Language Arts—specifically the sub-areas of Comprehension and Vocabulary
- 2) Student Behavior—which impacts the learning environment

Action Plan

The School Improvement Team devised an Action Plan (included in the appendix) to focus on the two above areas. The team’s decisions were based on the findings from the following graphs and tables, which show the assessment results.

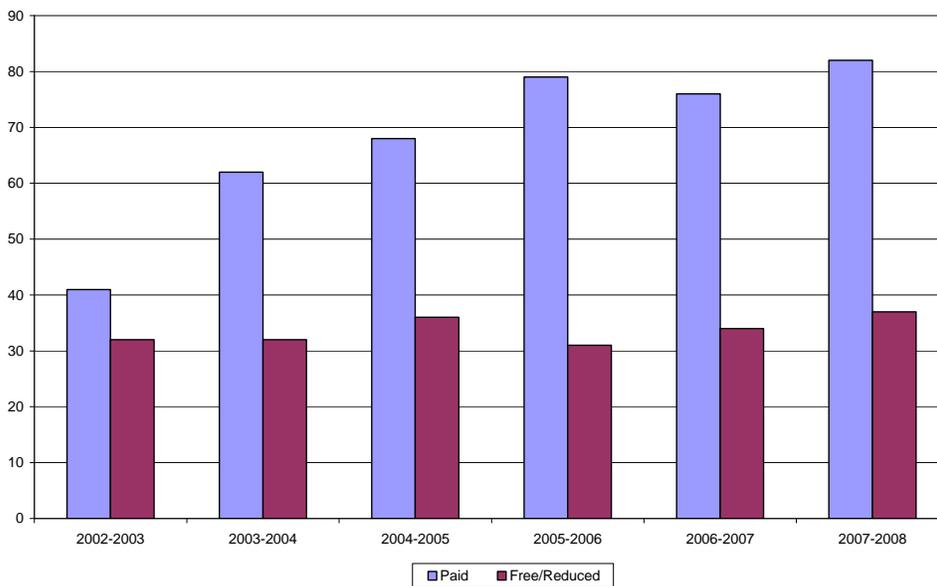
Chart and Graph Information

**ISTEP Percentage Pass Both English/Language Arts and Math
All Grades Tested**

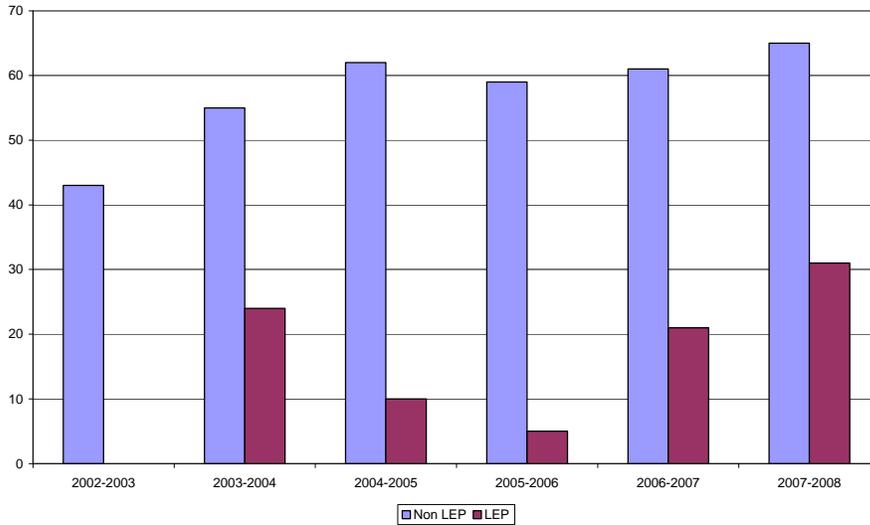


Over the last five years, Chandler’s average for students passing both L’ Arts and Math has been nearly 10% points below the state average (see graph above). The graph below shows that students receiving economic assistance have often scored more than 40% points below their peers who do not receive economic assistance.

**ISTEP Percentage Pass By Subgroup
Free and Reduced**

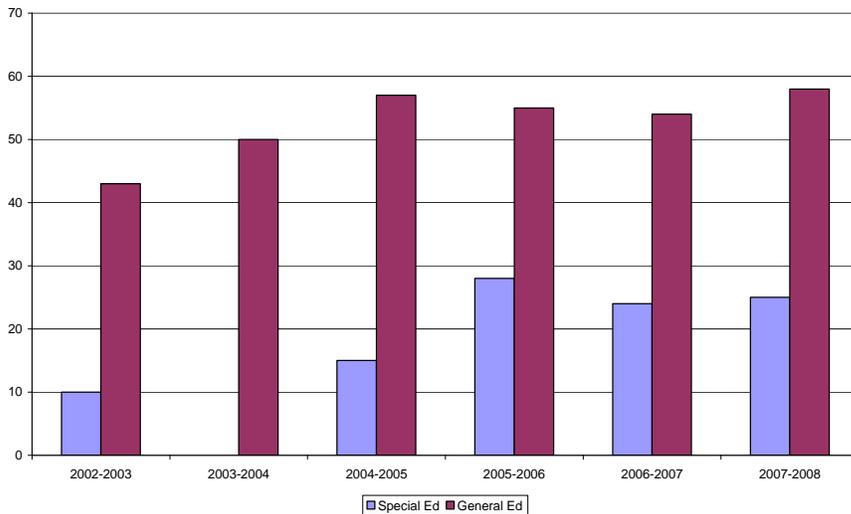


**ISTEP Percentage Pass by Subgroup
Limited English Proficient**



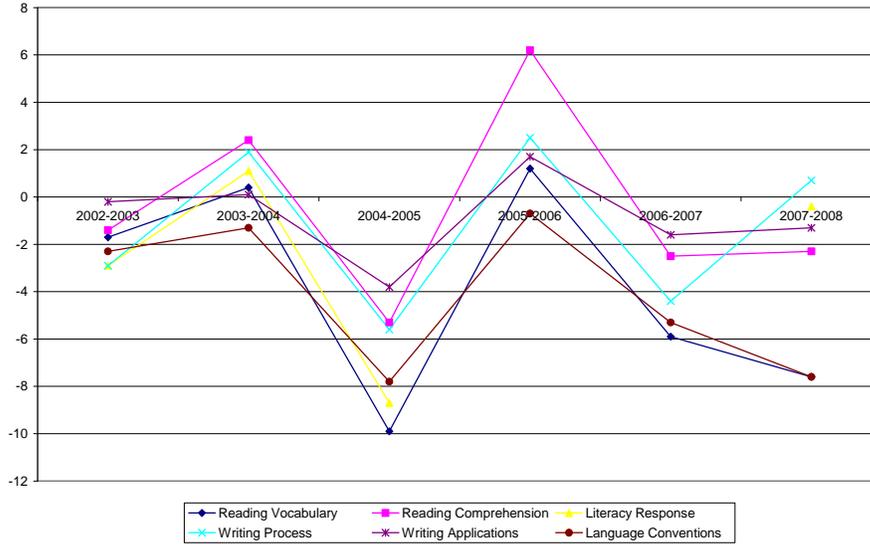
Students who are limited English proficient score even lower than those who receive economic assistance. These students require extra support and time to develop the language skills needed to successfully pass the ISTEP and other standardized tests conducted in English.

**ISTEP Percentage Pass by Subgroup
Special Education**



Students receiving Special Education are generally 20 – 30 % points behind their General Education peers.

ISTEP: Average Scores Relative to Minimum Passing Scores by Language Arts Standards



Looking at the 0 horizontal axis above as the minimum passing score, it can be seen that students need additional growth in many language arts areas. Anything that dips below the horizontal 0 axis is an area of need.

ISTEP and NWEA MAPS Test Results

2007-2008 School Year ISTEP Results

Grade Level	Pass Language Arts	Pass Math	Pass Both
3 rd Grade	52%	49%	46%
4 th Grade	55%	63%	51.8%
5 th Grade	71%	71%	62.9%

Spring 2008 NWEA MAPS Results

Grade	Math		Lang Arts		Reading	
	Above Expected	Chandler/Expected	Above Expected	Chandler/Expected	Above Expected	Chandler/Expected
2 nd Grade	26%	(181.6/191)	21%	(180/193)	26%	(181/190)
3 rd Grade	19%	(189.6/202)	24 %	(186.9/202)	32%	(187.3/200)
4 th Grade	36%	(206.5/211)	33%	(203.9/209)	43%	(205.3/207)
5 th Grade	60%	(220.6/219)	53%	(212.4/214)	59%	(214.1/212)

Instructional Strategies

Analysis of 2007-2008 ISTEP language arts scores indicate that Chandler Elementary third, fourth, and fifth graders need to improve most in the areas of vocabulary and comprehension. The need was greatest among students who receive a free lunch, are Hispanic, or part of the special education population.

Chandler Elementary School will use a variety of research based strategies to support and strengthen student Comprehension and Vocabulary including:

Independent student choice reading; [Choosing books for one's self is critical because it engages students in the world of reading (Fresch, 1995). Knowing one's preferences for topics, settings, and authors is important in building lifelong readers (Baker, Dreher, and Guthrie, 2000). Students who spend more minutes per day reading achieve higher scores on achievement tests (Pinnell, Pikulski, and Wixon, 1995). Students learn vocabulary as they read and derive meaning from context (Herman, 1987; Jenkins, Stein, and Syssocki, 1984). The amount of free reading a child does is a predictor of vocabulary expansion (Fielding, Wilson, and Anderson, 1986).]

Use of questioning and summarizing to make predictions, monitor understanding, and problem solve; [Question generation has the strongest scientific support; (NICHDX, 2000b, p.8). Teaching summarizing improves memory and recall of details including the main ideas discussed in text (Armbruster, Anderson, and Ostertag, 1987; Baumann, 1984). Students learn more effectively when they generate their own questions, summarize and exert choice in the lesson than when they do not (Andre and Anderson, 1978-79; Cohen, 1983).]

Visualizing what is read to recall details and monitor for understanding. [Visualization improves scores in comprehension (). The combination of visualizing and summarizing significantly increases comprehension by integrating the right and left brain hemispheric functioning (Bell, 1991, 2000).

Make connections to the student's background knowledge [Schema provides a framework for students to locate and choose the information that is important for their purpose for reading, helps readers organize text, and helps students build understanding, (Vacca and Vacca, 1999) Background knowledge, active engagement with ideas in the text during independent reading, and questioning the author are powerful influences on comprehension (Beck and McKeown, 1999). Vocabulary knowledge and performance on measures of reading comprehension are highly correlated, vocabulary instruction that relates new words to known concepts has the best effect on acquisition of word meaning and improvement of reading comprehension (Beck, Perfetti, and McKeown, 1982; Johnson, Toms-Bronowski, and Pittleman, 1981; Schacter, 1978).]

Make inferences about what is read.

Determine the importance of what is read.

“Fix-up” strategies for when meaning breaks down [Monitoring for comprehension, analyzing causes of error, and adjusting learning strategies accordingly contribute to higher student outcomes (Browne, Campione, and Day, 1981; Flavell, 1978). Successful learners monitor their own comprehension and adjust their learning strategies accordingly (Paris, Lipson, and Wixson, 1983; Brown and Palincsar, 1982).

Develop and maintain fluency [Rate, fluency, and accuracy are all highly related to comprehension (Pinnell et al., 1995).]

MATH

Examining the ISTEP math scores for Chandler indicates that students in grades three through five need an intervention to improve computation. Again, the free lunch, Hispanic, and special education populations’ average scores are below that of the general population. Additionally, these populations score poorly in the area of number sense.

Chandler Elementary’s math curriculum is based on Math Trailblazers. This program is research based in the areas Chandler shows need. For example, research defines the program for developing number sense and estimation skills (Sowder, 1992), and for learning math facts and whole-number operations (Carpenter, Carey, and Kouba, 1990; Carpenter et al., 1997; Isaccs and Carroll, 1999; Lampert, 1986a, 1986b; Thornton, 1978, 1990a, 1990b).

In addition, classroom teachers have analyzed the program based on ISTEP data to determine areas that need more reinforcement—specifically computation and number sense.

See Bibliography page for Works Cited.

**NCLB Plan
SWP Plan**

**#2 Adopt Policies and Practices:
#2 Schoolwide Reform Strategies
#9 Assistance For Students Who Experience Difficulty In
Attaining The Proficient or Advanced level of The Academic
Content Standards**

Policies, Practices, and Reform Strategies

The staff at Chandler Elementary School is committed to strengthening core academic subjects. In addition to the best practices already in place, the following will be emphasized and added to the best practice:

Balanced Literacy Approach

Chandler Elementary uses a balanced literacy approach to reading instruction for its best practice instruction as cited in Collins (2004) and Zemelman, Daniels, and Hyde (2005). It incorporates the five components identified by the National Reading Panel in 2002: vocabulary fluency, comprehension, phonemic awareness, and phonics.

Reading materials will be provided at the child's instructional level in a guided reading format. A conferring format will be used in selected classrooms to see if this approach produces higher gain for students.

Each grade level has access to a guided reading leveled library housing a large collection of small sets of books facilitate this strategy (Clay, 1991; Fountas and Pinnell, 1996). Evaluation of this intervention will be multi-faceted. Students' NWEA spring to spring scores will be evaluated to determine gains.

- Survey scores will be used at two different intervals to assess growth throughout the year.
- ISTEP+ data will be reviewed as will quarterly tests based on Essential Learnings created by the corporation.
- On-going informal teaching evaluations will continue.
- Running records will also be used to help determine instructional plans and effectiveness.
- The Kindergarten and First grade IRDA will be used to determine areas of strength and what needs to be addressed next to add to these areas of strength.

Uninterrupted Reading Instruction Block

Chandler will continue the two-hour daily time allotted to the teaching of literacy in the language arts block to maximize the effectiveness of teaching literacy. This will be scheduled at the same time each day to allow for systematic routine instruction (Pinnell and Scharer, 2003; Cunningham and Allington 1999, Zemelman et al).

This Year many teachers will use Making Meaning materials for reading comprehension piece and Being a Writer to deliver the writing instruction . We will continue to use

Fountas and Pinnell in the phonemic awareness and phonics, as well. Several people are using Pearson materials, Good Habits, Great Readers and Quick Reads, to address vocabulary, fluency, comprehension, phonemic awareness, and phonics instruction.

District-wide Literacy Improvement Initiative

As a district, Goshen Community Schools will partner with Dr. Robert Marzano and Associates during the 2008 – 2009 school year to look at academic vocabulary and comprehension strategies to increase student achievement at all levels. In addition, Marzano and Associates will guide Goshen Community Schools in conducting up to 25 action research projects throughout the year. Results of these projects will be shared with all instructional staff during a second whole group presentation in March.

This year-long professional development will begin with a keynote presentation for all instructional staff during the first teacher day. During the first semester each of the nine Goshen schools will send a cross-representative team of 5 – 7 participants to four additional whole-day trainings. Each team will then bring back new information to their respective buildings and conduct professional development sessions in conjunction with their building principals and other professional development staff.

Consistent Teacher Collaboration Through Professional Learning Communities (PLC Time).

Chandler Elementary School staff will participate in one 75-minute bi-weekly collaboration meeting (PLC time) within each grade level (Zemelman et al). This after-school session will look at student data and focus on Language Arts Instruction, particularly in the area of running record analysis.

During this PLC time, along other professional development opportunities, cross-grade level meetings will be held to build vertical alignment, allowing all instructional staff to strengthen points of weakness in the curriculum. This practice is cited among the best by Zemelman et al. This practice will be continually evaluated by teachers and the principal in order to determine effectiveness.

Assistance for Students Experiencing Difficulty

Daily Intervention / Enrichment Period through WOW Time (“Watch Out World”)

Chandler Elementary School will offer intervention – enrichment opportunities for grades K – 5 four days per week for 30-minutes per day.

Students below level will receive intervention from either their classroom teacher or a Title 1 intervention teacher (also a certified teacher). Student-to-teacher ratio is 6:1 or less. Instruction is tailored to meet the specific needs of students based on classroom assessment information. Classroom teachers work closely with the Title 1 interventionists to guide WOW time lessons, activities, and student progress.

Students working on or above grade level in reading, writing, and math will receive enrichment from a special class teacher (music, p.e., library, or computer).

Special Education

We will use both a push-in and a pull-out program to create a greater block of uninterrupted time for balanced literacy instruction (Zemelman et al., Pinnell and Scharer, et al.).

ENL Students

- **Sheltered English Classroom.** At Grades K and 1 all ENL students at Level 1 and most ENL students at level 2, are provided a Sheltered English experience with a bilingual teacher. Most of the instruction is in English but Spanish is used when necessary to help students understand concepts.
- **ENL Academy.** At Grades 3 – 5, an ENL Academy with a two hour block of directed ENL instruction is used. This is only for students whose ENL levels are 1 and 2. The ENL teachers use a balanced literacy approach with the SIOP model. Students have the support of their classroom teacher through a guided reading group in their classroom and receive another guided reading group in the Academy under the direction of the ENL staff.

Measurable progress is documented using LAS Links scores. ENL students would be expected to show an increase of one LAS level in one or more areas on the annual test.

Kindergarten and First Graders

The kindergarten and first grade children who are behind at the end of the year will be given another three weeks of instruction, for three – four hours per day. These children will be placed in learning settings that will have 10 children or less to focus intensely on raising children's academic achievement. This extended learning will occur right after school is done for the year.

Summer reading intervention will be offered for K, 1, and 2 three mornings a week for five weeks during June and July. This will be for 2.25 hours in conjunction with the Chandler breakfast program. Emphasis will be on guided and/or independent reading with individual conferring.

Students' progress will be monitored by Observation Survey information from the end of the year and the end of the extended session.

NCLB Plan

**#3 PROVIDE AN ASSURANCE THAT THE SCHOOL
WILL SPEND NOT LESS THAN 10% OF TITLE 1
MONIES ON PROFESSIONAL DEVELOPMENT.**

Please note the amount allocated for Professional Development in the grant application. This amount of \$19,500 will be carefully and fully spent to assure high quality professional development for all Chandler Elementary teachers, particularly in the continued study of best practice literacy, assessments, data analysis, and intervention.

**NCLB Plan
SWP Plan**

**#4 PROFESSIONAL DEVELOPMENT ACTIVITIES
#4 Professional Development**

Expenditure of Funds

The expenditure of professional development funds will occur in the following ways:

- Costs related to the Chandler building-based team attending four whole-day in-service times with Marzano and Associates (subs, meals, and supplies).
- Costs for new staff to attend the DuFour Professional Learning Communities Summit to examine additional ways to: gather and analyze data, design scheduling models to accommodate students needing extra time and support, and use formative and summative assessments to progress monitor and plan appropriate interventions (see Solution Tree website). Money will go toward subs, meals, materials, and travel costs.
- Cost of School Improvement Team to meet for extended blocks of time to update the School-wide and NCLB plans and meet in consultation with the outside expert(s) related to Corrective Action. Costs incurred will include subs, meals, travel, outside expert consulting fees, and meeting facilities.
- Cost of RTI Team attending CIM (Comprehensive Intervention Model) training through Purdue University during the 2008 – 2009 school year. Money will go toward subs, meals, materials, travel, and in-service training costs.

Additional Professional Development Activities Outlined

Marzano training – Focus on instructional strategies and vocabulary:

- All GCS staff will attend an initial two-hour training on Aug. 11, 2008.
- Four full-days of team training will occur on:
 - Oct. 8-9, 2008
 - Oct. 28, 2008
 - Nov. 19, 2008
- Teams will be invited to be a part of an action research project.

Classroom K-5 Literacy support

- Continuing Contact
- Coaching/Mentoring

Intervention Small Groups - Comprehensive Intervention Model

- Certified RR teachers will be attending a year-long study of intervention techniques for small group intervention – initial year of training
 - 3 day intensive training at Purdue early in the school year
 - bi-monthly clinical classes at Goshen’s RR site all school year
- Core texts and training materials
 - The Comprehensive Intervention Model
 - Apprenticeship in Literacy
 - Scaffolding Young Writers
 - Shaping Literate Minds
 - Teaching for Deep Comprehension
 - Change Over Time
 - Teaching Struggling Readers
 - Knowledge to Support the Teaching of Reading

Intervention support for other teachers that serve small groups of struggling learners

- ENL
- Special Education

Reading Recovery – Intensive Intervention

- Continuing Contact for Certified RR teachers
- Re-training RR class for previously-trained RR teachers that have been away from RR for a few years

As stated in the Action Plan in the Appendix, professional development will also be needed with instructional staff throughout the year related to the goal focus areas of Language Arts and Student Behavior.

For Language Arts, significant time will be spent in grade level and cross-grade level groups twice per month after school. These 75-minute sessions will allow for teachers to dialogue about students’ progress, analyze running record data, and plan for appropriate classroom and intervention instruction.

For Student Behavior, 25% of the staff will study the “Raise Student Responsibility” system by Marvin Marshall. They will share learning with the whole staff.

Staff will also need to be informed and included in planning for and the updating of the School Improvement Plan for the next school year in consultation with the outside experts hired through Corrective Action.

NCLB Plan #5 ESTABLISH SPECIFIC MEASURABLE OBJECTIVES
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General Education Students

- Every child in grades 1 – 5 will demonstrate one year of growth in reading as measured by the Rigby test from fall to spring.
- Every child in grades 3 – 5 will meet or exceed their expected gain on Acuity.
- Every child in Kindergarten will demonstrate one year of growth using Observation Survey data.
- Every child in Kindergarten and Grade 1 will score in the developing level or higher on the final IRDA given in the spring. Since this assessment is new, it is unclear how results will correlate with the Observation Survey data.

Special Education Students

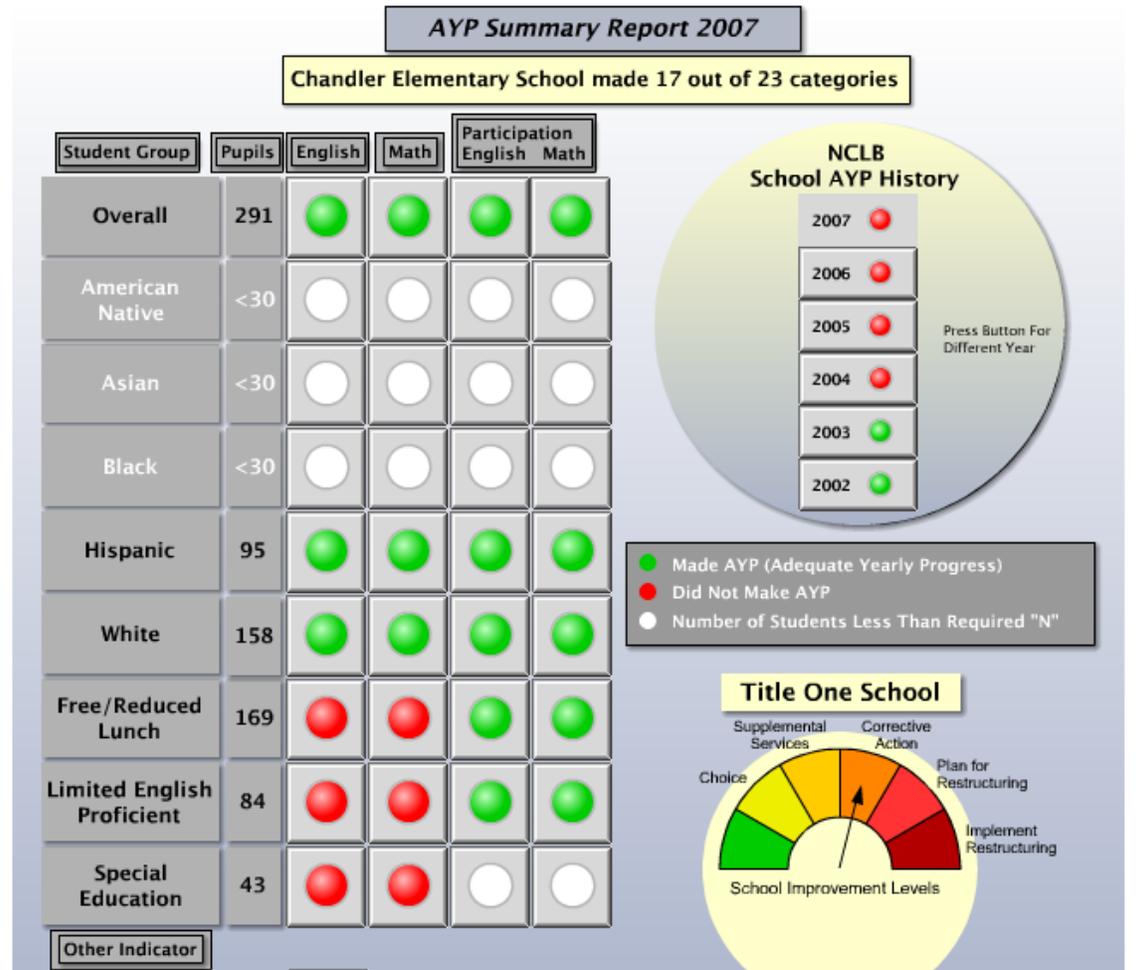
- LRE students will demonstrate 6 months of academic gain from the previous year’s annual spring testing. Academic growth will be shown using the PIAT (Peabody Individual Achievement Test).

ENL Students

- The LAS Links language Assessment will be used to measure progress for new language learners. LEP students are expected to show an increase of at least 1 LAS level in one or more categories (oral, reading, or writing) on the annual test.

Please see the following page for the current AYP status of Chandler Elementary and the Appendix at the end of the document for the Action Plan.

Corrective Action and Subgroups



The chart above shows that Chandler will enter *Corrective Action* during the 2008 – 2009 school year. The school will be advised by outside expert, Wendy Russell, from RMC Educational Research, Arlington, VA regarding additional strategies needed for improvement.

The subgroups needing improvement in both Language Arts and Math at this time are students in the categories of:

1. Free/Reduced Lunch
2. Limited English Proficient
3. Special Education

This spring, Chandler staff identified students in each subgroup most likely to pass the ISTEP next year and “Bubble Students” in each category, students no more than a half year below grade level who may pass with additional time and support. “Bubble

Students” have been offered Extended Year opportunities this summer for the purpose of providing the needed extra time and support.

NCLB Plan	# 6 INFORMING PARENTS
	# 8 PARENT INVOLVEMENT
SWP Plan	# 6 Strategies to Increase Parental Involvement

Informing Parents

JUNE ‘08

- All parents are mailed information in both English and Spanish regarding ISTEP and AYP progress, subgroups that did not make AYP, Parent Choice, and Supplemental Services (see copy of mailing documentation).
- Information comes initially from samples of parent letters on the state Title 1 website. The content is adjusted to include specific test results for Chandler School.
- The format of the letter is altered to include bullet points and shorter paragraphs to be more reader-friendly.

AUGUST ‘08

- Parents are mailed an invitation in both English and Spanish regarding a Parent Night including a dinner and informational meeting at the school
- Childcare is provided at the school during the event.
- The invitation is on bright-colored paper with large titles, graphics, and bullet points to be eye-catching and easy-to-read.
- Part of the invitation contains an RSVP section for parents to complete and return to Chandler’s office.
- The meeting’s content is presented in both English and Spanish and includes a power-point and handouts discussing school data, what children should be learning at each grade level, how their children were identified, and what kinds of services they may be receiving throughout the school year.

SEPTEMBER ‘08

- Parents are mailed a letter in both English and Spanish regarding an SES Providers Fair at the school (see mailing documentation).
- The letter is written in a concise format to be easily readable.
- The SES Providers Fair is held in the cafeteria in both English and Spanish with each Provider sharing about their respective services in front of the whole group of attending parents.

OCTOBER '08

- Parents are mailed a letter asking for updated family contact information (see mailing documentation). They also receive expectations and starting times for SES, and the school contact names and numbers in case they have current questions or problems after services have begun.

NOVEMBER 08 -- SECOND ROUND CONTACT FOR SES, IF NEEDED

- Parents receive an invitation in both English and Spanish regarding a second Parent Night including a dinner and an SES Providers Fair at the school.
- The invitation is tri-fold on bright-colored paper with large titles, graphics, and bullet points to be eye-catching and easy-to-read.
- Part of the invitation contains an RSVP section for parents to complete and return to Chandler's office.
- ENL families are also contacted personally via phone by the district's Spanish-speaking interpreter and the school's home visitor just prior to the Parent Night.
- The meeting's content is presented in both English and Spanish and includes plenty of time for families to circulate among the SES providers to ask questions and register for services.
- All providers have separate locations within the school and each has an interpreter on hand to translate the Providers' oral presentation.

Strategies to Increase Parental Involvement

A statement in both English and Spanish of written policies describing parent involvement, responsibilities and rights will be developed by the School Improvement Team in conjunction with parent input. Additionally, a home-school compact and parent involvement policy, as required by Title 1, will be updated with input from parents, distributed to all households, signed, and returned to the school.

Chandler School will offer the following opportunities for parents to receive communication and be involved in the school:

Regular Communication

Teachers will regularly communicate with parents via phone, letter, e-mail, or face-to-face contact in a timely fashion if a concern arises. Teachers in grades 4 and 5 will keep the K-12 Planet website updated weekly. This website will allow parents to access posted grades, current thematic units or standards to be studied, due dates for assignments, and academic and behavioral expectations.

Parents will also receive a monthly newsletter from the school office concerning upcoming events and important community information.

Progress Reports

Teachers will send progress reports in the middle of every quarter to apprise parents of their children's status and identify areas in which they may need additional time and support.

Students with an IEP or 504 plan will receive progress reports concerning their individual goals and services.

IEP or 504 Student Plans

Parents of students with disabilities will be involved in the development of their child's IEP or 504 plan. Annual meetings will be held for serviced students and three-year re-evaluations will be conducted at the appropriate interval.

Child Study / RTI Meetings

Parents of students being evaluated by the Chandler Child Study / RTI Team will be invited to participate in meetings regarding their child. Whether parents participate or not, they will be kept informed of their child's progress and changes in any educational services at the school.

Inclusion in School and Community Events

Chandler staff will encourage parents and families to participate in educational and cultural school and community activities throughout the year. Chandler's PTO will plan to provide one educational family event per quarter at the school and there are a variety of other appropriate family events that will be offered through Goshen College and other community-based organizations.

Information will be sent home in both English and Spanish in an easy-to-read format and in a timely manner to allow parents and families to plan ahead to attend such events.

Parent Surveys and Feedback

An annual survey will be conducted during fall Parent/Teacher conferences to elicit feedback on a variety of issues related to the academic and social aspects of the school. School staff will prepare questions that parents are in a position to answer, and the results of the survey will be analyzed and prioritized for future planning and improvements. Information concerning survey results will be shared in both the school newsletter and at parent educational meetings.

At the conclusion of family educational events at the school, parents will also be asked to complete a short feedback form to help gauge the effectiveness of the event and plan for future opportunities.

Annual Meeting and Sharing of Information

Chandler Elementary School will convene an annual meeting early in each school year to provide an overview of the school's services, curriculum, expectations, instruction, assessment, and opportunities for parent involvement. Much of this information will also be included in newsletters, announcements at meetings, via e-mail, and on the school's website.

The Executive Director of Personnel, through the school Principal, will notify parents if their child is taught for at least four consecutive weeks by a teacher who is not "highly qualified".

NCLB Plan	#7 THE RESPONSIBILITIES OF THE SCHOOL, THE LEA, AND THE SEA
SWP Plan	#10 Resources/Federal, State, and Local

School Responsibilities:

- Chandler Elementary School administration will ensure proper parent notification.
- Administration will supervise staff reflections, policies, practices and evaluations and ensure that appropriate staff development activities take place.

LEA Responsibilities:

- Goshen Community Schools will seek appropriate options and support the participation in professional development opportunities that foster improved student achievement.
- Goshen Community Schools will provide technical support for data gathering and management for the improvement and oversight of Title 1 programs.
- Goshen Community Schools provides administrative support for central office and building administration by employing a teacher on special assignment full-time to oversee the development, implementation, and evaluation of Title 1 programs, the SES programming and school improvement money initiatives.

SEA Responsibilities:

- The State Educational Agency has provided Chandler Elementary with a school improvement plan template and will provide on-going technical assistance and progress monitoring of the school improvement plan.

Fiscal Resources – Federal, State, and Local

Chandler Elementary school’s fiscal resources, including Title 1, General Fund, and contributions/grants from donors, will remain separated for the 2008 – 2009 school year.

During the 2008-2009 year, Chandler Elementary School, along with the Superintendent’s office, will evaluate this coordination of all funds for future consideration of integrating funds to further support and benefit the students at this school.

Incoming Kindergarten Students

Incoming Kindergarten students will be screened in June to determine readiness for school in August using part of the IRDA state assessment. Students showing low readiness in one or more development areas will be invited to a Jump Start program.

Jump Start will take place the week before school begins for four days for two hours each day. Students will be able to eat breakfast and then have a chance to become familiar with their teacher, the classroom environment, and some of their peers while participating in developmentally appropriate literacy and math activities.

Student progress will be noted by teacher observational notes and the follow-up scores on the full IRDA administered within the first three weeks of school.

Incoming High Ability Students From Across the District

Students invited to the self-contained High Ability program for grades 4 and 5 will have three opportunities to make the transition from their home school to Chandler's High Ability program.

1. **A Parent/Child Informational Meeting** is held in the spring once students have been formally invited into the program. Parents and students have a chance to meet the teachers and principal, hear an informational presentation about the program, tour the classrooms, and have questions answered.
2. **A Personal Tour / Observation** of the classrooms during regular classes is an option for those families that would like to see first-hand what the program looks like during the school day. Families make arrangement with the HA teachers and the Chandler office staff to visit on a mutually agreeable day and time. In some cases, the school counselor provides a tour of the school as well. Again, parents and students are able to have questions answered by school staff or students.
3. **A Get-To-Know You HA Event** is also held in the spring. This is open to students that have committed to coming to the program in the fall. They are invited to come for an evening and participate in a variety of fun activities designed to help them learn more about their new teachers and peers. Again, students and families have a chance to have questions answered. This is also a time for the HA teachers to see how comfortable their students will be in mixing with new peers and adults.

Fifth Graders Exiting to Middle School

Chandler fifth graders have several opportunities to become familiar with Goshen Middle School's program and services.

1. **Meet the Student Services Staff.** In the spring, the principal and counselor visit each Chandler 5th grade classroom to talk to students about the programs, classes, and activities available at GMS. Students have an opportunity to ask questions and share written information with their parents after the staff visit.
2. **Tour the School.** Within a few weeks following the visit by GMS staff, all fifth graders are bussed to GMS for a full morning of presentations and tours of the school while it is in session. Again, students have many chances to ask questions and learn about the actual environment.
3. **Transition Days.** In August, just prior to the start of school, students are invited to two Transition Days where they go to GMS, find their locker, learn and practice their combination and attend several mock classes to become familiar with teachers, peers, the layout of the school, and what it is like to follow a schedule that involves the frequent changing of classes, and management of time and materials.

Students also get to participate in several group-oriented, fun activities to promote social interaction, reduce anxiety, and build confidence. They also see and hear detailed information about clubs and other activities offered before and after school. Participation in extra curricular activities is highly encouraged to help students become connected to GMS and find ways to develop their individual skills and talents.

Traditionally, Transition Days have been well-received by students, parents, and GMS staff, and have shown over the last several years to be an effective way to help more students successfully make the transition from elementary school to middle school.

SWP Plan # 8 Measures to Include Teachers in Decisions Regarding The Use of Academic Assessments

Teacher Decisions Regarding Assessments

To provide information on and to improve the achievement of each student and the overall instructional program, teachers have been involved in the selection of assessment instruments (shown in the chart in the Appendix section).

Additionally, teachers will continually work together to interpret and analyze results and determine the appropriateness of current assessments or needs for more effective assessments in the future.

NCLB # 9 EDUCATIONAL PROGRAMS OR ACTIVITIES DONE BEFORE OR AFTER THE SCHOOL DAY OR AS AN EXTENTION OF THE SCHOOL YEAR.

- Kindergarten, first grade and second grade children who are below grade level at the end of the year will be offered 30 hours of instruction during the summer, over the course of five weeks, three days per week, for two hours per day. These classrooms will have 10 children or less to focus intensely on maintaining or raising children's academic achievement in L'Arts. This instruction will take place during the last three weeks in June and the second and third week in July. Students' progress will be monitored using portions of the Observation Survey or the Rigby leveled reading test.
- Third and fourth grade students who are on the academic "bubble"--not more than one year below grade level--will be offered 18 hours of L'Arts instruction during the last two weeks in June and the first week in July, for three days per week, two hours per day. Classes will have no more than 10 students and will focus on L'Arts learning embedded in the theme: "Mini Society". Students' progress will be monitored using portions of the Rigby leveled reading test.
- Fifth grade students who are on the academic "bubble"—not more than one year below grade level—will be offered two weeks of L'Arts instruction the last two weeks in July, for two and a half hours per day, four days per week for a total of 20 hours of instruction. Students' progress will be monitored using the Rigby reading test. Assessment information will be passed on to

teachers at GMS to assist in these students' successful transition from elementary to middle school.

- ENL students with a language level of 1 – 3 will be offered one week of district-based summer school support in July 2008 for five and a half hours per day for a total of 8 days.
- A Transition to Kindergarten program, entitled Jump Start, will be offered to any incoming Kindergarten student that shows developmental concerns. Children will be pre and post tested with portions of the Peabody Picture Vocabulary Test and the Indiana Reading Diagnostic Assessment.
- After-school support will be available for Chandler students through Supplemental Educational Services tutoring (SES) offered by approved Title 1 SES Providers during the school year 08 – 09. Students' progress will be monitored using pre and post assessments as determined by each SES company.

The SES programming is a requirement from Title 1 because of Chandler's school improvement status and operates independently of the school.

NCLB	# 10 TEACHER MENTORING PROGRAM
SWP	# 3 Instruction by Highly Qualified Teachers
	# 5 Strategies to Attract Highly-Qualified Teachers

Support for First-Year Teachers:

LITERACY

- Attend monthly literacy trainings after school under the direction of literacy coach Ruth Metcalf.
- Receive one coaching visit and one follow-up conference per month from Ruth Metcalf in a one-on-one setting, based on Ruth's observation of a L'Arts lesson.
- Access to RR Teacher Leader, LaDene Nesbitt, within the building for grades K – 5; and Literacy Mentor, Krista Troyer, for grades 3 - 5.
- Participate in the Teacher Mentoring 2-Year Program from Elkhart and Goshen Schools for both first and second year teachers. Each new teacher is given an experienced, trained mentor who meets with them prior to the start of the school year and regularly thereafter for support and technical assistance. Additionally,

new teachers go through a week-long support class conducted by the corporation prior to the start of school.

- Collaboration during PLC times with Reading Recovery staff and Interventionists.

MATH

- Access to math mentors within the building, Jane Short for grades K – 2; Jennifer Eldridge for grades 3 - 5.
- Access to math lessons, video clips of lessons, and pacing / strategy information from math mentors at the district-level.

Support for All Teachers:

LITERACY

- Access to Literacy Mentor, Krista Troyer, for grades 3 – 5 and RR Teacher Leader, LaDene Nesbitt for grades K - 5.
- Collaboration during PLC times with Reading Recovery staff and Interventionists.
- Professional development from Dr. Robert Marzano and Associates for all instructional staff of Goshen Community Schools during two (1) day sessions (one in August and one in March).
- Professional development from a building-based leadership team who will receive five additional training sessions with Marzano and Associates during the first semester and will facilitate additional learning back at the building.

MATH

- Access to math mentors within the building, Jane Short for grades K – 2; Jennifer Eldridge for grades 3 – 5.
- Access to math lessons, video clips of lessons, and pacing / strategy information from math mentors at the district-level.

Support for Reading Recovery Teachers:

LITERACY

- Attend monthly continuing contact training sessions by RR teacher and trainer LaDene Nesbitt.
- Attend area training sessions “behind the glass” once per semester under trainer LaDene Nesbitt. “Behind the glass” training involves teachers observing a RR teacher working directly with a student in a secure setting. After the lesson, teachers debrief about the observation and what strategies appeared to be most effective with the student.
- Attend national Reading Recovery conferences once every two years.

Support for Title 1 Intervention Teachers:

LITERACY

- Attend Comprehensive Intervention Model training throughout the year offered by Purdue University.
- Dialogue weekly with Reading Recovery Teacher Leader LaDene Nesbitt.

Instruction By Highly-Qualified Teachers

Certified Staff Grade Level/ Department TOTAL: 40	Teachers	Reading Recovery Trained 6	Bilingual English- Spanish 5	Specialized training in Literacy/Math 9
Kindergarten	3 full time	1	1	1
Grade 1	4 full time		1	
Grade 2	3 full time 2 part time	1	1	2
Grade 3	4 full time	1		1
Grade 4	3 full time 2 part time G/T		1	1
Grade 5	3 full time 2 part time G/T			1
ENL	2 full time 1 part time		1	
LRE Special Ed	1 full time 2 part time			
Literacy	1 Tchr Leader	1		1
Reading Recovery/ Interventionists	2 full time	2		2
Sp Tchrs (Art, Music, PE, Media, & Tech)	4 full time 1 part time			
Support Staff	Office	Cafeteria	Custodial	Instructional Assistants
TOTAL: 20	6 full time staff: 1 principal 2 secretaries 1 nurse 1 counselor 1 home visitor	4 full time staff 1 manager 3 cooks 2 part time staff 2 cafeteria monitors	3 full time custodians	5 full time paras

Strategies to Attract Highly-Qualified Teachers

Goshen Community Schools diligently endeavors to hire highly qualified teachers. In addition to hiring practices where background checks and references are carefully checked, each teacher is selected on the basis of licensing and passing of the PRAXIS or other qualifying exams. We invest heavily in professional development and are designing and refining the process for focused professional development.

All paraprofessionals and instructional assistants in Title schools, have either passed the ParaPro Exam and are certified, or have 2 – 4 years of college credit.

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APPENDIX – SWP ACTION PLAN