

Howard 2018-2019 School Improvement plan  
Howard Elementary School  
Northwestern School Corporation

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**Howard 2018-2019 plan**  
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## Overview

### Plan Name

Howard 2018-2019 plan

### Plan Description

School Improvement plan goals.



The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

	Goal Name	Goal Details	Goal Type
1	Staff will find and utilize IPAD apps and computer web based programs for math drill and practice.	Objectives: 1 Strategies: 1 Activities: 1	Academic
2	All K-6 and Title I teachers will increase their knowledge of guided reading.	Objectives: 1 Strategies: 1 Activities: 1	Organizational
3	All K-6 and Title I teachers will increase their knowledge of the math process standards for students.	Objectives: 1 Strategies: 1 Activities: 1	Organizational
4	Below level readers will increase their reading growth at a faster rate than their peers.	Objectives: 1 Strategies: 1 Activities: 1	Academic
5	Students will increase their writing stamina from 5 minutes to 45 minutes by the time they are in sixth grade.	Objectives: 1 Strategies: 1 Activities: 1	Academic
6	Students will improve their reading comprehension skills of nonfiction informational text, vocabulary, and media literacy.	Objectives: 1 Strategies: 1 Activities: 1	Academic
7	Students will improve their skills in geometry, measurement, computation and mathematical Processes.	Objectives: 1 Strategies: 1 Activities: 1	Academic
8	Students will improve their citizenship and leadership skills.	Objectives: 1 Strategies: 1 Activities: 1	Organizational

## Goals Summary

## Goal 1: Staff will find and utilize IPAD apps and computer web based programs for math drill and practice.

### Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade students will demonstrate student proficiency (pass rate) using apps for math proficiency in Mathematics by 05/31/2017 as measured by teacher and principal documentation of app/computer web-based program usage.

### Strategy 1:

Drill and practice - Students will use the app(s) for drill remediation of math skills. Specifically grades 3-6 for example: IXL or Moby Max 5-15 minutes daily. Research Cited: Depth of Knowledge by Norman Webb

Wisconsin Center for Educational Research

Evidence of success: Documentation of the number of standards passed on IXL, Moby Max or other math app as deemed appropriate per grade level.

Activity: Use of math drill apps and web based computer programs	Activity Type	Begin Date	End Date	Resource assigned
Students will use identified math drill and practice apps to improve student performance in basic skills.	Direct instruction	9/1/2018	5/31/2019	\$0.00

## Goal 2: All K-6 and Title I teachers will increase their knowledge of guided reading.

### Measurable Objective 1:

Collaborate weekly to discuss, learn and explore the guided reading process and how it fits in the 90 minute reading block.

### Strategy 1:

Teachers will participate in a book study using "The Next Steps Forward In Guided Reading" Peer coaching will be used to keep momentum after the book study ends.

Research Cited: Fountas and Pinnell Guided Reading "Continuum" and Jan Richardson "Next Steps in Guided Reading" and Smeckens Guided reading conference.

Evidence of success: Teachers meeting daily with guided reading groups.

Activity: Staff book study. "Next Steps Forward in Guided Reading"	Activity Type	Begin Date	End Date
Weekly Collaboration	Book Study	10/1/2018	12/15/2018

### Goal 3: The K-6 teaching staff will increase their knowledge of the math process standards for students

**Measurable Objective 1:**

Collaborate quarterly to explore, discuss, share and learn the math process standards. by 05/31/2019 as measured by quarterly curriculum mapping meetings and lesson plan documentation .

**Strategy 1:**

Biweekly to monthly meetings on math process standards. Grade level and building level meetings.

Student work samples.

Add process standards to curriculum maps along with lesson plans for each unit of study.

Research from the internet and professional journals on math process standards examples.

Research Cited: Depth of Knowledge by Webb level

3<https://www.edutopia.org/blog/webbs-depth-knowledge-increase-rigor-gerald-aungst>

Evidence of success: Discussion of Implementation of standards with student work samples each grade level during grade level/ RTI meetings.

Activity: Collaboration and staff development	Activity Type	Begin Date	End Date
Demonstration of math process standards/ Staff who can attend training on Depth of Knowledge for math process standards.	Professional Learning	9/1/2018	05/31/2019

### Goal 4: K-2 below grade level readers will increase their reading growth at a rate faster than their peers.

**Measurable Objective 1:**

90% of K-2 students reading below grade level will demonstrate reading growth at a higher rate than their on and above grade level peers as measured by STAR reading and running records.

**Strategy 1:**

Daily guided reading groups – K-2 teachers/Title I staff will have daily guided reading groups with below grade level readers. The instruction will be based on individual/group needs.

Research Cited: Fountas and Pinnell Guided Reading “Continuum”, Jan Richardson “Next Steps Forward in Guided Reading and Smekens Guided Reading conference.

Evidence: Teachers will meet with guided reading group daily. STAR Reading data and running records will show reading growth for below level readers at a rate faster than their on and above grade level peers.

Activity: Daily Guided reading	Activity Type	Begin Date	End Date
Meet with below grade level readers daily in guided reading.	Direct Instruction	1/6/2019	05/31/2019



## **Goal 5: Students will increase their writing stamina from 5 minutes to 45 minutes by the time they are in sixth grade.**

### **Measurable Objective 1:**

80% of All Students will increase student growth by increasing writing length from sentences to paragraph writing in Writing by 05/26/2017 as measured by timed writing student samples.

### **Strategy 1:**

Timed Writing - Students need to practice writing in order to improve their skills and their stamina and ability to achieve at a higher level. Research Cited:

Smeckens/ Six Traits IDOE rubric

Evidence of success: Observed student stamina increasing the length as well as rating student proficiency on writing rubric

Activity: Timed writing length	Activity Type	Begin Date	End Date
Timed writing without interruption grade levels to determine length from 5 minutes in kindergarten to 45 minutes in sixth grade.	Direct Instruction	9/1/2019	05/31/2019

## **Goal 6: Students will improve their reading comprehension skills of nonfiction informational text, vocabulary, and media literacy.**

### **Measurable Objective 1:**

85% of All Students will demonstrate a proficiency Reading comprehension at grade level in Reading by 05/31/2019 as measured by Running Records, STAR reading and ILEARN.

### **Strategy 1:**

Inquiry based teaching strategies methodology - Teachers will research and utilize the best inquiry based teaching methods to improve vocabulary, nonfiction informational text and media literacy comprehension.

Research Cited: Jan Richardson "Next Steps In Guided Reading" and Foutas and Pinnell "The Reading Continuum"

Evidence of success: 85% of All Students will demonstrate a proficiency Reading comprehension at grade level in Reading by 05/31/2019 as measured by Running Records, STAR reading and ILEARN.

Activity: Research and apply inquiry based teaching methods for vocabulary, non-fiction informational text and media literacy.	Activity Type	Begin Date	End Date
Teachers <b>will</b> discuss their use of inquiry based teaching methods to improve overall comprehension in vocabulary, nonfiction informational text and media literacy.	Professional Learning	10/1/2018	05/26/2019

## **Goal 7: Students will improve their skills in geometry, measurement, computation and mathematical processes.**

### **Measurable Objective 1:**

An 85% increase of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency in geometry, measurement computation and math processes in Mathematics by 05/31/2019 as measured by STAR Math, Grade level common assessments and ILEARN (3-6).

### **Strategy 1:**

Curricular review of geometry, measurement, computation, and math processes. - Teachers will work on their math curriculum map, local teacher made worksheets, and local assessments to see how much time is being spent on geometry, measurement, computation and math processes. Students will be assessed using RTI for geometry, measurement, computation and math processes. The assessment(s) can come from the new text or other resources. Monthly meetings and discussion of student performance will be held to discuss student understanding and application of geometry, measurement, computation and math processes. Staff will look to ideas from the National Council for Teachers of Mathematics to review strategies and expectations of skill mastery for their grade level.

Research Cited: National Council for Teachers of mathematics.

Evidence of success: Local assessments STAR math ILEARN scores in geometry, measurement, computation and math processes.

Activity: Curriculum mapping and curricular audit	Activity Type	Begin Date	End Date
Classroom teachers will continue to map their math curriculum, develop common assessments and review the amount of time spent on the areas mentioned above. Data will be reviewed after assessments are given to determine next steps to ensure 85% increased improvement at their grade level.	Professional Learning	9/1/2018	5/31/2019

## **Goal 8: Students will improve their citizenship and leadership skills.**

### **Measurable Objective 1:**

Demonstrate a behavior that represents strong citizenship and leadership qualities within or throughout all student activities by 05/31/2019 as measured by 85% of K-6 students attending the school-wide behavior reward convocation.

**Strategy 1:**

PBIS - Each homeroom teacher will hold students accountable for upholding the Howard High Five behavior expectation as presented and taught using the behavior matrix. Implementation will occur school wide with all staff members showing recognition to students displaying the positive characteristics of leadership.

Recognition will be in the form of a "Howard High Five" award. Students will be recognized quarterly for a behavior expectation of at least 85% as measured by the classroom clip chart.

Research Cited: Positive Behavior Intervention Supports <https://www.pbis.org/research>

Evidence of success: 85% of K-6 students will participate in a school wide behavior reward convocation by the end of the 4<sup>th</sup> nine weeks.

Activity: Teaching behavior matrix and using classroom clip chart to track student behavior.			
Homeroom teachers will teach and uphold the expectation on the behavior matrix.	Direct Instruction	11/11/2016	05/26/2017

