

EDGELEA ELEMENTARY SCHOOL

P.L.221/SCHOOL-WIDE IMPROVEMENT PLAN

**2010-2011
for
2011-2012 School Year**



EXECUTIVE SUMMARY EDGELEA SCHOOL IMPROVEMENT PLAN 2010-2011

I. Statement of Edgelea's Academic Goals for 2010-2011

Edgelea's School Improvement worked to achieve the following goals during the 2010-2011 school year:

- A. By spring of 2013, 96% of 3rd-4th grade students will meet Indiana Academic Standards in Language Arts as measured by ISTEP+.
- B. By spring of 2013, 96% of 3rd-4th grade students will meet Indiana Academic Standards in Math as measured by ISTEP+.

II. Description of How Progress Toward Goals Will be Measured

- A. The Academic Goals will be measured by ISTEP+
- B. Benchmarks toward the goal will be measured by Acuity

III. Report of Data

The following data represent the student achievement in third - fifth grades using the ISTEP and NWEA as measures as well as attendance rates:

Edgelea Data Summary (additional data are located in the appendices)

ISTEP + Scores (percent passing)

<u>Grade</u>	<u>Year</u>	<u>Language Arts</u>	<u>Math</u>
3	'04	81	81
	'05	68	76
	'06	69	73
	'07	82	68
	'08	64	76
	'09	75	84
	'10	83	80
	'11	85	80
4	'04	69	88
	'05	73	80
	'06	73	84
	'07	74	79
	'08	76	75

'09	84	85
'10	78	76
'11	81	75

Percent Passing ISTEP+ of the Lowest Performing Subgroup - Special Ed

	<u>Language Arts</u>					<u>Math</u>				
	2004	2005	2006	2007	2008	2004	2005	2006	2007	2008
<u>Grade 3</u>	50%	48%	36%	61%	--	57%	57%	50%	44%	--
<u>Grade 4</u>	38%	47%	53%	---	54%	67%	58%	67%	----	54%
<u>Grade 5</u>	40%	29%	44%	45%	--	60%	43%	72%	55%	--

Fifth Grade NWEA Scores (Percentage reaching or exceeding level median score – all students)

	Reading	Language	Math
Spring 2001	57.3%	63.4%	68.2%
Spring 2002	60.4%	63.7%	64.8%
Spring 2003	62.6%	68.2%	80.1%
Spring 2004	57%	70.3%	69.23%
Spring 2005	60%	68.7%	82.3%
Spring 2006	55.8%	65.1%	64.3%
Spring 2007	59.4%	62.6%	65.4%
Spring 2008	64%	70%	73%
Spring 2010-06-01	56%	69%	58%

2006-2007 DIBELS SCORES

GRADE	FALL			WINTER		
	<u>Intensive</u>	<u>Strategic</u>	<u>Benchmark</u>	<u>Intensive</u>	<u>Strategic</u>	<u>Benchmark</u>
Kdg.	29%	34%	37%	8%	27%	65%
1	7%	15%	78%	5%	21%	74%
2	11%	33%	56%	10%	12%	78%
3	19%	28%	53%	23%	24%	53%
4	21%	24%	55%	19%	22%	59%
5	26%	19%	55%	26%	15%	59%

2007-2008 DIBELS SCORES

GRADE	FALL			WINTER		
	<u>Intensive</u>	<u>Strategic</u>	<u>Benchmark</u>	<u>Intensive</u>	<u>Strategic</u>	<u>Benchmark</u>

Attendance

Yearly Attendance Rate

2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
96.7%	96.8%	96.9%	97.1%	96.47%	96.6%	96.82%	96.65%	96.68%	96.53%	96.74%

Edgelea has met or exceeded attendance expectations set by the DOE.

The following strategies have been implemented to address the lowest performing sub-group:

1. Students will be taught in language arts and math with grade level standards in flexible ability groups with special remedial materials that address their needs.
2. An Intervention teacher will assist K-1 teachers with students in language arts and math. The Interventionist will reteach and/or assist students struggling with concepts and also use Optimize and Read Well.
3. Identified special needs students in grades 1-4 will work with the special education teacher during a 45 minute daily scheduled time for remediation called STAR.
4. DIBELS will be used for kindergarten and first grade students to identify those (especially those already identified as special education students) who have deficit literacy skills. Remediation will take place using special programs with the Certified Intervention Teacher during STAR time or during a special afternoon class for identified students in kindergarten.
5. Math concepts will be taught twice a week during STAR time.
6. CETA (Changing Education through the Arts) strategies have been presented in professional development workshops, demonstrated in classrooms, and implemented to help children focus, learn cooperation, and improve comprehension.

V. Conclusions and/or Results

Edgelea made AYP for the 2010 school year. This year's 2010 ISTEP+ scores show a gain in language arts in grades 3-5 from 76+% to 83% passing. Math scores declined from 81+% to 80% for students in grades 3-5 but this year we had only one intervention teacher and no Title I help.

VI. Revised Targets and Strategies

In order to achieve the objectives that 100% of our students will meet grade level competency by 2014 as designated in NCLB. The staff has the following goals for 2011-2012

A. By spring of 2012, 92% of 3rd-4th grade students will meet Indiana Academic Standards in Language Arts as measured by ISTEP+.

B. By spring of 2012, 92% of 3rd-4th grade students will meet Indiana Academic Standards in Math as measured by ISTEP+.

The following strategies will be used during 2010-2011:

Reading:

General:

- Model and guide students to make connections daily:
 - *text to text; text to world, text to self
- Use 5 step process for vocabulary instruction daily
- Each grade level selects, administers, and scores the same grade-level writing prompt quarterly
- Use CETA strategies to help children focus on instruction and express comprehension in multiple ways

Low Achievers:

- Daily modeling of comprehension strategies:
 - *Think Alouds
 - *questioning
 - *rereading
 - *discussion
- Weekly modeling of comprehension strategies:
 - *marking text
- Students read self-selected books to other grade level students monthly
- Provide additional targeted instruction to grades 2-5 students most in need academically before and/or after school

High Achievers:

- During STAR time, at least two times a week, use Junior Great Books' strategies to model and practice:
 - *questioning, rereading, discussion,
 - marking text

Cultural Competency:

- All teachers include culturally-diverse materials of various genres (e.g. National Geographic, RIF) monthly

Parental Involvement:

- Students read/share self-selected book weekly with parent, guardian, etc.

Technology:

- Students in grades 2-5 use Accelerated Reader at least two times a month
- Students in grade 1 will use Accelerated Reader at least two times a month beg. in Jan.

Math:

General:

- Explore and discuss mathematical relationships while solving real world problems, on a daily basis
- Use 6-step vocabulary process at least 2 times per week to teach math vocabulary
- Differentiate math instruction through flexible grouping daily
- Use CETA strategies to help students focus on instruction 2 times per week

Low Achievers:

-Daily use of math manipulatives/ games (e.g. number lines, charts, coins, base ten blocks, etc.)

High Achievers:

-Students will experience mathematical processes through chess and/or games (e.g. Everyday Math games, Math Pentathlon) weekly

Parental Involvement:

-Convey to parents, via monthly newsletters, methods to support classroom math activities

-Parents work on a real-world math application problem with their child monthly

Technology:

-Use Accelerated Math grade level standards at least two times a week in grades 2-5

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INTRODUCTION

Description of the School

Edgelea Elementary School is located in southern Tippecanoe County and is the largest of seven elementary schools in the Lafayette School Corporation. The greater Lafayette area is home to Purdue University. The Edgelea neighborhood has many prefabricated National Homes which have become rental properties. The school population tends to be transient as a result of the number of rentals. There are 314 or 58% of the students are free and/or reduced lunch. Edgelea's student population is 537 students for the 2010-2011 school year. Four elementary schools in the Lafayette School Corporation have closed in the last few years, and Edgelea received more than 75 students from those buildings. This is the first school year Edgelea has been a K-4 building.

Edgelea's student population is diverse culturally, racially, socio-economically, and academically. Currently, 66% percent of the students are Caucasian, 4% are African-American, .4% are Asian, 9% are multiracial, and 19% are Hispanic. Edgelea also serves several students identified with learning challenges ranging from mild and moderate mental disabilities, learning disabilities, multiple disabilities, speech and language disabilities, emotional disabilities, and hearing impairments. Edgelea also serves as a magnet for the corporation's high ability elementary program.

Attendance

Yearly Attendance Rate

2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
96.8%	96.9%	97.1%	96.47%	96.6%	96.82%	96.65%	96.7%	96.5%	96.74%

Edgelea has met or exceeded attendance expectations set by the DOE.

Vision and Mission of Edgelea School

Vision:

E dgelea is
D etermined to
G uide
E very
L earner to
E xcellence in
A ll endeavors

Mission:

Edgelea provides a structured, safe and consistent environment to maximize individual potential.

Waivers

Edgelea Elementary School is not seeking any waivers for the 2009-2010 school year.

Description of School's Curriculum

Copies of the state standards and curriculum maps are located in the principal's office and are available for inspection and review by members of the public.

- Indiana Academic Standards-based instruction
- Lafayette School Corporation curriculum maps for language arts and math
- Scott-Foresman Reading Series
- Scholastic Reading (Challenge teachers)
- 60-90 minute Reading Block
- 45 minute enrichment, supplemental instruction, and/or remedial instruction daily (STAR)
- Supplemental Accelerated Reader and Math
- Singapore Math
- Everyday Math (Challenge classes)
- Scientifically-based systematic and explicit reading programs:
 - Optimize
 - Read Well
 - Scott-Foresman Intervention
 - Reading Intervention for Early Success
 - Sound Partners

Assessment Instruments Used at Edgelea School

<u>Assessment</u>	<u>Grade Level</u>	<u>Time Administered</u>
DIBELS/M-Class (Dynamic Indicators of Basic Literacy Skills) To assess reading skills	K-2	Aug/Sept., Jan., May
DIBELS/M-class (progress monitoring)	K-2	Every two-four weeks
Otis-Lennon School Ability Test (to assess student ability)	4	October
Otis-Lennon School Ability Test	1	January
Metropolitan Ach. Test (to assess Reading, Language, Math Achievement)	1	April
NWEA Ach. Test	4	April (identification for Challenge)
LAS Links (Language Assessment System)	K-4	All ELL students Jan.; all new ELL students upon Entry
ISTEP+	3-4	March-May
Acuity Diagnostic	3-4	Sept., Jan., April

Opportunities to Increase the Amount of Learning Time

Edgelea has several programs that support student learning and achievement:

- Intervention teacher assigned to kindergarten who works with students at “strategic” and “intensive” levels as measured by DIBELS
- After school “Homework Club” for students in grades 4.
- Each student has 45 minutes each day for remediation, enrichment, or practice of skills in reading “STAR time”
- The LSC provides summer school in reading and math for various elementary grade levels.

- PAL and KELL provide extended day learning for kindergarteners who need additional assistance and/or are learning the English language.
- Mentors – Community mentors eat lunch weekly with identified students.
- YMCA Afterschool Care - On-site after school care provided by the YMCA for students which includes a study component.

Edgelea’s Staff/Highly Qualified Status

All certified applicants are to signify if they are “highly qualified” (if so, which areas, on the Lafayette School Corporation on-line application system. Following recruitment and interview, and before being recommended for hire, the applicant’s “highly qualified” status is ascertained by the central office. It is their intent to hire only those teachers who meet the highly qualified status for those positions which it is required. In addition, in fall 2006 all teacher personnel files were reviewed to determine if, for those who needed to be so qualified, the “highly qualified” status of each teacher based on their area of certification. The following charts indicate the highly qualified status of teachers, paraprofessionals, and instructional assistants. Updated information is available in the personnel office of the Lafayette School Corporation.

Teacher’s Name	Teaching Assignment	Indicator of Being Highly Qualified
Amber Ma	Kindergarten	Passed Praxis II
Missi Findley	Kindergarten	Passed Praxis II
Joyce Lane	Kindergarten	Masters, 100 pts. On HOUSSE
Penny Welsh	Kindergarten	Passed Praxis II
Adina Uglow	Grade 1	NTE, 100 pts. On HOUSSE
Gail Billings	Grade 1	100 pts. On HOUSSE
Pam Cray	Grade 1	Masters, 100 pts. On HOUSSE
Christine Bennett	Grade 1	Masters, 100 pts. On HOUSSE
Mary Kay Cahill	Grade 1	Masters, 100 pts. On HOUSSE

Connie Leto	Grade 2	Masters, 100 pts. On HOUSSE
Cindy Preston	Grade 2	Passed Praxis II
Karen Kiral	Grade 2	Masters, 100 pts. On HOUSSE, NTE
Vicki Hibbert	Grade 2	Masters, 100 pts. On HOUSSE, NTE
Dinah Snyder	Grade 2	Masters, 100 pts. On HOUSSE
Karen Pedigo	Grade 3	Passed Praxis II
Nancy Jennett	Grade 3	Masters, 100 pts. On HOUSSE
Ryan Cole	Grade 3	Masters, 100 pts. On HOUSSE
Lisa Jones	Grade 3	Passed NTE
Jill Arman	Grade 3	Passed NTE
Debbie Glick	Grade 4	Masters, 100 pts. On HOUSSE
Ryan Yuill	Grade 4	Passed Praxis II
Joe Fife	Grade 4	Masters, 100 pts. On HOUSSE
Christine Ryba	Grade 4	Masters, 100 pts. On HOUSSE, NTE
Kelly Johnston	Grade 4	Passed Praxis II
Kristi Redmon-Felix	Art	Passed NTE
Jeff Clevenger	Physical Education	Masters, 100 pts. On HOUSSE
Beth A. Armstrong	Counselor	Masters, 100 pts. On HOUSSE
Nancy Hutchinson	Intervention	Masters, 100 pts. On HOUSSE
Debbie Miller	Music – grades 1-5	Passed the NTE, 100pts. HOUSSE
Patty Clawson	Speech Therapist	Masters, 100 pts. On HOUSSE
Sandy Williams	Media Specialist	Masters, 100 pts. On HOUSSE

Carol Burklow	Deaf/HOH teacher	Masters, 100 pts. On HOUSSE
Betsy Kinsinger	Special Education Teacher	Passed Praxis
Debbie Meadows	Special Educ. Teacher	100 pts. On HOUSSE
Vicki Vaughn	Principal	Ph.D. 100 points on HOUSSE

Strategies to Attract High-Quality, Highly Qualified Teachers

Lafayette School Corporation has an on-line application process which allows teachers from across the country and around the world easy access to our school district’s application process. We attract high-quality applicants through our print and web media which promotes the benefits of working in the Lafayette School Corporation and living in the greater Lafayette community, home to Purdue University. In additional, our central office and building administrators attend Teacher Recruitment days at all of the state-funded universities as well as many of the private universities. We attempt to reach historically black colleges through recruitment brochures. Teachers and administrators network within their professional organizations to find strong candidates who show potential to be outstanding leaders in their fields. We also promote our Professional Development Academy to teacher candidates. PDA is Lafayette School Corporation’s mentoring professional development program for first year teachers.

At Edgelea School there have been few teacher openings in past years. With the closing of three elementary schools in LSC, several teachers have opted to come to Edgelea School. They have become welcome members of our faculty and serve on numerous committees.

Parental Participation in School

Plans to increase parent involvement:

In this school-wide improvement plan the Edgelea faculty plans to do the following to increase parent involvement:

1. Ask students to read with and/or to a parent and asking parents to sign a log of participation. Edgelea currently asks each child to read for 20 minutes each evening but this will increase parental involvement in reading.
2. Each teacher and/or grade level will send home monthly newsletters that describe math topics that are currently being taught and suggested activities that parents can do to assist their children.

Edgelea encourages parent participation in student learning in a variety of ways:

1. Grades 2-4 utilize an assignment notebook to communicate homework assignments to parents each day and encourage parents to get involved their student's homework.
2. Parent conferences are scheduled on an as needed basis.
3. The Edgelea TPA encourages all parents to become active members and attend monthly meetings to discuss the progress of the school.
4. Family STEM, Family Game, and Family Reading Nights each year allow students and their parents to enjoy learning together and participate in activities that demonstrate important math and reading standards.
5. Back to School Night is held each fall to let parents meet teachers and learn about the various grade level expectations.
6. Monthly school newsletters let parents know what is happening at school and provide strategies for parents to assist their children.

Edgelea will provide individual assessment results to parents:

1. Sending ISTEP+, Acuity, LAS Links, and DIBELS results home to parents with information as to how to interpret the results.
2. Meeting and discussing results of academic assessments with parents whenever possible via parent conferences and/or telephone calls.

Strategies to involve parents in planning, reviewing, and improving the school-wide plan:

1. Currently, Edgelea has a parent serving on the SWP group. This is important to our school to have parental participation.
2. School improvement plans are shared and discussed with the TPA each year. The new plan will be presented to parents at the April TPA meeting for input.

Plans for Transitioning Students

Students who are transitioning from PreK to K are afforded the opportunity to visit their new school. Transition conferences are held for SPECED students who are transitioning to kindergarten. The schools hold Kindergarten Round-Up, Back to School Nights, and Parent/Student Orientation days. Head Start and Even Start are invited to participate in Kindergarten Round-Up and to set up transition meetings with the kindergarten teachers.

Students transitioning from 4th to middle school are also given an opportunity to visit their new school. Fourth grade students are identified for ELL, G/T, and SPECED programs prior to transition to middle school. Parents are informed of the curricular and co-curricular offerings at middle school. Middle School administrators and counselors visit the elementary schools in the spring semester. There is a standard process for the transferring of information in the cumulative folders between levels and schools and there is a K-8 database which allows the electronic transfer of student information.

Opportunities /Expectations for Teachers to be Included in the Decision-making Related to the Use of Academic Assessments

State mandated tests are directed by the IDOE's Division of Assessment. District level summative assessments are selected by the administration with input from teachers through building level discussions and district level discussions with the core content curriculum teams. Formative assessments are selected by the administrations with teacher input. Formative assessments are commonly used across the district, such as m-class and Acuity. A list of assessments used by Edgelea School is located in this plan.

Edgelea Elementary teachers participate in analysis of student achievement data through grade level and individuals meetings with the principal to discuss m-Class results in September, January, and May. The entire staff analyzes ISTEP+ and Acuity achievement data each year. Details of the 2010-2011 timeline for staff review of Language Arts and Math Assessment plans are located in the School Plan section of this document.

Coordination of Local, Federal, and State Monies

Edgelea School uses money from local, state, and federal sources to educate all students. Our district separates these monies for accounting purposes and they are not combined. However, the monies are budgeted by the school in a systematic way that allows us to better meet the needs of all students.

Professional development has been provided this year by Purdue University and inservices are voluntary.

Responsibilities of School, LEA, & SEA

The responsibilities of the school include, but are not limited to, completion of the following activities for staff development and methods to ensure compliance with participation and student achievement requirements:

1. Maintaining an assessment checklist of responsibilities and compliance for all staff administering ISTEP+;
2. Annually reviewing, prior to the ISTEP+ testing window, all participation and accommodation requirements;
3. Providing ongoing opportunities for professional development focused on assessment literacy;
4. Providing ongoing professional development in meeting the instructional needs of diverse learners (special education and economically disadvantaged) in both Reading and Mathematics as identified through AYP analysis;
5. Completing ISTEP+ data analysis after results are returned;
6. Requesting technical assistance from the LEA as needed, and;
7. Using SEA online resources and requesting technical assistance from the SEA.
8. Providing technical assistance and guidance in all phases of planning and implementing the schoolwide Title I plan.

The district will act as liaison between the IDOE and the school to support compliance with all requirements, meet with the Principal to support completion of documentation and assure compliance with Title I monitoring, and provide technical assistance as requested by the Principal. Central office personnel are available to provide further assistance as needed.

The SEA provides additional technical assistance through various online resources, including the ASAP website, Title I monitoring documents and support, and access to the Indiana Academic Standards and related instructional resources. In addition, compliance and improvement of student achievement is supported through ongoing technical assistance from IDOE consultants and the Schoolwide planning process.

Teacher Mentoring Program

At Edgelea Elementary there are currently master teachers at each grade level who serve as mentors for the newer teachers in their grade level or those who

need additional support in instruction. In addition, one teacher, new to the district, attends the Professional Development Academy.

Safe and Disciplined Learning Environment

Each year Edgelea School has a safety committee that reviews the Crisis Plan. The committee updates the school plan yearly and each staff member receives a copy. A copy is also sent to central office for review by the superintendent. A copy of the plan is in the appendices. This year's committee was chaired by Ryan Cole, a third-grade Challenge teacher and Joe Fife, fourth grade teacher; and also teachers from other grade levels.

Edgelea tries to use a proactive approach to discipline by focusing on character development. The school uses the Character Counts program and the 6 pillars of character are displayed in the school's main hallway. The school's counselor teaches weekly mini-lessons on the pillars during Monday lunch periods. Parents are also sent monthly information about the pillars of character.

Edgelea has five basic school rules that each student is expected to know. These rules (located in the appendix) are posted in each classroom and include "no put downs" as a way to prevent bullying. If a student chooses not to follow a rule the teacher has the option of sending the student to the office or dealing with the issue him/herself. All office discipline referrals are documented on a form. The principal often uses the services of the school counselor for discipline and also tries to get the parents involved in discipline concerns. Several options ranging from in-school and out-of-school suspensions are possibilities. Every attempt is made to keep the student in school.

Edgelea is also concerned with each student's affective development. The counselor has a "Bully Prevention Program" that consists of teaching children the six pillars of character using the Character Counts Program. During the lunch period each Monday, students are taught a mini lesson on the six pillars of character, drug prevention, or bullying. There are also classroom lessons that focus on recognizing and defining bullying, how bullying behavior makes you feel, what to do when one is bullied, and how to prevent bullying. Edgelea defines bullying as: intentional aggressive behavior that is typically repeated over time.

Edgelea's policy is that any type of bullying is unacceptable, interferes with school learning, and is not tolerated on school grounds, on the school bus, or to and from school. Students are taught to report bullying. If bullying is reported, an investigation is made and appropriate consequences follow if bullying behavior is substantiated. Students and parents are given information from the counselor

about what constitutes bullying behavior. Teachers are apprised of the latest information on bullying in faculty meetings.

Cultural Competency, Technology, and Professional Development

These components are all addressed in the School Improvement Plan. The district and school Technology Plan is located in the Appendix.

Plans for Submission of P.L. 221 Plan

Edgelea's plan is submitted to the Lafayette School Corporation Superintendent by February 29, 2011. After receiving feedback from the Superintendent, on April 1st revisions are made and the plan is resubmitted to Superintendent and Board of School Trustees for approval. The approved plan is then forwarded to the Indiana Department of Education. A copy of the plan is available in the principal's office for inspection by members of the public.

The plan is reviewed and revised each year by the Edgelea faculty and presented to the Edgelea TPA (Teacher Parent Association) for input. Parent(s) serve on the revision team. A copy is also sent to the IDOE.

Summary:

The Edgelea staff is committed to working with parents and the community to meet the needs of all students. Providing a safe and caring learning environment that invites exploration and a variety of opportunities that promote academic, social, emotional, and physical growth is also a focus. The dedicated staff works toward the goal of helping each student meet his/her potential. Becoming a school-wide Title I school will enable the staff to better achieve these goals. **Edgelea is determined to guide every learner to excellence in all endeavors.**

School: Edgelea Elementary

Focus Area: Reading and Math

Goal: By Spring of 2013, 96% of 3rd-4th grade students will meet Indiana Academic Standards in Language Arts and Math as measured by ISTEP+.

Analysis of Data

Rationale

Strengths

- *Overall, 17% of students achieved Pass+ in language arts and 36% received a Pass + in Math on ISTEP+
- *All grade levels have refined the academic vocabulary to be taught. Every teacher has a copy.
- *Grade 3-5 students increased from 76.8% to 81% passing English/Language Arts from spring 2009 to spring 2010.
- *All subgroups increased in passing E/LA from spring 2009 to spring 2010.

Challenges

- *Edgelea is no longer a Title I school and is therefore lacking in support that additional intervention teachers provided.
- *Small group intervention with students is more difficult with less help.
- *Math scores declined by 1.4% points in 2010.
- *Some ELL upper grade students that enter Edgelea lack some of the foundational language arts skills that are provided to students who participate in the KELL Program.

Data Statements

SPRING 2010 ISTEP+ Results for Edgelea Elementary

Based on	SPRING2010	ISTEP+	81% (238/294)	of	all grade 3-5 students	achieved mastery	in LA
Based on	SPRING2010	ISTEP+	80% (235/294)	of	all grade 3-5 students	achieved mastery	in Math
Based on	SPRING2010	ISTEP+	75% (126/167)	of	3-5 F/R lunch students	achieved mastery	in LA
Based on	SPRING2010	ISTEP+	74% (124/167)	of	3-5 F/R lunch students	achieved mastery	in Math
Based on	SPRING2010	ISTEP+	71% (15/21)	of	4 spec. ed. students	achieved mastery	in LA
Based on	SPRING2010	ISTEP+	52% (11/21)	of	4 spec. ed. students	achieved mastery	in Math
Based on	SPRING2009	ISTEP+	68% (30/44)	of	3-5 ELL students	achieved mastery	in LA
School: Edgelea Elementary	SPRING2009	ISTEP+	64% (28/44)	of	3-5 ELL students	achieved mastery	in Math

- *Incorporating visually oriented teaching strategies promotes mathematical and reading comprehension.
- *Educating culturally and linguistically diverse parents about school culture facilitates mutual understanding between school staff, parents, and students.
- *Student-sharing of self-selected reading books at home and school heightens reading motivation.
- *Continuous modeling of reading comprehension strategies promotes independent strategy use and results in active self-monitoring.
- *Fostering students' ability to connect text to personal experience, previous readings, and to the world around them increases the ability to draw deeper conclusions from their reading.
- *Implementing in-house professional development helps staff recognize the strengths within culturally and linguistically diverse families facilitates mutual understanding between school staff, parents, and students.
- *Providing extensive opportunities to practice using vocabulary words fosters a deeper and more complex level of understanding.
- **Exposure to multiple writing prompts facilitates writing production and decreased writing errors when writing skills are modeled.

School: Edgelea Elementary			Focus Area: Reading				
Goal: By Spring of 2013, 96% of 3 rd -4 th grade students will meet Indiana Academic Standards in Language Arts as measured by ISTEP+.							
Benchmarks:							
Year 1: By Spring of 2012, 90% of 2 nd -4 th grade students will pass ISTEP+ E/LA as predicted by Acuity.							
Year 2: By Spring of 2013, 96% of 2 nd -4 th grade students will pass ISTEP+ E/LA as predicted by Acuity.							
Year 3: By Spring of 2014, 100% of 2 nd -4 th grade students will pass ISTEP+ E/LA as predicted by Acuity.							
Strategies			Supporting Professional Development and Assessment				
Begin Date	Action Steps	Person Responsible	Begin Date	Professional Development	Person Responsible	Evidence of Implementation	Evidence of Impact
8/2011	General: -Model and guide students to make connections daily: *text to text; text to world, text to self	Teachers				Observation by principal/peers	Acuity
8/2011	-Use 5 step process for vocabulary instruction daily	Teachers	8/2011	Review of 6-step video (Teachers, paras, Title I staff, principal)	Principal	Observation by principal/peers	Acuity
8/2011	-Each grade level selects, administers, and scores the same grade-level writing prompt quarterly	Teachers	10/2011	Teachers will discuss and bring writing samples in the September faculty meeting	Teachers	ISTEP+ Rubric/Class Scoresheet	Acuity
8/2011	- Use CETA strategies to help children focus on instruction and express comprehension in multiple ways	Teachers	8/2011	Continue CETA training by grade level and with Purdue support	Teachers	Observation by principals/peers	Improved behavior/Acuity
8/2011	Low Achievers: -Daily modeling of comprehension strategies: *Think Alouds *questioning *rereading *discussion	Teachers & Inclusion Teacher					
8/2011		Teachers				Observation by principal/peers	
10/2011	-Weekly modeling of comprehension strategies: *marking text	Inclusion Teacher/ ELL Teacher	9/2011	Staff collaboration to determine grade-level partners (Teachers, paras, Title I staff) Dec. Faculty Meeting	ELL Teacher	Observation by principal/peers	Acuity
2/2012	-Students read self-selected books to other grade level students monthly		2/20/2012	Instructors internalize process for instruction and use of materials	ELL Teacher	Observation by principal/peers	
9/2011	-Use 20 Day strategy to review E/LA and Math, and test taking skills before ISTEP+ during STAR time	Teachers					
9/2011	High Achievers: -During STAR time, at least two times a week, use Junior Great Books' strategies to model and practice: *questioning, rereading, discussion, marking text	ELL Teacher,	9/2011	A meeting to explain language arts expectations for students and parents	School-wide Planning Group	Observation by principal/peers	
9/2011	Cultural Competency: -All teachers include culturally-diverse materials of various genres monthly	Teachers, Parents,					

9/2011	Parental Involvement: -Students read/share self-selected book weekly with parent, guardian, etc. Technology: -Students in grades 2-5 use Accelerated Reader at least two times a month - Students in grade 1 will use Accelerated Reader at least two times a month beg. in Jan.	Teachers & Media Specialist	2/2012	Grade level collaboration during September faculty meeting		Parent Response Sheet	Acuity
10/2011			2/2012	Family Reading Night		Accelerated Reader Report	
1/2012				* Any after school professional development/activity is optional			Accelerated Reader Reports

School: Edgelea Elementary	Focus Area: Math
Goal: By Spring of 2013, 96% of 3 rd -4 th grade students will meet Indiana Academic Standards in Math as measured by ISTEP+.	
Rationale	Guiding Principles Leading to Strategies
	<ul style="list-style-type: none"> *Experiencing mathematical processes in everyday situations heightens students' ability to internalize mathematical concepts and reasoning. *Educating culturally and linguistically diverse parents about school culture facilitates mutual understanding between school staff, parents, and students. *Incorporating visually oriented teaching strategies promotes mathematical and reading comprehension. *Learning mathematical terminology and symbols foster students' ability to communicate mathematically. *Direct instruction dedicated to reviewing and reinforcing academic vocabulary related to mathematics, increases student background knowledge and performance. *Differentiating math instruction through flexible grouping can positively affect student learning.

School: Edgelea Elementary			Focus Area: Math				
Goal: By Spring of 2013, 96% of 3 rd -4 th grade students will meet Indiana Academic Standards in Math as measured by ISTEP+.							
Benchmarks:							
Year 1: By Spring of 2012, 90% of 2 nd -4 th grade students will be predicted to pass math on ISTEP+ as measured by Acuity.							
Year 2: By Spring of 2013, 96% of 2 nd -4 th grade students will be predicted to pass math on ISTEP+ as measured by Acuity							
Year 3: By Spring of 2014, 100% of 2 nd -4 th grade students will be predicted to pass math on ISTEP+ as measured by Acuity							
Strategies			Supporting Professional Development and Assessment				
Begin Date	Action Steps	Person Responsible	Begin Date	Professional Development	Person Responsible	Evidence of Implementation	Evidence of Impact
8/2011	General: -Explore and discuss mathematical relationships while solving real world problems, on a daily basis	Teachers	10/2011	Teachers will share problem-solving strategies for real-world applications at October faculty meeting	Principal & Teachers	Teacher Sign-In Sheet	Acuity
8/2011	-Use 5/6-step vocabulary process at least 2 times per week to teach math vocabulary	Teachers	8/2011	A video will be available during inservice day in August to review teaching the 5/6 step vocabulary teaching process for those that need it	Principal	Teacher Sign-In Sheet	Acuity
9/2011	-Differentiate math instruction through flexible grouping daily	Teachers	8/2011	Teachers will meet to discuss flexible grouping during first (teacher work) day	Teachers	Teacher Sign-In Sheet	Acuity
8/2011	-Use CETA strategies to help students focus on instruction 2 times per week	Teachers	8/2011	Teachers will review strategies and discuss in grade levels how to implement (possible support from Purdue University)	Teachers	Observation by Principal/peers	Improved classroom behavior/Acuity
8/2011	Low Achievers: -Daily use of math manipulatives/ games (e.g. number lines, charts, coins, base ten blocks, etc.)	Teachers					
8/2011	High Achievers: -Students will experience mathematical processes through chess and/or games (e.g. Everyday Math games, Math Pentathlon) weekly	Teachers & Chess Instructor	11/2011		Teachers	Teacher Sign-In Sheet	Acuity
9/2011	Parental Involvement: -Convey to parents, via monthly newsletters, methods to support classroom math activities	Teachers		Grade-level collaboration in conjunction with Family Math Night (developing problems)			
9/2011	-Parents work on a real-world math application problem with their child monthly	Parents	9/2011		Media Specialist	Accelerated Math Reports	Acuity
9/2011	Technology: -Use Accelerated Math grade level standards at least two times a week in grades 2-5	Teachers		Optional after school workshop on Accelerated Math **Any after school professional development/activity is optional			

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English/Language Arts/Math Assessments

School: Edgelea Elementary				
Goal: By Spring of 2013, 96% of 3 rd -4 th grade students will meet Indiana Academic Standards in Language Arts and 97% of grade 3-4 students in Math as measured by ISTEP+.				
Benchmarks:				
Year 1: By Spring of 2012, 90% of 2 nd -4 th grade students will be predicted to pass E/LA and math on ISTEP+ as measured by Acuity.				
Year 2: By Spring of 2013, 96% of 2 nd -4 th grade students will be predicted to pass E/LA and math on ISTEP+ as measured by Acuity				
Year 3: By Spring of 2014, 100% of 2 nd -4 th grade students will be predicted to pass E/LA and math on ISTEP+ as measured by Acuity				
Formative Assessments In 2011-2012 school year	Formative Assessments In 2011-2012 school year	Formative Assessments In 2011-2012 school year	Formative Assessments In 2011-2012 school year	Summative Assessment 2011-2012
Acuity to predict success in	DIBELS to measure reading	Grade level K-4 Writing prompts	LAS Links	ISTEP+ for grades 3 and 4
E/LA and Math for	Fluency for grades	For grades K-4 given 3 times	For grades K-4 given	
Grades 3-4	K-4	Each year	Once each year	

Appendices

Analysis of Data and Accompanying Data Statements

Based on these data and other data gathered by the committee the areas of most need were considered to be reading especially with the special education population and free and reduced lunch students. Goals were developed for all students in reading and mathematics through research of best practices. Additional data statements developed by the committee in these and other areas are also located in the appendices.

The staff will continue to work on parent and community involvement and school climate through the implementation of the SWP.

Edgelea Data Summary (additional data are located in the appendices)

ISTEP + Scores (percent passing)			
Grade	Year	Language Arts	Math
3	'06	69	73
	'07	82	68
	'08	64	76
	'09	75	87
	'10	83	82
	'11	85	80
4	'06	73	84
	'07	74	79
	'08	76	75
	'09	86	89
	'10	84	81
	'11	81	75
5	'06	76	84
	'07	70	77
	'08	72	74
	'09	71	76
	'10	82	84

Percent Passing ISTEP+ of the Lowest Performing Subgroup - Special Ed
Language Arts Math

	2006	2007	2008	2009	2010	2011	2006	2007	2008	2009	2010	2011
<u>Grade 3</u>	36%	61%	--	—	80%	70%	50%	44%	--	---	60%	40%
<u>Grade 4</u>	53%	---	54%	73%	-----	***	67%	----	54%	67%	----	***
<u>Grade 5</u>	44%	45%	--	---	64%		72%	55%	--	---	45%	

2006-2007 DIBELS SCORES

GRADE	FALL			WINTER		
	<u>Intensive</u>	<u>Strategic</u>	<u>Benchmark</u>	<u>Intensive</u>	<u>Strategic</u>	<u>Benchmark</u>
Kdg.	29%	34%	37%	8%	27%	65%
1	7%	15%	78%	5%	21%	74%
2	11%	33%	56%	10%	12%	78%
3	19%	28%	53%	23%	24%	53%
4	21%	24%	55%	19%	22%	59%
5	26%	19%	55%	26%	15%	59%

2007-2008 DIBELS SCORES

GRADE	FALL			WINTER		
	<u>Intensive</u>	<u>Strategic</u>	<u>Benchmark</u>	<u>Intensive</u>	<u>Strategic</u>	<u>Benchmark</u>
Kdg.	28%	34%	38%	1%	9%	90%
1	6%	18%	76%	2%	21%	77%
2	14%	18%	68%	11%	12%	72%
3	11%	23%	66%	14%	23%	63%
4	17%	27%	55%	11%	27%	64%
5	24%	17%	59%	17%	13%	69%

2008-2009 DIBELS SCORES

GRADE	FALL			WINTER		
	<u>Intensive</u>	<u>Strategic</u>	<u>Benchmark</u>	<u>Intensive</u>	<u>Strategic</u>	<u>Benchmark</u>
Kdg.	33%	23%	44%	5%	14%	80%
1	1%	16%	83%	0%	17%	83%
2	17%	21%	63%	13%	9%	77%
3	15%	17%	67%	9%	20%	71%
4	18%	12%	69%	11%	13%	76%
5	20%	23%	56%	19%	24%	57%

2008-2009 Data Statements

FALL 2008 ISTEP+ Results for Edgelea Elementary

Based on	FALL 2008	ISTEP+	70.8% (199/281)	of	all grade 3-5 students	achieved mastery	in LA
Based on	FALL 2008	ISTEP+	75% (211/281)	of	all grade 3-5 students	achieved mastery	in Math
Based on	FALL 2008	ISTEP+	57.9% (91/157)	of	3-5 F/R lunch students	achieved mastery	in LA
Based on	FALL 2008	ISTEP+	62.4% (98/157)	of	3-5 F/R lunch students	achieved mastery	in Math
Based on	FALL 2008	ISTEP+	53.8% (7/13)	of	4 spec. ed. students	achieved mastery	in LA
Based on	FALL 2008	ISTEP+	53.8% (7/13)	of	4 spec. ed. students	achieved mastery	in Math
Based on	FALL 2008	ISTEP+	42.3% (22/52)	of	3-5 ELL students	achieved mastery	in LA
Based on	FALL 2008	ISTEP+	57.6% (30/52)	of	3-5 ELL students	achieved mastery	in Math

NWEA 2009 Winter Scores

Based on the	Winter 2009	NWEA Math	61/106	58%	of the	2nd graders	achieved	50th percentile or higher
Based on the	Winter 2009	NWEA Read	63/113	56%	of the	2nd graders	achieved	50th percentile or higher
Based on the	Winter 2009	NWEA Math	60/85	71%	of the	3rd graders	achieved	50th percentile or higher
Based on the	Winter 2009	NWEA Read	51/87	59%	of the	3rd graders	achieved	50th percentile or higher
Based on the	Winter 2009	NWEA Math	67/92	73%	of the	4th graders	achieved	50th percentile or higher
Based on the	Winter 2009	NWEA Read	59/92	64%	of the	4th graders	achieved	50th percentile or higher
Based on the	Winter 2009	NWEA Math	52/92	57%	of the	5th graders	achieved	50th percentile or higher
Based on the	Winter 2009	NWEA Read	55/93	59%	of the	5th graders	achieved	50th percentile or higher

Based on the	Winter 2009	NWEA Math	240/375	64%	of the	2-5 students	achieved	50th percentile or higher
Based on the	Winter 2009	NWEA Read	228/385	59%	of the	2-5 students	achieved	50th percentile or higher

Fall 2008 Parent Teacher Conference Summary Sheets

Based on	Fall 2008	P/T Conf. Summary Sheets	4/4 (100%)	of	K teachers	achieved 100% attendance
Based on	Fall 2008	P/T Conf. Summary Sheets	5/5 (100%)	of	1 teachers	achieved 100% attendance
Based on	Fall 2008	P/T Conf. Summary Sheets	2/5 (40%)	of	2 teachers	achieved 100% attendance
Based on	Fall 2008	P/T Conf. Summary Sheets	2/4 (50%)	of	3 teachers	achieved 100% attendance
Based on	Fall 2008	P/T Conf. Summary Sheets	4/4 (100%)	of	4 teachers	achieved 100% attendance
Based on	Fall 2008	P/T Conf. Summary Sheets	4/4 (100%)	of	5 teachers	achieved 100% attendance

LSC DIBELS BENCHMARK ASSESSMENT DATA 2008-2009

Based on the	WI 2009	DIBELS	5/97	5%	of	K students	achieved	Intensive
Based on the	WI 2009	DIBELS	14/97	14%	of	K students	achieved	Strategic
Based on the	WI 2009	DIBELS	79/97	80%	of	K students	achieved	Benchmark
Based on the	WI 2009	DIBELS	0/109	0%	of	1st graders	achieved	Intensive

Based on the	WI 2009	DIBELS	19/109	17%	of	1st graders	achieved	Strategic
Based on the	WI 2009	DIBELS	90/109	83%	of	1st graders	achieved	Benchmark
Based on the	WI 2009	DIBELS	15/114	13%	of	2nd graders	achieved	Intensive
Based on the	WI 2009	DIBELS	11/114	9%	of	2nd graders	achieved	Strategic
Based on the	WI 2009	DIBELS	88/114	77%	of	2nd graders	achieved	Benchmark
Based on the	WI 2009	DIBELS	8/87	9%	of	3rd graders	achieved	Intensive
Based on the	WI 2009	DIBELS	17/87	20%	of	3rd graders	achieved	Strategic
Based on the	WI 2009	DIBELS	62/87	71%	of	3rd graders	achieved	Benchmark
Based on the	WI 2009	DIBELS	10/93	11%	of	4th graders	achieved	Intensive
Based on the	WI 2009	DIBELS	12/93	13%	of	4th graders	achieved	Strategic
Based on the	WI 2009	DIBELS	71/93	76%	of	4th graders	achieved	Benchmark
Based on the	WI 2009	DIBELS	18/93	19%	of	5th graders	achieved	Intensive
Based on the	WI 2009	DIBELS	22/93	24%	of	5th graders	achieved	Strategic
Based on the	WI 2009	DIBELS	53/93	57%	of	5th graders	achieved	Benchmark

Based on the	WI 2009	DIBELS	56/593	9%	of	K-5 students	achieved	Intensive
Based on the	WI 2009	DIBELS	95/593	16%	of	K-5 students	achieved	Strategic
Based on the	WI 2009	DIBELS	443/593	75%	of	K-5 students	achieved	Benchmark

GUIDING PRINCIPLES AND RESOURCES

Math

Guiding Principle: Incorporating visually oriented teaching strategies promotes mathematical and reading comprehension.

Resource 1: Tannock, R. and Martinussen, R. (2001). Reconceptualizing ADHD. Educational Leadership, 20-25.

Resource 2: Charles, R. (2006). New directions for standards, curriculum, and assessment. Noyce Foundation, 7-9.

Resource 3: Burns, M. (2004). A can of coke leads to a piece of pi. JSD, 25(4), 16-21.

Resource 4: Griffin, S. (2004, February). Teaching number sense. Educational Leadership, 39-42.

Supporting Instructional Practices: Use of number lines, different size props, and manipulatives.

Guiding Principle: Learning mathematical terminology and symbols fosters students' ability to communicate mathematically.

Resource 1: Burns, M. (2004). A can of coke leads to a piece of pi. JSD, 25(4), 16-21.

Resource 2: Mervis, J. (2006, May). Finding common ground in the U.S. math wars. Science, 312, 988-990.

Resource 3: Hiebert, J. & Stigler, J.W. (2004, Fall). A world of difference. JSD, 25(4), 10-15.

Resource 4: Zemelman, S., Daniels, H. & Hyde, A. (????). Best practice in mathematics. In Best practice: New standards for teaching and learning in America's schools (pp. 83-104). Portsmouth, NH: Heinemann.

Supporting Instructional Practices: Use of direct instruction and memorization of basic math facts.

Guiding Principle: Experiencing mathematical processes in everyday situations heightens students' ability to internalize mathematical concepts and reasoning.

Resource 1: Burns, M. (2004). A can of coke leads to a piece of pi. JSD, 25(4), 16-21.

Resource 2: Mervis, J. (2006, May). Finding common ground in the U.S. math wars. Science, 312, 988-990.

Resource 3: Hiebert, J. & Stigler, J.W. (2004, Fall). A world of difference. JSD, 25(4), 10-15.

Resource 4: Zemelman, S., Daniels, H. & Hyde, A. (????). Best practice in mathematics. In Best practice: New standards for teaching and learning in America's schools (pp. 83-104). Portsmouth, NH: Heinemann.

Supporting Instructional Practices: Use of number lines, different size props, manipulatives.

Guiding Principle: Educating culturally and linguistically diverse parents about school culture facilitates mutual understanding between school staff, parents, and students.

Resource 1: Columbo, M.W. (2004, May). Family literacy nights. Educational Leadership, 48-51.

Resource 2: Wherry, J.H. (2005, February). 10 things any school can do to build parent involvement. .
Plus five great ways to fail! Paper presented at the National Educator's Conference.

Resource 3: Zemelman, S., Daniels, H. & Hyde, A. (????). Best practice in mathematics. In Best practice: New standards for teaching and learning in America's schools (pp. 83-104). Portsmouth, NH: Heinemann.

Resource 4: Ivey, G. (2000, September). Redesigning reading instruction. Educational Leadership, 42-45.

Supporting Instructional Practices: Implement Family Math Night (featuring both classroom teachers and community representatives as model readers), maintaining summer library hours at the school.

Reading

Guiding Principle: Incorporating visually oriented teaching strategies promotes mathematical and reading comprehension.

Resource 1: Tannock, R. and Martinussen, R. (2001). Reconceptualizing ADHD. Educational Leadership, 20-25.

Resource 2: Charles, R. (2006). New directions for standards, curriculum, and assessment. Noyce Foundation, 7-9.

Resource 3: Burns, M. (2004). A can of coke leads to a piece of pi. JSD, 25(4), 16-21.

Resource 4: Griffin, S. (2004, February). Teaching number sense. Educational Leadership, 39-42.

Supporting Instructional Practices: Use of graphic organizers, different size props, and double diary entry journal.

Guiding Principle: Educating culturally and linguistically diverse parents about school culture facilitates mutual understanding between school staff, parents, and students.

Resource 1: Columbo, M.W. (2004, May). Family literacy nights. Educational Leadership, 48-51.

Resource 2: Wherry, J.H. (2005, February). 10 things any school can do to build parent involvement. . Plus five great ways to fail! Paper presented at the National Educator's Conference.

Resource 3: Zemelman, S., Daniels, H. & Hyde, A. (????). Best practice in mathematics. In Best practice: New standards for teaching and learning in America's schools (pp. 83-104). Portsmouth, NH: Heinemann.

Resource 4: Ivey, G. (2000, September). Redesigning reading instruction. Educational Leadership, 42-45.

Supporting Instructional Practices: Implement Family Literacy Night (featuring both classroom teachers and community representatives as model readers), maintaining summer library hours at the school.

Guiding Principle: Student-sharing of self-selected reading books at home and school heightens reading motivation.

Resource 1: Gambrell, L.B. (1996, September). Creating classroom cultures that foster reading motivation. Reading Teacher, 50(1), 14-25.

Resource 2: Tovani, C. (2004). *Do I really have to teach reading*. Portland, ME: Stenhouse Publishers.

Resource 3: Holloway, J. (2004). Family Literacy. *Educational Leadership*, 88-89.

Resource 4: (2000). Excellent reading teachers. *International Reading Association*.

Supporting Instructional Practices: Students share their books through book talks with grade-level peers. Students read and share their favorite books from their previous years, with students younger than they are.

Guiding Principle: Continuous modeling of reading comprehension strategies promotes independent strategy use and results in active self-monitoring.

Resource 1: Keene, E., & Zimmermann, S. (1997). *Mosaic of thought. Teaching comprehension in a reader's workshop*. Portsmouth: Heinemann.

Resource 2: Gambrell, L.B. (1996, September). Creating classroom cultures that foster reading motivation. Reading Teacher, 50(1), 14-25.

Resource 3: Tovani, C. (2004). *Do I really have to teach reading* . Portland, ME: Stenhouse Publishers.

Resource 4: (2002). Word study for students with learning disabilities and English language learners. *Texas Center for Reading and Language Arts*. 4-14.

Supporting Instructional Practices: Daily modeling of comprehension strategies such as: Think-alouds, questioning, rereading, and discussion. Marking of difficult words, sentences, or whole-text passages with Post-It notes.

Guiding Principle: Fostering students' ability to connect text to personal experience, previous readings, and to the world around them increases the ability to draw deeper conclusions from their reading.

Resource 1: Tovani, C. (2004). *Do I really have to teach reading?*. Portland, ME: Stenhouse Publishers.

Resource 2: Vacca, R. (2006). They can because they think they can. *Educational Leadership*. 56-59.

Resource 3: Holloway, J. (2004). Family literacy. *Educational Leadership*, 88-89.

Resource 4: LaRock, V. (August 2005). Research based vocabulary instruction: So many words-so little time. *RMC Research Corporation*.

Supporting Instructional Practices: Train students in rereading text to make better connections and draw more effective conclusions.

Guiding Principle: Implementing in-house professional development helps staff recognize the strengths within culturally and linguistically diverse families facilitates mutual understanding between school staff, parents, and students.

Resource 1: Columbo, M.W. (2004, May). Family literacy nights. *Educational Leadership*, 48-51.

Resource 2: Wherry, J.H. (2005, February). 10 things any school can do to build parent involvement. . Plus five great ways to fail! Paper presented at the National Educator's Conference.

Resource 3: Zemelman, S., Daniels, H. & Hyde, A. (????). Best practice in mathematics. In Best practice: New standards for teaching and learning in America's schools (pp. 83-104). Portsmouth, NH: Heinemann.

Resource 4: Ivey, G. (2000, September). Redesigning reading instruction. *Educational Leadership*, 42-45.

Supporting Instructional Practices: Requiring teachers to attend in-service training focused on increasing awareness of the cross-cultural student population and that provide teachers with a toolbox of strategies (e.g., broadening word walls to include listening, speaking, reading, and writing vocabulary) that are classroom ready.

Guiding Principle: Providing extensive opportunities to practice using vocabulary words fosters a deeper and more complex level of understanding.

Resource 1: LaRock, V. (2005). Research based vocabulary instruction: so many words-so little time. *RMC Research Corporation*.

Resource 2: Keene, E., & Zimmermann, S. (1997). Mosaic of thought. Teaching comprehension in a reader's workshop. Portsmouth: Heinemann.

Resource 3: Tovani, C. (2004). *Do I really have to teach reading?*. Portland, ME: Stenhouse Publishers.

Resource 4: Pressley, D.C. (2000). Comprehension instruction: *What makes sense now, what might make sense soon*. Available FTP: www.readingonline.org/articles/handbook/pressley/index.html

Supporting Instructional Practices: Use 5-Step Process for Vocabulary Instruction. The 5-Step Process for Vocabulary Instruction includes the following steps:

1. Provide brief explanation or description of new term.
2. Provide nonlinguistic representation of new term.
3. Have students generate own explanation or description.
4. Have students create a nonlinguistic representation.
5. Periodically review explanations and nonlinguistic representations for accuracy and completeness.

Guiding Principles and Instructional Practices for 2007-2008 Action Plan- (Created Winter 2008)

Guiding Principle: Direct Instruction dedicated to reviewing and reinforcing academic vocabulary related to mathematics, increases student background knowledge and performance

Resource 1: Mervis, J. (2006, May). Finding common ground in the U.S. math wars. *Science*, 312, 988-990.

Resource 2: Heuser, D. (2000). Reworking the workshop for math and science. *Educational Leadership*, 34-37.

Resource 3: Marzano, Robert J and Pickering, Debra J. (2005). *Building academic vocabulary*. Alexandria, VA. ASCD Publications.

Supporting Instructional Practices: Guided practice and review sessions, time-on-task, and discussion sessions

Guiding Principles and Instructional Practices for 2008-2009 Action Plan- (Created Winter 2009)

Guiding Principle: Exposure to multiple writing prompts facilitates writing production and decreased writing errors when writing skills are modeled.

Resource 1: Tompkins, G.E, (2008). Assessing children’s writing. In G.E. Tompkins, Teaching Writing: Balancing Process and Product – Fifth Ed. Columbus, Ohio: Pearson.

Resource 2: Graham, S. (2006). Strategy instruction and teaching of writing: A meta-analysis. In C.A. MacArthur, S. Graham, & J. Fitzgerald (eds.) Handbook of Writing Research. New York: Guilford Press.

Resource3: Pritchard, R.J. & Honeycutt, R.L. (2007). Best practices in implementing a process approach to teaching writing. In S. Graham, C.A. MacArthur, & J. Fitzgerald (Eds.), Handbook of Writing Research. New York: Guilford Press.

Guiding Principle: Differentiating math instruction through flexible grouping can positively affect student learning.

Resource 1: Gregory, G.H. & Kuzmich, L. (2004). Adjustable assignments for differentiated learning. In G.H. Gregory & L. Kumich, Data Driven Differentiation in the Standards-Based Classroom. Thousand Oaks, CA: Corwin Press.

Resource 2: Tomlinson, C.A., Brighton, C., Hertberg, H., Callahan, C.M., Moon, T.R., Brimijoin, K., Conover, L.A., & Reynolds, T. (2003). Differentiating instruction in response to student readiness, interest, and learning profile in academically diverse classrooms: A review of the literature. Journal for the Education of the Gifted, 27, 119-145.

Resource 3: Tomlinson, C.A. (2001). How to Differentiate Instruction in Mixed-Ability Classrooms 2nd edition. Alexandria, VA: ASCD.

Edgelea School Improvement Group

2010-2011

Missi Findley - Kindergarten

Chris Bennett - First Grade

Cindy Preston - Second Grade

Nancy Jennett - Third Grade

Chris Ryba - Fourth Grade

Vicki Vaughn – Principal

LAFAYETE SCHOOL CORPORATION
Corporation Number 7855
2300 CASON STREET
LAFAYETTE, INDIANA 47904

Three Year Technology Plan
January 2009-January 2012

Dr. Ed Eiler
Superintendent

**LAFAYETTE SCHOOL CORPORATION’S PLAN FOR TECHNOLOGY
2009-2012**

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Section 1-A corporation overview is aligned with local corporation initiatives that addresses:

1. The school corporation's technology vision, mission and goals.

Technology Vision

The Lafayette School Corporation will provide to all students and employees timely, necessary, safe, secure, and current technology resources to develop technology application skills, enhance and extend classroom instructions, improve communication with the internal and external school communities, and assist in data-driven decision making.

Technology Mission

The Lafayette School Corporation provides timely, safe, secure, necessary, and current technology resources for purpose of developing student technology application skills, enhancing and extending classroom instruction, improving communication with the internal and external school communities, and assisting in data-driven decision making.

Technology Goals

- a. All personally identifiable information contained in the school corporation's electronic data files will be protected from unauthorized use and access.
- b. All students will be protected from accessing inappropriate information through the internet or e-mail.
- c. The technology infrastructure will maintain the stability and reliability to allow technology access whenever it is needed.
- d. The use of technology will support the development of each student's technology application skills.
- e. The use of technology will be integrated into the curriculum to enhance and extend classroom instruction.
- f. The use of technology will improve communication with the internal and external school communities.
- g. The use of technology will assist in data-driven decision making.
- h. As budgets allow, software upgrades will be purchased as necessary in a timely manner.
- i. As budgets allow, hardware will be added to continue increasing student and teacher access to technology resources.
- j. All computers in the Lafayette School Corporation, except computers in the Computer-for-Teacher Program, will be replaced with newer, more current computers on a five-year rotational basis.
- k. All software, hardware, and other technology related purchases will be made to support the needs and goals identified by the Board of School Trustees, Administrative Staff, Content Area Teams, and School Improvement Action Planning Teams.

2. The school corporation's current technology infrastructure and infrastructure plans.

Current Technology Infrastructure

The technology infrastructure at Lafayette School Corporation provides safe and efficient access to the Internet and network resources for the approximately 4000 computers in the district. Currently all schools use the PC platform but stand alone Mac labs do exist at Jeff High School in curricular departments where graphic are in high use or where students create artistic end products.

Each of the sixteen buildings in the corporation runs a Local Area Network (LAN) based on 1 gigabit switches and a gigabit backbone. The star topology is utilized in every building. The building is connected to the Wide Area Network (WAN) for access to the Internet and district web-based programs as well as an IP telephony phone system. The WAN is connected to the Internet via two internet providers with a total bandwidth consisting of 72 megabit per second. Internet protection is provided by two PIX firewalls.

Twelve of the buildings are connected to the WAN via fiber at 1 gigabit per second with a microwave network as a redundant backup at 155 megabit.

Technology Infrastructure Plans

The corporation's desktop computer replacement schedule is as follows:

- Summer 2009-Replace all elementary school computers with new PC's.
- Summer 2010-Replace all Sunnyside Middle School computers with new PC's.
- Summer 2011- Replace all Tecumseh PC's with new PC's.
- Summer 2012- Replace all Jefferson PC's with new PC's

The district is currently installing a data center where all servers will ultimately be centralized which will reduce the total number of servers required by 2/3.

The district is also currently pursuing interactive whiteboards, amplification, LCD projectors, and other classroom specific technology.

3. How technology will be used to support teaching and learning.

- a. Students will develop technology application skills:
 - (1) by using necessary, current technology specific to related industries in all science, business technology, art, industrial technology, Project Lead the Way, family and consumer science, music, physical education and computer programming courses; and
 - (2) in all classes by integrating the use of various types of calculators and word processing, spreadsheet, database, web page development, PowerPoint, and internet research computer applications.
- b. Classroom instruction will be enhanced and/or extended by:
 - (1) integrating into all classes the use of necessary, current technology specific to related industries, various types of calculators, and word processing, spreadsheet, database, web page development, PowerPoint, and internet research computer applications;
 - (2) providing teachers with current technology resources to present information to students (i.e. LCD projectors, smartboards, etc.);
 - (3) using an electronic instructional delivery system. Currently, the electronic instructional delivery system used by the Lafayette School Corporation is

PLATO, but the system will be expanded to include digitally recorded lessons presented by Lafayette School Corporation teachers that can be accessed through a secured login on the Lafayette School Corporation website or a CD-Rom; and (4) using the Lafayette School Corporation website to access information in the classroom or at remote locations, such as the homes of students and teachers.

- c. Communication with the internal and external school communities will be improved by:
 - (1) continuing to use e-mail, voicemail, the Homework Hotline, Power School software and the Lafayette School Corporation website to communicate information about curriculum, instruction, assessment, expectations, and student achievement;
 - (2) maintaining a safe and secure learning environment by increasing the use of electronic door locks and keys and digital video monitoring systems and continuing to use a safe school hotline; and
 - (3) developing a secure login through the Lafayette School Corporation website to allow parent and student access to student attendance and achievement information.
 - d. Data-driven decision making will be assisted by using technology to:
 - (1) assess student progress towards the mastery of state standards;
 - (2) store and organize student achievement information;
 - (3) analyze student achievement results; and
 - (4) align instruction with the adopted curriculum and the results of the assessments.
4. **What telecommunication services will be incorporated, (such as PBX, VOIP, etc...) that fall outside of basic telephone services.**

In 2008-2009 we will replace all analog telephone lines except for those used for emergency backup. We will install an IP telephony system over our existing data network. We will do this because much of our major telephone system was passed into life. The new system saves the reoccurring cost of individual telephone lines coming into the corporation. We anticipate a general fund savings of \$70,000 per year.

Section II- Individualized building plan

Amelia Earhart Elementary School

1. Description of how the school will integrate technology and the internet into the curriculum.

Earhart School's students and teachers will utilize technology to enhance our curriculum and instruction in the following three areas: processes, software, and equipment.

A. Processes

Through the use of the following processes, Earhart students and staff will be able to enhance our standard curriculum in all content areas.

Data Managing: word processing, spreadsheets, databases, tables, charts, graphic organizers, electronic grade books, student management system software and automated library services

Video Presentations: power points, movies, slide shows, digital imaging, video tapes, tape recordings, video retrieval/broadcasting within the school environment, smart boards/grades 1 & 2

Informational avenues: internet web quests, school/teacher web pages, distance learning and various educational web sites (examples- starfall.com, yahooligans.com, aaamath.com, echartcourt.com)

B. **Software**

Curriculum/instructional programs

Language Arts/Reading

- Students in grades K-5 will access and use Accelerated Reader to assess reading comprehension at individual reading levels.
- Students in grades 2-5 will use Accelerated Vocabulary to assess vocabulary in context.
- Students in grades K-5 will access and use Star Reading to place students at appropriate individual reading levels.
- Students in grades K-5 will access and use word processing programs to write and create individual and group projects.
- Students in grades K-5 will access and use Kidspiration/Inspiration to create individual and group projects.
- Students in grades 4-5 will access and use Timeliner to create individual and group projects.
- Students in grades 1-5 will access and use Type to Learn/ Type to Learn Jr. to enhance word processing.
- Students in grades 1-5 will access and use the internet to research projects.
- Students in grades K-5 will access and use appropriate internet websites to reinforce reading skills.
- Students in grades K-5 will use Rosetta Stone to enhance language
- Students in grades 1-5 will use Fluent Reader to become better readers
- Students in grades 2-5 will access and use MAP (Measures of Academic Progress-NWEA assessments) Support Programs to assess individual progress.
- Students in grade 5 will access and use Distance Learning to support curriculum.

Math

- Students in grades K-5 will access and use appropriate internet websites to reinforce math skills.
- Students in grades K-5 will access and use Accelerated Math to assess math skills
- Students in grades K-5 will access and use Star Math to assess the right placement in the AC Math program
- Students in grades 2-5 will access and use Accelerated Math Facts program to improve computation skills.
- Students in grades 2-5 will access and use MAP (Measures of Academic Progress-NWEA assessments) Support Programs to assess individual progress.

Social Studies

- Students in grades 4-5 will access and use Timeliner to create individual and group projects.
- Students in grades 1-5 will access and use the internet to research projects.

- Students in grades K-5 will access and use appropriate internet websites to reinforce social studies skills.
- Students in grade 5 will access and use Distance Learning to support curriculum.

Science

- Students in grades 1-5 will access and use the internet to research projects.
- Students in grades K-5 will access and use appropriate internet websites to reinforce science skills.

Staff Use

- Teachers and students in grades K-5 will access and use the video retrieval/broadcasting system within the school environment.
- Teachers and students in grades K-5 will access and use the Automated Library Services to support classroom needs.

C. Equipment

- Teachers and students in grades K-5 will access and use video presenters such as movies, slide shows, digital imaging, responders, video tapes, DVDs, and tape/CD recordings to support curriculum and classroom needs. Teachers will use Smart Boards to enhance lessons.

2. Description of the professional development strategies to be used in providing in-service to teachers and staff.

Earhart staff will access professional development in technology presented for the corporation, by the corporation, and by the Earhart staff.

Professional Development by Earhart Staff

- Earhart staff will form a technology committee consisting of grade level representatives, special teachers and the media specialist. This committee will be in charge of planning the staff development, ordering and previewing new materials, and meeting monthly to update the technology plan for the school.
- The Technology Committee will be responsible to arrange training on technology as need and a day will be set aside for such training. The committee will provide a list of “point people” for the staff to make contact when a question arises or help is needed.
- The Technology Committee will provide each staff member with a technology folder. During a training session, staff will be given technology “quick guides” developed by the session leader. A check list for new staff members will be provided at the first of a school year.

Professional Development by the Corporation

- Staff may attend curriculum and technology workshops during the summer and after school hours with a stipend. Workshops will be provided by an educational technology specialist.

- The technology committee will assist staff in determining areas that may be beneficial for the classroom curriculum and help assist with arrangement of training.

Professional Development for the Corporation

- Staff may attend curriculum and technology workshops about the educational software programs, data management and technology, STAR (Alternative student assessment) and Title I programs provided during staff meetings and release time.
- Staff will be encouraged to access materials and programs provided by the Wabash Valley Educational Center.

3. Process of how the need for the Internet, telecommunication, and other technology use in the school will be assessed.

Earhart staff will monitor the use of the following technology components to determine the school's needs.

- A. Lab Schedule
- B. Data / reports generated by software programs
- C. Staff Surveys to assess school, grade level, and individual needs, strengths, and challenges

4. Strategy of how the overall program will continuously be assessed and evaluated.

Earhart staff will form a school wide committee to assess and evaluate the overall technology program. This tech committee will meet quarterly to discuss and assess progress toward goals.

A. Develop Communication Channels

- Committee will create a directory of in-house experts who will be responsible for providing training or assist in finding training

B. Establish and prioritize the building technology needs

- Needs that have emerged are:
 1. in-service training for new staff members
 2. as school has grown, lab time needs to be addressed
 3. purchase of new equipment such as Smart Boards, scanners with USB ports, handi-cams for student use, digital cameras per classroom plus training for new equipment
 4. Earhart website needs updated
 5. Capability to place educational web-links on the LSC website

Section II.

EDGELEA ELEMENTARY SCHOOL – 8089

TECHNOLOGY PLAN 2009-2012

The Lafayette School Corporation has centralized control of all of the district's technology. This includes purchasing hardware, installing software, and providing in-service training. Each of the eleven schools that are part of the Lafayette School Corporation has a Technology Committee that is responsible for processing technology work orders, solving building issues, assessing needed training for staff, and proposing new technology purchases to the district-wide committee.

Edgelea's computers were replaced with Dells before the start of the 04-05 school year. Each teacher has a teacher computer with internet access and at least three student computers in his/her classroom. Each classroom in grades 2-5 has a laser printer and the remaining classrooms have at least one printer. Edgelea also has a computer lab with 29 computers for student/teacher use and for professional development training. The principal, nurse, cafeteria supervisor, and office personnel all have a computer as well. Edgelea will have all 24 classrooms with SmartBoards in 2008-2009. Other types of building technologies include: classroom TV/VCRs, DVD players, overhead projectors, digital cameras, tape recorders, and two Elmos, etc. However, with the use of more SmartBoards, some technologies are no longer being used as much.

The use of integrating the new web-based support for reading and science and the use of SmartBoards to enhance teaching is a focus for the next three years. Another focus will be training and use of the new student management system PowerSchool by the administration, teachers, and using the parent component to communicate more effectively with parents.

Integration of Technology and Internet into the Curriculum

Technology is integrated into the classroom in two main ways: a means of helping teachers and students do classroom work more efficiently and enhancing student and teacher learning.

Teachers have a grade program that enables them to log student grades and compute grade averages. This enables them to use their time more efficiently. Word processing programs, e-mail, and spread sheets enable better communication between teachers, parents, and also lighten the work load. All students have access to programs that teach typing skills, word processing programs, and personal student folders to save work in the classroom or computer lab. This enables students to work more efficiently.

Internet access for both teachers and students enhances research, lesson plans, and access to the latest information. In addition, students have access to programs such as Accelerated Reader to enhance reading comprehension skills, Accelerated Math to supplement math instruction and practice, Break Through to Literacy for teaching reading skills to our kindergarten students, and Rosetta Stone which assist our ELL learners. The new reading series and the science series also have web-based teacher supports and ways for teachers to communicate with and provide support for parents which are components of our School Improvement/Title I plan.

The introduction of SmartBoards has allowed teachers to use programs to enhance all areas and subjects through more student interaction and more visual cues and enhancement.

Technology is used as a tool to lighten the work load and as a means to enhance learning for both teachers and students.

Professional Development Strategies

Edgelea will integrate technology and the Internet into the curriculum by:

1. Continued training of teachers on the use of Accelerated Math and Accelerated Reading to enhance math and reading instruction.
2. Teaching students to use the Internet as a resource for research projects in language arts, science, and social studies.
3. Using programs like Breakthrough to Literacy for kindergarten students and Rosetta Stone to enhance the language acquisition skills for ELL students.
4. PowerPoint will be taught to students in grades 3-5 to complete presentations for research projects and word processing and keyboarding skills will be taught to students in grades K-5 to enhance their use of the computer.
5. Students will be allowed to keep work and projects in their own folders on the server so they can access and use the computer as a learning tool both in the computer lab and in their classrooms.
6. All Teachers will use the SmartBoard and meet in small groups to share SmartBoard strategies and programs to enhance teaching.

Edgelea's goal is for all teachers and students to be able to use available technologies to enhance the teaching/learning process and to enable them to work more efficiently. Professional development is an important component in working toward that goal. Therefore the following strategies are being implemented:

1. Edgelea teachers will be made aware of corporation-wide professional development opportunities in learning to use technology.
2. Teachers at Edgelea will become "experts" in using the most frequently used technologies and computer programs in order to assist and mentor other teachers in their use. Currently, Edgelea has three teachers endorsed in computers with expert knowledge: Christine Ryba, Ryan Cole, and Dinah Snyder as well as the media center librarian, Sandy Williams. These teachers will serve as a resource and support for other teachers. Sandy Williams will coordinate these efforts.
3. Edgelea teachers will train students in the use of available computer programs and other technologies and internet sites to enhance student learning and student ability to teach the needed skills to peers.
4. Study groups will be formed to assist teachers in finding new ways to use SmartBoard technology more effectively.
5. Professional development on the use of PowerSchool will take place during the 2008-2009 school year to help teachers make the transition to a new student management system.

Assessment of School Technology Needs

Building technology needs will be assessed formally and informally by Edgelea's Technology Committee. This committee is charged with:

- a. Assessing professional development needs and proposing needed workshops and training.
- b. Proposing the purchase of new and/or replacement hardware and software.
- c. Ensuring that building technology "experts" are available to mentor and assist teachers and students.

Technology Program Assessment and Evaluation

The Edgelea Technology Committee and the Title I School Improvement Group will assess and evaluate the current program informally each year through meetings and discussions about how corporation-wide decisions have impacted our school's program and what hardware, software, and training might be needed to ensure the new technologies can be effectively implemented.

This spring a group of technology consultants also toured the building and assessed the needs for the upcoming three year cycle. The use of "outside" opinions can also be helpful to the groups making decisions.

Every other year the technology program will be evaluated more formally with surveys to teachers, staff, parents, and students. The surveys will attempt to determine whether the building's current technology is adequately meeting the needs of the students and staff, what technologies are or are not being used effectively, and what additional professional development opportunities need to be made available to teachers and students. The committee will present their findings to the Edgelea staff and to the corporation-wide Technology Committee.

Section II.

Glen Acres Elementary

VISION OF LEARNING

As part of Glen Acres' Mission Statement, the faculty and staff are to encourage students "to become thinkers, problem-solvers, and self-directed individuals capable of achieving personal goals and becoming contributing members of society." The use of technology is yet another channel by which we may deliver a curriculum and motivate the student and by which we can stimulate self-direction and problem-solving skills.

Description of how the school will integrate technology and the internet into the curriculum

Administrators, teachers, and students will use technology for research, communication, instruction, problem solving, data mining and analysis and decision-making by using internet, software programs Microsoft word, Instructional materials, and professional journals.

Students will utilize technology and the internet as a means to acquire mastery of Indiana Standards. Students will acquire basic knowledge of operating the computer and keyboarding and using Microsoft Word, Publisher, Inspiration, and Power Point, as well as other programs. Internet safety will be integrated into lessons using the Internet. Computer assessments will be utilized, such as Acuity and NWEA, to determine student growth, academic progress, and drive instruction for students,

Teachers will gain expertise in technology by using Microsoft software and/or online programs to keep lesson plans and other records, by using Power School to keep track of attendance and grades. Teachers will learn to new ways to utilize instructional technology such as SMART board software, United Streaming, Inspiration, Accelerated Math/Reader and BookFlix to effectively enhance instruction for students. Teachers will utilize the Internet to search for research based best practice strategies that would be effective for their classroom. Teachers will frequently receive new links to websites that would augment classroom instruction for students. Teachers will be in serviced on utilizing technology to differentiate instruction. Using technology to communicate with students, each other, and parents will be a priority. Technology will assist teachers in analyzing and sorting student data to make instructional decisions.

Administrators will gain expertise by continuing education on Excel to mine data, Power School, and other new programs that will benefit students and/or teachers. Utilizing the internet, administrators will search for relevant websites and computer programs to share with staff as well as research in instructional areas as well as best practices for using technology. Administrators will utilize technology in order to reduce paperwork for teachers whenever possible.

Description of professional development strategies to be used in providing in-service to teachers and staff

All professional development needs will be two-fold. First, the staff will be able to effectively use and manipulate the current hardware, software and other technologies. Secondly, the staff will learn how to integrate theses new technologies into their daily instruction.

More training is required to insure that the staff will be able to effectively use existing or new hardware in the computer lab and classroom by learning and practicing basic Microsoft Office and other specialized software products (i.e. reading counts) and accelerated math etc, SMART board, etc.)

Goals:

The staff will be able to effectively use Microsoft Office and specialized software.

The staff will continue to effectively use an efficient e-mail software program and communicate with other staff and parents through its use.

The staff will be able to effectively use a net browser and search engine and learn how to design a web page and link to the district's web page.

The staff will be able to effectively use a LED projector, ELMO, and SMART board in the classroom.

The staff will effectively be able to use instructional technology that is available currently at Glen Acres.

Time will be provided during regular contractual hours or stipends will be offered for teachers and staff to share ideas and plan instructional units using current and new technologies.

To that end, Professional development will be given in the following areas:

Instruction

Information will be offered several times a year on new ways to utilize the instructional technology we currently have (Accelerated Math, SMART Board, computer software programs, United Streaming, etc). A classroom teacher, who has been given a stipend by the corporation, is available in our building for teacher assistance on a daily basis.

There will be research on utilizing instructional technology for teacher reading. Job embedded information, training, and frequent reminders on instructional technology best practice will occur. Instructional technology has become part of our Title I School Improvement Plan (PL221), consequently, data will be kept about the areas we wish to improve as a school. Information will be provided to teachers in the best ways to teach technology to students as well as utilize our current technology.

Data

In-services on NWEA data and Acuity data will be held throughout the year. Professional development will be held on utilizing EXCEL to look at student data. Administrative personnel will have professional development on utilizing Power School as well as Acuity.

Communication

In-services and job embedded professional development will include training on Microsoft Office, Microsoft Publisher, Excel and Microsoft Word to increase methods of communication from paper communication to e-mail. Efforts will be made to utilize electronic methods of communication within the school as a paperwork reduction tool. The Glen Acres website will be redesigned to be parent friendly. With the utilization of Power Teacher, eventual communication to parents of grades/attendance is a future goal.

Record Keeping/Management

Frequent training on Power Teacher and eventual computerized report card training will assist teachers in communicating with parents and keeping effective records. Microsoft calendar/office training and tips will assist teachers with management of daily tasks.

Research

Training will be given for teachers on how to utilize the internet for research.

Process of how the need for the internet, telecommunication, and other technology in the school will be assessed.

1. Gathering needs related information

Teachers, parents, and students will be informally assessed. Pertinent information will be compiled from a literacy audit as well as informal assessment to determine technology needs.

2. Reviewing and Prioritizing need:

Information from the informal assessments will be reviewed and categorized by the Glen Acres technology team.

Information will then be presented to the staff and prioritized in order of need. Attempts to secure funding for high priority needs will be addressed.

Section II:

Miami Elementary School

1. Integration of Technology and Internet

- Students will learn to plan, draft, and edit writing using the computer. Students in grades four and five will be learning to use word processing skills to revise their writing, such as cut and paste, thesaurus, and spell check.
- Students will use the computer to improve their vocabulary and reading skills. Students in grades K-2 will use education websites that focus instruction on phonemic awareness, phonics, fluency, vocabulary, and comprehension. Older students will be directed to age appropriate web sites where they can read and interact with hypertext.
- Students will learn to compare and show relationships of ideas by using the computer to create graphic organizers. Younger students may use this technology to sort words or pictures and or utilized for writing. Older students may use this as part of their research into special topic in social studies and science.
- Technology will be used to motivate and monitor students as they improve their reading and math skills. Students will read independently and take computer generated comprehension tests (Accelerated Reader). Students will practice math skills independently and score these practices on the computer (Accelerated Math).
- Teachers will use the technology to deliver instruction. They may create presentations and demonstrations. They will direct students to appropriate web sites where students can develop background information for reading, science research, social studies, or math. They may direct students to web sites where students can practice their skills.

2. Professional Development Strategies

- Training sessions in the use to the software will be made available to all staff. Sessions that need to be offered outside of contractual hours will be voluntary and/or stipend. These sessions will

include ideas on how to integrate the technology with standards being taught in the classroom as well as ideas on how to use the software for class management tasks. *(Person(s) responsible for training: Rita Schultz (LSC technology trainer, Becky Smith (Miami technology representative), and other staff member familiar with current technology.*

- Staff will be encouraged to share integrated lesson ideas at their grade level meetings. *(Person(s) responsible: staff members at staff meetings and/or professional development days)*
- A binder of integrated lesson ideas will be kept in the teacher's workroom where teachers can add examples of lessons they have created and used successfully. *(Person(s) responsible: Becky Smith)*
- Point of service training during the school day will be made available as needed. Often teachers need individual coaching after a training session because they are unsure or can't remember how software works. *(Person(s) responsible for training: Rita Schultz (LSC technology trainer, Becky Smith (Miami technology representative), and other staff member familiar with current technology.*
- Technology newsletters will be published quarterly with tips, suggestions, and upcoming training opportunities. *(Person(s) responsible: Becky Smith)*
- Staff will be trained by Becky Smith to use the online Scott Foresman features this summer or at the beginning of the 2008-2009 school year.
- A binder of training handouts will be kept in the teachers' workroom for reference. *(Person(s) responsible: Becky Smith)*
- If selected, staff will be trained on the mClass and Acuity Language Arts and Math assessments.
- Staff will also be trained on the Scott Foresman online features.

3. Assessing Miami's Technology Needs

- Technology needs can be communicated to the principal or to the technology representative throughout the school year.
- Technology needs assessment will be addressed as part of our school improvement plan each year.
- Software needs will be assessed using the ISTEP, NWEA, DIBELS or other pertinent data to target specific skills that may need remediation.

4. Assessment of Miami's Technology Program

- Students will make adequate growth from year to year as indicated by the NWEA reading, language and math tests.
- Yearly survey of classroom teachers utilizing the Scott Foresman online textbook features.
- Teachers and students will use the computer lab, classroom computers, and the software that is available. An informal survey will be distributed yearly to provide feedback on this goal.
- The plan will be updated once a year by the PL 221 team. The following goals and objectives were met this school year:
 - All of the professional development goals have been met this school year. These are ongoing objectives.
 - All but two of the integration of technology and internet objectives/goals have been met and continue to be utilized.
- We did not meet the following objectives of the plan as of March, 2008:

- Students will learn to chart and graph using the computer. Younger students will be counting and creating picture graphs. Older students will be using a spreadsheet to record data and create different types of graphs.
 - Students will learn to compare and show relationships of ideas by using the computer to create graphic organizers. Younger students may use this technology to sort words or pictures. Older students may use this as part of their research into special topic in social studies and science.
 - Teachers were trained in the fall on software that enables students to create graphic organizers. Some teachers have implemented these objectives, others will in time.
- Technology in place has enabled staff members to not only utilize existing technology but also explore other research-based programs as well as exceptional educational internet sites.
 - We will utilize the online Scott Foresman textbook features i.e. assessments and leveled texts next school. We will continue using K-3 mClass to store DIBELS data for students. This website will enable us to print off reports reflect progress towards our academic goals. We will also utilize the approved mClass and Acuity assessment sponsored by the State DOE if our school is selected instead of NWEA.

Section II.

Miller Elementary School

1. Description of the integration of technology and the Internet into the curriculum

- Students will use the computer lab and classroom computers to meet technology standards at every grade level.
- Technology will be used to directly support the acquisition of reading and mathematics skills.
 - Students will utilize computer generated/internet based comprehension tests and will use technology to score mathematics skills and monitor progress.
 - The internet will be used to provide additional text to support reading and vocabulary.
 - The internet will be used to elevate understanding of vocabulary through use of vocabulary based websites.
- Technology will be used to support writing through drafting, editing, and publishing student work. Expectations for word processing will be tied to Indiana Academic Standards at grade level.
- The internet will be used to support content area knowledge and research skills.
- Teachers will use technology to enhance instruction.

2. Description of professional development strategies for teachers and staff

Using the professional development model developed by the Indiana Department of Education and the Indiana Education Policy Center, all professional development at Miller will incorporate the five principles of effective professional development. Within this model, professional development be school based and job embedded, incorporate collaborative practices and follow-up procedures, and focus on student achievement. The principal serves as the leader of the School Improvement Team and will coordinate the professional development activities. The focus for each professional development opportunity will be decided by ongoing analysis of implementation and student achievement data.

- Training in the use of new software and technology will be made available to all staff on a voluntary basis. Stipends will be paid for all training outside contractual hours.
- Training will be provided by the district in the use of the student database for classroom teachers, Academic Coaches, and Title I staff.
- Ongoing training and support for the use of palm pilots used to administer DIBELS, Reading 3D, and K-2 math assessments will be provided by Academic Coaches.
- Ongoing training and support for implementation and administration of Acuity (3-5) will be provided by Academic Coaches.
- Ongoing support for the use of websites used to disaggregate assessment data will be provided by Academic Coaches.
- Grade level collaboration agendas will include a discussion of using technology to support instruction and assessment, and a review of available software.

3. Technology needs assessment process

- The need for specific software and technology will be based on the analysis of ongoing student performance assessment and the results of standardized assessments including ISTEP+ and NWEA.
- A discussion of technology needs will be incorporated into the monthly Title I/SIG meeting.

4. Strategy for assessment and evaluation of the technology program

The Miller School Improvement Team will meet monthly to discuss revisions to all sections of the SIA Plan, including technology. A consensus of this team will provide a means to revise the plan at any time throughout the year and result in a formal revision to the document updated annually. While focused on original goals, ongoing revision provides an opportunity to take advantage of new and emerging technology and training. The foundation for annual revision will be the classification of strengths and weaknesses in the plan, discussion of the completion of plan components, identification of obstacles to completion, and possible solutions to obstacles.

With the belief that technology should support student achievement in all content areas, evaluation of the technology program will be based on:

- Adequate yearly progress on ISTEP+ and other standardized assessments;
- Ongoing assessment goals as stated within the Schoolwide Title I Plan;
- The Title I goal of “closing the gap” for all students;
- The Reading First goal of all children reading on grade level by the end of grade 3;
- Proficiency in technology standards at grade level, and;
- Analysis of all student achievement results and identification of methods of improvement through the use of technology.

With the belief that effective use of technology requires professional development and implementation by staff and students, evaluation of the technology program will also be based on:

- Evidence of use of the computer lab, with goals for frequency and content determined by grade level;
- Evidence of use of classroom computers, with goals for frequency and content determined by grade level, and;

- Staff surveys to identify specific needs for training and professional development.

Section II

Murdock Elementary School

1. Description of how the school will integrate technology and the internet into the curriculum:

Teachers at Murdock in grades 4 & 5 will have interactive white boards (SmartBoards) and Elmo projectors installed in their classrooms during the 2008-2009 school year. This interactive technology will enable the teacher to implement lessons connected to the Indiana Academic Standards and the curriculum. Students have the opportunity for increased interaction with these technologies through planned lessons that involve various sources, including the internet. This is also being piloted in a first grade classroom during the current school year. All teachers have received professional development in these technology areas, and are excited with the anticipation to integrate these tools into daily instruction and learning.

The computer lab at Murdock, as well as the computers housed in each classroom are all internet ready. Parents sign permission for their children to access the internet at school as part of student registration at the start of each school year. Teachers then integrate information accessed through the internet into their lesson plans, carefully screening sites students access and supervising its use. Teachers schedule computer lab use as they need it for whole class involvement.

Teachers utilize the internet when planning lessons on a regular basis. They access the Indiana Department of Education website for academic standards reference, as well as other sources for ideas on the internet.

Some ongoing assessment pieces are dependent on technologies, such as the internet as well. Currently Murdock uses NWEA for gr. 2, and Acuity for gr. 3 – 5. These assessments are completed by students using computers. These periodic, scheduled assessments inform teachers about student progress, and directly impact instructional focus. In kindergarten, first and second grade, students reading and math indicators are configured using a Palm Pilot to record data which teachers then sync on a computer. This computer synchronized technology was made possible through a grant for mClass with the Indiana Department of Education. This information then helps teachers direct instruction to areas where the child is most in need, and demonstrates progress and proficiency for each student.

Computer generated tests/quizzes are also utilized in classrooms, the library, and the computer lab for assessing student knowledge using Accelerated Math and Accelerated Reader. With these programs individual goals are set, monitored, and modified with the help of technology.

Student attendance and grades are recorded by teachers using a computer which is then linked to the school corporation's data base. Administration also logs student disciplinary actions, including suspensions, on this same data base. Reports for the Indiana Department of Education are then

generated from this data. Similarly, teachers now request substitute teachers using the internet, with Aesop. Reports on their absences are then generated using that data by our central office personnel staff.

2. Description of the professional development strategies to be used in providing in-service to teachers and staff:

Smart Technology – Inservice was conducted in Summer 2008 for the first group of teachers scheduled to integrate SmartBoards in 2008-2009 school year. That professional development will continue to support those teachers as the implementation occurs. For teachers not included in the first round of professional development, their inservice education will occur in a similar fashion to the first group, as their classrooms are scheduled for implementation. This training should be complete, with all classrooms integrating SmartBoards and Elmos, by the end of the 2011-2012 school year.

Professional development leaders were educated for the implementation of Acuity and mClass from Murdock with a “train the trainers” program offered by the Indiana Department of Education as this school year began. They then scheduled professional development with the teachers involved with this implementation. Professional development will continue for these trainers, and teachers, throughout the school year.

Professional development for ongoing use of Accelerated Math and Accelerated Reader began in the spring of 2008. This inservice will continue for the novice, as well as different levels of proficiency throughout the 2008-2009 school year. At that time the need to continue inservice will be polled. Modifications in professional development will be made at that time, if necessary. New teachers to Murdock, and/or use of any of these technology tools, will be ongoing as needed.

All classroom teachers, and office staff, received professional development with Lafayette School Corporation’s new student data system, Power School. That professional development will be offered at the request of teachers, and as already scheduled, throughout the utilization of this data system. Aesop is the online computer activated reporting system for requesting substitute teachers. Professional development was initially offered in the spring of 2008. Ongoing professional development support is offered to any teacher needing assistance, and to all new teachers.

Additionally, professional development will be provided to staff throughout the next three years of Murdock’s SIAP (School Improvement Action Plan) with the assistance of computer technology, interactive technology, and the internet. Video presentations, power point representations, and other sources on the internet will be utilized during this three year professional development focus on flexible grouping, higher order thinking skills, problem solving, and other, differing strategies teachers are striving to develop as they teach students of all ability groups.

3. Process of how the need for the Internet, telecommunication and other technology in the school will be assessed:

Student feedback will be gathered through informal assessment and surveys. Parent feedback will be provided through informal questioning and written questionnaires. Input from teachers will be attained with surveys following professional development, teacher/Title I collaboration meetings, and a formal inventory. Decisions will be made impacting Murdock’s professional development plan based

on progress toward school improvement goals as well as these informal and formal assessment techniques.

4. Strategy of how the overall program will be continuously assessed and evaluated:

Through Title I Schoolwide Planning and development each year of Murdock's School Improvement Plan, the overall technology program, including the assessment strategies previously described, will be refined, modified, and continued. Data gathered through formalized assessments, such as ISTEP+, will have marked impact on this plan.

Section II

Oakland Elementary School

1. Integration of Technology and the Internet

Oakland has been working to seamlessly integrate technology into the day-to-day curriculum of the elementary school. In this effort to enhance instruction, we have recently made a sizeable investment in equipment to make teacher access to technology more readily available. At this time, every classroom has a "technology cart" which includes a laptop computer with internet access, a document camera, and an LCD projector. This equipment enables the teacher to create presentations in powerpoint, to display books to the entire class, and to share content from the internet to a large group. To further enhance the breadth of impact, our parent group has funded the purchase of a subscription to Discovery Education. This site delivers streaming content-area media clips via a searchable format. This is proving to be an excellent tool in helping students develop a pool of background knowledge on various subjects. In the future, we will be exploring the purchase of SmartBoards for the classrooms.

We will also continue to utilize previous technology tools:

- Accelerated Math will help to monitor student math achievement through independent practice.
- Accelerated Reader will continue to assess student comprehension in reading.
- NWEA assessments will be delivered via the internet and results will be accessed through the internet, as well. These assessments will help teachers tailor instruction to individual student needs.
- Student will continue to utilize computers for various aspects of the curriculum – utilizing word-processing in writing, communicating with clip art and powerpoint, and accessing reading tools via software and the internet.

2. Professional Development Strategies

In addition to the corporation-level professional development offerings, we hold trainings for teachers on an ongoing basis at the school level here at Oakland. As new technology is procured, these trainings are implemented. For example, this year the school corporation is switching to a new student management program, PowerSchool. Teachers, secretaries, and

administrators were trained at the corporation level during the summer. However, we have added to that training during parts of our inservice days here at the school level, educating teachers in the site-specific nuances of the various technology programs. We have recently trained teachers, during inservices, in PowerSchool, Discovery Learning, and our new reading textbook series' technology component. These trainings are made available to all staff. Sessions that are offered outside of contractual hours will be voluntary and/or include a stipend.

In addition to the structured professional development, we have also worked one-to-one with teachers where specific technology questions arise. Collaboration time is also included in each teacher's schedule to allow for teachers to mentor teachers on issues of technology.

3. Assessing Oakland's Technology Needs

As advances are made in the areas of technology in school, we rely heavily on professional publications to make us aware of new technologies available. Teachers, parents, and students are always welcome to provide input in this area. Parents are able to provide feedback during monthly parent meetings and teachers can provide feedback during monthly staffing meetings. Last year we piloted 5 Technology Carts throughout the building and, based on feedback from teachers and parents, we decided to deploy these carts throughout the building in every classroom.

4. Assessment of the Technology Program at Oakland

Data is continually collected to determine if specific software/technology programs are having a positive impact on student achievement. In the end, it is this achievement that determines the success of our programs.

On a day-to-day basis, specific issues are communicated to our Technology Representative and the principal as they arise. Most are acted on in an individual manner. However, when these issues appear to be more widespread, a plan is formulated to address the situation on a broader level.

In addition to the less formal discussions at parent and teacher meetings, more formal feedback mechanisms are in place. Each semester, staff are surveyed regarding technology issues – equipment needs, software packages, and training requirements. These surveys provide the data necessary for developing our long-range technology plan. Our Technology Council reviews this data and makes necessary plans and recommendations.

Section II

Vinton Elementary School

1. Vinton Elementary School has integrated technology into the curriculum to improve student learning. Staff continues to strive for increased technology use. Teachers are encouraged to use multiple

technology sources. By integrating programs and websites such as Math Facts in a Flash, Aaamath.com, HarcourtSchool.com, Accelerated Math, Accelerated Reader, Breakthrough to Literacy, Funbrain.com, Starfall.com, Readinga-z.com, and Read 180, instruction is supplemented through the use of technology in all classrooms. Vinton staff strives to acquire online subscriptions from websites that include online encyclopedias and content-specific interactive software licenses. Vinton staff also strives to acquire new hardware such as interactive whiteboards and document image projectors for every classroom, more LCD projectors, and cable television to further the use of technological devices in the environment. Currently, there is one interactive whiteboard in the building and one document image projector. Other sources of technology currently used at Vinton are:

- Power Link III- assists low-level fine motor difficulties
- Dynavox MT4- assists non-verbal students in communication output and demonstration of skill acquisition
- Palm Pilots- used for DIBELS/M-CLASS assessments
- LCD Projector- used for classroom instruction
- Computers- in labs and classrooms for student and staff use
- Scanner
- Calculators
- Video cameras
- Digital cameras
- DVD players and VCRs with DVDS and videos-used to supplement instruction and enhance curriculum

2. Professional development opportunities are available for staff throughout the school year and summer. These opportunities vary from optional to mandatory, depending on when they are offered. Teachers are offered stipends to attend after-hours training, whereas some training is offered during staff development days. Training that occurs during contracted staff development days is mandatory. Staff has input on what types of training are put into the P.L. 221 plan. In fall 2008, Powerteacher training was made available as optional training for a stipend. Further Powerteacher training is planned for the school year. M-CLASS training was offered to teachers in grades K-2 also. The school principal, in cooperation with the Title I lead teacher, Lafayette School Corporation technology specialist, building specialist, and school improvement team coordinates training for the purposes of professional development. As staff is trained in technology use, they are often asked to function as “teacher-trainers” to impart their new skills to other members of the staff. The Vinton staff strives to receive training in the following areas:

- Classroom website development and functional use
- Blog development for parent involvement purposes
- Voicemail use
- Interactive whiteboard use with corresponding interactive software use
- Document image projector use

- ISTART7 use
- Instruction of educational websites and their use

Money is also available for staff to seek professional development to further their technological abilities. Vinton staff makes excellent use of in-house “experts” that result from some of these professional

development opportunities. Short presentations, e-mail communications, or shared materials are ways that professional development information is shared.

3. Vinton Elementary realizes programs must be subjected to ongoing evaluation for effectiveness and efficiency. Vinton plans to gauge the need for technology and the use of current technologies. Student work, staff-designed rubrics, and teacher reflections are some of the assessment tools that may be used. Monitoring of work order submissions will also prove invaluable in understanding the current state of technology use. Continued education through research documents and publications, such as the NEA Advocate, will also alert staff to current technology in schools. These results will be aligned with our needs as a staff, in the best interest of educating children.

4. The Vinton Elementary School technology plan will be revisited regularly. Staff-generated rubrics, surveys, and technology audits will take place to monitor technology needs and use on a regular basis. The technology team communicates through meetings and e-mail to address issues and needs as they become pertinent. Staff has conversations during staff development meetings to discuss current trends, problems, and use of technology. A sole instrumentality committee is appointed by the teachers association to develop the technology plan with the guidance of the school administration.

Past evaluations have revealed positive outcomes, but not always met outcomes. Staff “experts” have been identified and utilized for training. New ideas have been generated about wants and needs for technology use. Student outcomes are constantly being evaluated through the use of technology. Overall, Vinton Elementary School uses many technological resources and attempts to evaluate their use regularly.

Section II –

Sunnyside Middle School

1. A description of how the school will integrate technology and the Internet into the curriculum.

To prepare our students to live competitively in the world marketplace, Sunnyside will ensure that our students can write, compute, and perform basic and higher-order thinking and problem-solving skills, as well as manage, use, and communicate with the technologies they will encounter as life-long learners. Our teachers will master technologies to use as teaching tools to assist students in meeting the Indiana Academic Standards. In addition, our students will master the technologies they need as learning tools. Students will use computers in authentic project-based, learner-centered inquiry. Student work will be supported by real world information accessed via CD-ROM or the Internet. Also our students will use software simulation programs designed to encourage problem solving. Educational technology will enable students to develop higher order skills of problem-solving, and the ability to access, organize, display, and communicate information. Students using word processors will increase their writing quantity and proficiency. Learning at home and at school will occur seamlessly. Each student will have an instructional computer attached to the Internet. Digital content will permit greater levels of

collaboration, inquiry, analysis, and creativity. The curriculum will be seamlessly integrated throughout all classes and subjects on a daily basis. All students will have online course units available to supplement and expand school course offerings. There will be a broad use of a wide variety of other technologies such as ceiling mounted projectors, interactive whiteboards, document cameras, sound amplification systems, wall mounted automation units, cable TV, telephones, voicemail, random access video, personal digital assistants, two way video conferencing, digital cameras, scanners, portals, calculators, servers. Drill and tutorial software will provide individualized instruction with immediate feedback in basic subjects. Educational software will provide at-risk students or those with disabilities a tailored educational environment. Students will access libraries, businesses, and government on-line to extend their access to learning resources. Sunnyside Staff will communicate students' evaluations, attendance, and homework to parents via the Internet. All teachers will align standards, curriculum, and assessment using technology. One hundred percent of the teachers will monitor and measure results to support teaching and learning and link to continuous improvement. All teachers will integrate digital strategies in assessment; they will measure 100% of the entire range of Indiana Academic Standards. Technology will also be used to evaluate student mastery in multiple formats and will set ever more challenging experiences. All teachers and administrators will collect and manage data to guide decisions and inform continuous improvement. In addition, when Sunnyside becomes a 5/6 building in 2010, our fifth grade students will be instructed in keyboarding, while our sixth grade students will receive instruction in computer applications.

2. A description of the professional development strategies to be used in providing in-service to teachers and staff.

The building administrators will insure that educators create personalized professional development plans for using technology tools; plans will include their goals, benchmarks, and activities for (a) classroom integration to help students achieve state standards and proficiencies in the content areas, (b) improving their own productivity, and (c) improving accountability to and communication with students, families, and communities. In addition, the building administrators will be in charge of coordinating the professional development activities. One source of on-going staff in-service will be individualized on-line or "distance learning" courses which fit the individual learning needs of each staff member. Learning opportunities will focus on the changing roles of the teacher, the patterns of student technology use and effective uses of technology for teaching and learning. Embedded help within applications will be provided. On-line mentoring will be available. The Lafayette School Corporation will also provide a full-time technology facilitator to provide in-service in such areas as interactive whiteboards, power point, Excel, and digital technology. Professional development will also be provided by on-staff educators who will share their expertise with other staff members. Sunnyside has used this concept repeatedly through a mechanism called "Tech Thursdays" where in-service on specific technology skills are provided during teacher prep periods. Professional development will be collaborative and include follow-up procedures.

3. A process of how the need for the Internet, telecommunication and other technology in the school will be assessed.

Needs assessments which cover all of the important elements of technology will be conducted frequently to determine needs. The staff will create an evaluation team or committee to determine the purpose, scope and tools to be used for the evaluation. This evaluation team might examine technology skills used in the workplace to determine the necessary technical focus for our students. The team can acquire this data through interviews, visits to businesses, as well as by conducting research. This data will be compared to the current level of skills possessed by our students. Results of these assessments will be shared with all participants and used to guide decisions.

4. A strategy of how the overall program will continuously be assessed and evaluated.

Technology use as a routine part of each classroom curriculum is an expectation. Accountability and data collection efforts will measure the progress toward fulfilling the purpose, goals, and strategies of the three-year plan of the school and corporation. Criteria will be used for benchmarking progress in professional development and integration of newly acquired skills in the classroom. In addition, educators will be asked to reflect about their own goals for professional growth. At various times throughout the three year plan, educators will be asked to evaluate the program's value in meeting their goals. The following mechanisms will be used to evaluate the effectiveness of the technology component of the curriculum: questionnaires, self-observations, peer observations, interviews, self-assessment instruments, and analysis of records, such as minutes of faculty meetings. In addition, student products will be examined along with teacher and standardized test scores. We will look at indicators such as increased time spent on student writing, the improving quality in student portfolios, better student inquiry skills, and more collaboration among students. Building administrators will conduct periodic walk-throughs to help determine the program's effectiveness. Administrators will expect to see technology used in a wide variety of instructional settings, including whole group, small group, and individualized instruction. Typical use by students will go well beyond skill building and practice. The focus will be on application.

Based on what we learn about the effectiveness of the technology program, a Technology Committee will review the evaluation data and amend the plan at least on a yearly basis. The Building administration will be responsible to make certain the Plan is modified appropriately.

Section II

Tecumseh Junior High School

Description of Technology and Internet Integration in the Curriculum

Technology is integrated into the curriculum throughout the school at Tecumseh. Over 500 computers exist in the school. Computer labs exist in the school for teachers to utilize. A bank of

computers exists in every classroom and in the library. Students at Tecumseh utilize the computers to do research, to take an Accelerated Reader quiz, or to create Power Point presentations.

Tecumseh Jr. High School further integrated computer technology into the curriculum by adding technology based remediation classes to the school's class offerings in 2008-09. Each student who fails to pass the ISTEP+ Math test or are just above the cut score will be enrolled in a 9 week remediation course called Intensive Math. Student weaknesses will be identified using ISTEP results, NWEA results, and through an Accelerated Math assessment to determine an individualized course of study in mathematics. Computers will be used to grade and track student progress on math concepts being taught by math teachers. Likewise, students who fail the ISTEP+ Language Test or fall just above the cut score will be enrolled in our Intensive Reading Class. Scholastic's Read 180 program serves as the curriculum for this class. The Read 180 program combines quality group and individual instruction with a very powerful software package. We believe that these two classes will have a tremendous impact on student achievement.

All Macintosh computers in the school were changed over to brand new Dell computers during the summer of 2006. This has resulted in greater technology integration in regular classrooms, a much higher number of computers that have internet connectivity at a usable speed, an upgrade of both existing computer labs and an addition of a new computer lab. We are going to have all of our current computers upgraded during the 2009 school year.

In the fall of 2007, Tecumseh began utilizing the Project Lead the Way "Gateway" curriculum as part of 8th grade technology education class. A small existing technology education computer lab will be upgraded to a larger Dell based computer lab with Project Lead the Way software.

In the fall of 2008, we purchased a school-wide subscription to Learn 360. It is streaming video website that has thousands educational videos for every academic area. Currently forty teachers are using the website and the usage is growing daily.

Technology is abundant at Tecumseh and is used extensively. Every classroom has internet access and a bank of 3-5 computers that students use to do research on and write reports. In addition, two computer labs are available as well as a smaller 12 unit lab used by technology education.

Every classroom at Tecumseh has a TV monitor and DVD/VHS machine. Every teacher at Tecumseh has an e-mail account and e-mail is utilized extensively for communications throughout the building, corporation and with parents. Each room in the building has an IP phone with voicemail.

In March of 2008, we used capital projects money to purchase Smart Boards for each math classroom. The teachers and the students have absolutely embraced them. In January of 2009 we are going to purchase them for the science classrooms. We predict that it will have the same effect on the science classrooms. We will add the Smartboard technology into other classrooms at a rate of 9 per calendar year.

Technology Professional Development Strategies

The Lafayette School Corporation hosts computer camps in the summer and pays teachers an hourly stipend. The camps offer training in Microsoft Office, PowerTeacher and Smartboards. The camps are very well attended and are held throughout the schools in the corporation. We will continue to offer the summer training.

In January of 2009 when the Smartboards for the science department arrive, SmartEd and our math teachers will provide the training for the science teachers. The teachers at Tecumseh provide each other with a constant professional learning community in regards to helping each other with technology. We will bring an outside trainer only when needed. We have an incredible staff.

Needs Assessment for Internet, Telecommunications and Other Technology

In October of 2008 a survey will be administered to parents. The purpose of the survey is to determine the extent to which students have access to computers and internet connectivity away from school. The survey also addresses parent knowledge of homework assignments, knowledge of the school calendar and school internet site. Teachers will take a needs assessment survey in the spring of 2009 and every year thereafter to determine professional development needs as they relate to technology and internet integration in the classroom. Teachers will also be assessed during the fall of each year about the perceived needs of technology, telecommunications etc. Teachers are assessed to determine the types of technology they desire, how they utilize technology in the classroom, and what professional development they need.

The technology committee will meet to analyze the results of the surveys and to make recommendations to the school improvement team. The technology committee will look for trends in the survey data to determine what the greatest needs are.

Process of Overall Assessment

In terms of assessing the success of computer integration, we plan to track the longitudinal ISTEP+ results of students who are being remediated through Intensive Math and Intensive Language Arts.

In terms of assessing the integration of internet and computer technology in the classroom, teachers will be surveyed yearly to determine professional development needs as they relate to technology integration. The results of the surveys compared to prior surveys may yield data that will explain the extent to which computer technology is being implemented in the classroom.

Project Lead the Way will be assessed by compiling data of the numbers of students who enroll in the Jefferson High School Technology and Engineering Academy each year.

Results of parent surveys will be compared from year to year to determine if an increase in awareness and use of the internet is taking place away from school.

The technology plan is updated annually by the school improvement team based upon the information gathered through the assessment process. The principal is responsible for coordinating the annual review, update and implementation of the technology.

Section II

Lafayette Jefferson High School

Technology integration into the Jefferson High School curricular areas has been an evolving process for the past twenty five years. The next three years promises to provide a quantum leap in providing the technology to students and staff needed to meet the curricular needs for today's educational challenges. Outlined below are the components being implemented to provide the needed technology?

Technology Integration

- Each classroom is being provided a ceiling mounted video projector system providing each staff member access to incorporating video, electronic presentations and internet viewing for display to the entire classroom. The project completion date is for September 2008.
- Visual Smart Boards are being installed in its first phase to individual classrooms as an interactive system to provide students and staff hands on applications to instruction being provided. This project will be phased in due to the budgetary restraints in installing the technology in all one hundred and fifty classrooms.
- Every classroom is receiving an upgraded computer system allowing for the utilization of more complex software used in the curricular areas.
- Each staff member is being provided an upgraded computer for their office use in preparing daily lessons, recording attendance and grades.
- The internet capabilities for the school are being enhanced to provide streaming video for classroom curriculum enhancement. Bandwidth is being expanded to accommodate the use of streaming video in each classroom.
- All phones in the classrooms and offices are being replaced to provide an IP digital phone system to accommodate additional features for e-mail, 911 access and speaker capabilities for staff and students.
- A new student database system is being implemented to allow comprehensive access to student data ranging from attendance, demographics, discipline, grade entry and emergency notification to parents regarding absences and other pertinent messages.
- The Project Lead the Way Curriculum courses have received hardware to allow for 3D modeling in their engineering CAD system. The hardware consists of a 3D model printer that produces a CAD designed prototype to scale in plastic. This is crucial in the advanced curricular areas of The Project Lead the Way Curriculum.
- Additional video has been installed as phase one for video security throughout the campus. The video surveillance will enhance the security of the building and provide a safer climate for students.
- The library has installed an additional computer lab providing an additional twenty five stations for individual student and entire classroom access to electronic media and the internet.

Professional Development Strategies

- A technology advisory team consisting of representatives from each department and the administration will assess staff and student curricular needs and evaluate emerging trends in technology.

- Each staff member will receive training on the use and strategies in implementing the video projector systems in their curriculum. This will be on going throughout the 2008-2009 school years.
- Training will be provided to all staff members on the use and capabilities of the IP digital phone system.
- Training will be provided on the use and incorporation of the 3D printer system in the Project Lead the Way Curriculum. This is on going from 2007-2008 school years.
- Individual departments will conduct curricular specific workshops reviewing the State Standards in their curricular area and develop strategies for using the technology provided in their curricular areas.
- Additional training will provided through workshops, site visits, and training sessions outside the building on an as needed basis.

Technology Assessment

- The school Technology Advisory Team will collect data through a written assessment provided to each staff member on the usage and effectiveness of the video projection systems in the classrooms.
- Administrative meetings will be conducted with each department specialist to discuss the effectiveness and needs with respect to technology in their respective departments.
- A district technology advisory team will meet throughout the year with the central office and the director of technology to gather data on internet and other technology usage as a school district. A representative from the high school will be a member of the district team.
- Small collaborative cross curriculum groups will be encouraged to assist in training individuals and assessing future training needs. The groups will report data back to the school technology advisory committee to assess.
- Each administrator will incorporate as part of their staff evaluation a segment on the assessment of the use and effectiveness of technology in a staff member's observations. A discussion with respect to technology will be discussed with the staff member in their pre and post observation meetings with the administrator...

Ongoing Assessment

- The Technology Advisory Committee will play an integral part in the ongoing process of assessment on technology. The function of the committee is vested in evaluating technology currently used and emerging technology needs for the school. Their advice to the administrative staff and district technology committee will act as the main clearinghouse for technology feedback and research
- Each department specialist will be responsible in providing data on technology needs with respect to their department and exhibit the needs through their discussions with the administrative staff and prioritized budget requests for technology funding
- Building wide needs will be assessed by the administrative staff through the above stated pipelines and a decision prioritizing the budget to reflect the funding for the technology needs will be submitted to the central office for purchase consideration each year.

LAFAYETTE SCHOOL CORPORATION – 7855

EDGELEA ELEMENTARY SCHOOL – 8089

TECHNOLOGY PLAN

The Lafayette School Corporation has centralized control of all of the district's technology. This includes purchasing hardware, installing software, and providing inservice training. Each of the twelve schools that are part of the Lafayette School Corporation has a Technology Committee that is responsible for processing technology work orders, solving building issues, assessing needed training for staff, and proposing new technology purchases to the district-wide committee.

During the summer before the start of the 2004-2005 school year, all of Edgelea's computers were replaced with new Dells. Previously, Edgelea had Apple computers. Each teacher has a teacher computer with internet access and at least three student computers in his/her classroom. Each classroom in grades 2-5 has a laser printer and the remaining classrooms have at least one printer. Edgelea also has a computer lab with 29 computers for student/teacher use and for professional development training. The principal, nurse, cafeteria supervisor, and office personnel all have a computer as well. Other types of building technologies include: classroom TV/VCRs, overhead projectors, digital cameras, tape recorders, etc.

The focus of the last school year was to ensure that all teachers and students learned the new platform and could use the available computers in an efficient way to enhance work load. Since that time, the focus has shifted to the use of programs that enhance student learning.

II. Integration of Technology and Internet into the Curriculum

Technology is integrated into the classroom in two main ways: a means of helping teachers and students do classroom work more efficiently and enhancing student and teacher learning.

Teachers have a grade program that enables them to log student grades and compute grade averages. This enables them to use their time more efficiently. Word processing programs, e-mail, and spread sheets enable better communication between teachers, parents, and also lighten the work load. All students have access to programs that teach typing skills, word processing programs, and personal student folders to save work in the classroom or computer lab. This enables students to work more efficiently.

Internet access for both teachers and students enhances research, lesson plans, and access to the latest information. In addition, students have access to programs such as Accelerated Reader to enhance reading comprehension skills, Accelerated Math to supplement math instruction and practice, Break Through to Literacy for teaching reading skills to our kindergarten students, and Open Book and Rosetta Stone which assist our ELL learners.

Technology is used as a tool to lighten the work load and as a means to enhance learning for both teachers and students.

III. Professional Development Strategies

Edgelea will integrate technology and the Internet into the curriculum by:

1. Training teachers on the use of Accelerated Math and Accelerated Reading to enhance math and reading instruction.
2. Teaching students to use the Internet as a resource for research projects in language arts, science, and social studies.
3. Using Breakthrough to Literacy with all kindergarten students to enhance reading readiness skills.
4. Open Book and Rosetta Stone will be used to enhance the language acquisition skills for ELL students.
5. PowerPoint will be taught to students in grades 3-5 to complete presentations for research projects.
6. Word processing and keyboarding skills will be taught to students in grades K-5 to enhance the use of the computer for word processing.
7. Students will be allowed to keep work and projects in their own folders on the server so they can access and use the computer as a learning tool both in the computer lab and in their classrooms.

Edgelea's goal is for all teachers and students to be able to use available technologies to enhance the teaching/learning process and to enable them to work

more efficiently. Professional development is an important component in working toward that goal. Therefore the following strategies are being implemented:

3. Edgelea teachers will be made aware of corporation-wide professional development opportunities in learning to use technology and will participate in these opportunities on an “as needed” basis in order to implement corporation-wide technologies and programs effectively. Rita Schultz is the person in charge of providing corporation-wide opportunities.
2. Teachers at Edgelea will become “experts” in using the most frequently used technologies and computer programs in order to assist and mentor other teachers in their use. Currently, Edgelea has three teachers endorsed in computers with expert knowledge: Christine Ryba, Ryan Cole, and Dinah Snyder as well as the media center librarian, Sandy Williams. Dan Guckien, the Assistant Principal, is also an expert in technology especially in the use of SMS, the student management system. These four teachers and the Assistant Principal will serve as a resource and support for other teachers. Sandy Williams will coordinate these efforts.
3. Edgelea teachers will train students in the use of available computer programs and other technologies and internet sites to enhance student learning and student ability to teach the needed skills to peers.

4. Assessment of School Technology Needs

Building technology needs will be assessed formally and informally by Edgelea’s Technology Committee. This committee is charged with:

- a. Assessing professional development needs and proposing needed workshops and training.
- b. Proposing the purchase of new and/or replacement hardware and software.
- c. Ensuring that building technology “experts” are available to mentor and assist teachers and students.

5. Technology Program Assessment and Evaluation

The Edgelea Technology Committee will assess and evaluate the current program informally each year through meetings and discussions about how corporation-wide decisions have impacted our school’s program and what hardware, software, and training might be needed to ensure the new technologies can be effectively implemented.

Every other year the technology program will be evaluated more formally with surveys to teachers, staff, parents, and students. The surveys will attempt to determine whether the building’s current technology is adequately meeting the needs of the students and staff, what technologies are or are not being used effectively, and what additional professional development opportunities need to

be made available to teachers and students. The committee will present their findings to the Edgelea staff and to the corporation-wide Technology Committee.

Edgelea Elementary School

School Crisis Manual

Ryan Cole, Co-Chair
Cindy Preston, Co-Chair
Dr. Vicki Vaughn, Principal
Penny Welsh, Kindergarten Teacher
Mary Kay Cahill, 1st Grade Teacher
Carol Burklow, Deaf/HOH
Amber Ma, Kindergarten Teacher
Karen Pedigo, 3rd Grade Teacher
Debbie Glick, 4th Grade Teacher
Adina Uglow, 1st Grade Teacher

Updated September, 2010

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EMERGENCY TELEPHONE LIST

Principal- Mrs. Alicia Clevenger ...ext: 2500...Home: 477-6099...Cell: 237-8228

Secretary- Barb Waggoner...ext: 2499...Home: 474-9511..Cell: 418-8726

School Nurse-...ext: 2496

Head Custodian-Jody Wilson...ext: 2486...Home: 543-7263...Cell: 532-8478

Emergency...911

Hiatt Administration Building...771-6000

Superintendent's Office-Dr. Ed Eiler...771-6002

Deputy Superintendent-Dr. Robert Foreman...771-6065

Facilities-Kevin Little...772-4791

Fire Department...807-1600

Police Department...807-1200

State Police...Emergency: 911 Non-emergency: 567-2125

Child Protective Services...742-0400

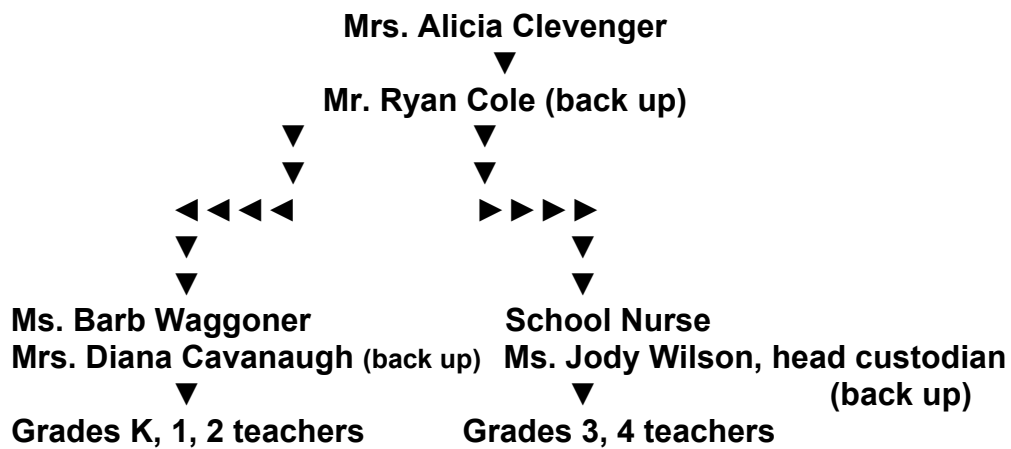
Poison Control Center...1-800-222-1222

National Response Center...1-800-424-8802

CRISIS PROCEDURE CHECKLIST/COMMUNICATION PROCEDURES

- 1) Assess life/safety issues immediately.
- 2) Provide immediate emergency medical care.
- 3) Call 911 and notify police/rescue first. Call superintendent second.
- 4) Convene the safety team to assess the situation and implement the crisis response procedures.
- 5) Evaluate available resources.
- 6) Alert school staff to the situation.
- 7) Activate the crisis communication procedure and system of verification.
- 8) Secure all areas.
- 9) Implement evacuation and other procedures to protect students and staff from harm. Avoid dismissing students to unknown care.
- 10) Notify parents.
- 11) Contact appropriate community agencies.

CHAIN OF COMMAND



PROCEDURES FOR DISASTERS

I. GENERAL INFORMATION

A. Safety Committee:

- Alicia Clevenger, Chair
- Barb Waggoner, Secretary
- School nurse
- Penny Welsh, fourth grade/sp.ed.wing -Kelly Johnston back up
- Debbie Glick, fourth grade wing -Joe Fife back up
- **Ryan Cole, third grade wing -Karen Pedigo back up
- **Cindy Preston, second grade wing -Vicki Hibbert back up
- Adina Uglow, first grade wing -Mary Kay Cahill back up
- Amber Ma, kindergarten wing -Missy Findley back up
- **=back up to Mrs. Alicia Clevenger as co-chair

B. Crisis Codes:

1. Code: **“Alert status”** will be announced over the intercom or phone system. All classroom teachers will lock down their classrooms.
2. Emergency - Keep students in classrooms - lock doors.
3. If there is an emergency situation in the office the **Teachers’ Lounge** will be the designated command post.
4. The tornado drill and fire drill alarms will remain the same.
5. If the principal announces “Alert Status”, the safety committee should come immediately to the office after taking their students to the nearest classroom. The teacher nearest the safety committee person in each wing should have an updated class list for the safety committee person’s classroom. The safety committee will return to their “wings” with instructions.

C. Command Center

The **school office** shall be the **command center**. In the event of an emergency in the office, the **Teachers’ Lounge** shall become the **command center**. An **emergency kit shall be housed in each command center and will contain:**

1. A copy of the **“Crisis Manual”**
2. A map of Edgelea
3. A list of the students in each classroom (updated each nine weeks) and their phone numbers and emergency phone numbers (the school nurse will be responsible for this)
4. Paper, pencils, and markers
5. Peel off stickers to identify hurt or injured students
6. List of teacher cell phone and pager numbers

7. Local phone directory
8. Current staff directory
9. Medical emergency list for students and staff
10. First aid kit and manual

FIRE PROCEDURES

DEFINITION: A fire in the building or on the premises, requiring the evacuation of the building.

SIGNALS: Continuous ringing of the fire alarm.

1. Students and faculty participate in a fire drill once each month. Fire drill procedures will be followed in case of an actual fire.
2. Teachers will evacuate the building according to plan and wait to determine whether we need to evacuate the area. If the area must be evacuated, evacuation procedures will be followed.
3. Teachers will take a class list with them if the fire alarm is activated.
4. Teachers will turn in an attendance sheet of their class roster, to the office, following the fire drill.

EDGELEA FIRE DRILL PROCEDURES (Updated 9/1/10)

After checking our fire drill procedures with the school safety committee, we will implement the following procedures in case of a fire or fire drill.

All teachers:

1. Always close windows, classroom doors, and wing doors. Please close any open classroom doors you may see on your way to vacating the building.
2. Always have your updated class list and schedule with you as you leave your classroom. You might keep copies of these lists/ schedules in the mailboxes outside of your classroom for easy access.
3. Teachers should lead their class in a single line out of the primary exit; if that exit is blocked, then use the secondary exit.
4. Students should exit the building with no talking in order to hear and follow directions.
5. Move students to the outside; line up away from the building; take roll, and use the following exits:

Move students to the following areas:

KINDERGARTEN WING (Rooms 1,2,3):

Primary Exit:	Exit B
Secondary Exit:	Exit A

GRADE ONE WING (Rooms 4, 5, 6, 7, 8, 9):

Primary Exit: End of 1st grade wing
Secondary Exit: Exit C

GRADE TWO WING (Rooms 10, 11, 12, 13, 14, 15):

Primary Exit: End of 2nd grade wing
Secondary Exit: Exit C or E (depending on crowding)

GRADE THREE WING (Rooms 16, 17, 18, 19, 20, 21):

Primary Exit: End of 3rd grade wing
Secondary Exit: Exit E

GRADE FOUR WING (Rooms 22, 23, 24, 25):

Primary Exit: End of 4th grade wing
Secondary Exit: Exit D

4th GRADE/ SPEC. ED WING (Rooms 26, 27, 28, 29):

Primary Exit: End of 4th grade/ spec. ed. wing
Secondary Exit: Exit D

Music Room & Library:

Primary Exit: Exit D
Secondary Exit: End of 4th grade/ spec. ed. wing

Art Room & Speech Room:

Primary Exit: Exit A
Secondary Exit: Exit D

Gym:

Primary Exit: Exit C
Secondary Exit: Exit A

Cafeteria:

Primary Exit: Exit A
Secondary Exit:

TORNADO PROCEDURES

DEFINITION:

Tornado Watch: Conditions are favorable for tornado or severe weather. Make staff aware, but take no action.

Tornado Warning: Tornado has been sighted. Take shelter immediately.

1. Tornado drills are held twice each fall and twice each spring.
2. Each classroom has procedures documented for students to follow.
3. Teachers will take students to inside wall areas away from windows, students will sit against the walls and cover the backs of their heads with their folded hands.
4. If the building must be evacuated before, during, or after a tornado, evacuation procedures will be followed.

STEPS OF ACTION:

1. Tornado Drill sound will be heard.

2. Students should proceed to their designated position against the wall and assume a sitting position with hands interlocked and covering the backs of their necks.
3. Students not with their class at the time of the drill will join the nearest class and follow the directions of the teacher.
4. Teachers are to close classroom doors after students exit into hallways.
5. Quietness is extremely important so that any necessary directions may be called down the hallway.
6. Teachers should keep their class rosters with them during the drill, kneel behind their classes to be sure students are following the drill procedure and to verify student classroom counts.
7. The all clear/code green signal will be a verbal announcement by the principal or designee.
8. Always close windows, classroom doors, and wing doors.
9. Always have your updated class list and schedule with you.
10. The cafeteria, gym, and the third-fifth grade classrooms are the most vulnerable. Move these children to safety quickly.

ADVERSE WEATHER

1. Weather conditions will be monitored via radio.
2. If early dismissal occurs, parents will be notified with the help of room mothers, and students will be released only to parents or designated guardians.
3. Notification of school closing is given over television and radio.

EDGELEA TORNADO DRILL PROCEDURES (Updated 9/1/10)

After checking our tornado procedures with the school safety committee, we will implement the following procedures in case of a tornado or tornado drill.

All teachers:

1. Always close windows, classroom doors, and wing doors. Please close any open classroom doors you may see on your way to the designated "safe" areas.
2. Always have your updated class list and schedule with you as you leave your classroom. You might keep copies of these lists/ schedules in the mailboxes outside of your classroom for easy access.
3. The cafeteria, gym and third, fourth, and fourth/spec.ed classrooms are the most vulnerable. Move these children to safety as quickly as possible.
4. Students should sit with their hands on the back of their necks until the all clear is sounded.

Move students to the following areas:

KINDERGARTEN WING:

- | | |
|-------------|---|
| ROOM 1: | The counselor's room |
| ROOM 2 & 3: | The kitchen area in the cafeteria (move carts into the cafeteria or hallway if necessary) |

GRADE ONE WING:

ROOMS 5,7,9	The restroom in the gym
ROOMS 4,6,8 towel dispensers	1 st grade restrooms, but stay away from the paper
<u>GRADE TWO WING:</u>	
ROOMS 11,13,15	LRT/ Title room
ROOMS 10,12,14	2 nd /3 rd grade restrooms
<u>GRADE THREE WING:</u>	
ROOMS 16,18,20	Teacher's lounge/ workroom through the library
ROOMS 17,19,21	Computer lab
<u>GRADE FOUR WING:</u>	
ROOMS 22, 23, 24, 25	Library story pit
<u>4th GRADE/ SPEC. ED WING:</u>	
ROOM 26	Conference room/ hallway in the main office
ROOM 27, 29	4 th grade restroom
ROOM 28	Nurse's office
<u>Music Room:</u>	4 th grade restroom or faculty lounge
<u>Art Room:</u>	Stay in art room but move to entry way near the closet
<u>Speech Room:</u>	Stay in the speech room and sit on the floor
<u>Gym:</u>	Gym storage room or restroom
<u>Cafeteria:</u>	Take children back to their classrooms if time or to the main office and sit in the inner rooms

HAZARDOUS MATERIALS INCIDENT/ EXPOSURE TO CHEMICALS

**Edgelea will work with the Tippecanoe Emergency Management and follow suggested procedures to secure and/ or seal off the building if necessary.

EXPOSURE TO CHEMICALS:

1. Classrooms will stay in the building if the occurrence is outside.
2. Classrooms will follow the evacuation procedure if the occurrence is inside the building.
3. Ventilation, cooling, and heating systems will be shut off by using the master control system.
4. An "all clear" call will be given when the situation returns to normal.

NUCLEAR CONTAMINATION

Definition

During use, processing or transporting of radioactive materials, accidents may occur that will expose the facility to the dangers of contaminants. In this situation, the chances of illness are decreased when people know what to do and how to protect themselves. In addition, individuals or groups could cause the release of radioactive materials through a variety of means including an explosive device designed to scatter radioactive materials (commonly referred to as a "dirty bomb"), the scattering or distribution of radiological materials without the use of explosives or the use of a nuclear device. Of these scenarios,

the use of a “dirty bomb” or scattering or distribution of radiological materials are more likely scenarios. Keep in mind that radiological materials could be disseminated via food or water supply.

Alert Signal

Warning of the release of radiological materials is usually received from response agencies. These agencies include the fire department, law enforcement agencies, and/or the local Emergency Management Agency. In the event of a nuclear device being employed rather than a dirty bomb, **the electromagnetic pulse created by the device may render electronic communications devices, computer based equipment and modern vehicle ignition switches in the region inoperable.** This could necessitate that all communications at the building level be handled by runners and other means not reliant upon technology affected by the blast.

1. Facility Signal / Indoor Warning: Intercom, loudspeaker, bullhorn, or “runners.”
2. Athletic Fields and Play Areas / Outdoor Warning: Same as above.

Observations of staff:

Possible indications of a radiological attack include:

- Unusual numbers of sick or dying people or animals.
- Radiation exposure symptoms include reddened skin and in severe cases, vomiting.
- Casualties may happen hours, days or weeks after an incident.
- Time elapsed between exposure and appearance of symptoms depends on the material used and dosage of exposure.
- Unusual metal debris which could indicate devices or munitions-like material.
- Radiation symbols on containers.
- Heat-emitting materials without any visible energy source.
- Glowing material or particles including Radioluminescence and/or colored residue at the scene.

(Source: *Jane’s Unconventional Weapons Response Handbook*)

Lead Administrator Response:

1. Emergency response personnel will normally instruct the lead administrator or the person in charge to take the action deemed most appropriate.
2. In case of imminent danger, in which emergency response personnel have not yet arrived, the lead administrator or his/her designee must decide the most appropriate action.
 - a. Evacuate to a remote location outside the affected area. Or:
 - b. Assemble all personnel indoors and implement the shelter-in-place activities.
 - c. If the shelter in place protocol is determined to be the best course of action, be prepared to shift to evacuation and family reunification if instructed to do so by public safety officials.
3. Follow-up action will be determined by emergency response personnel in coordination with facility officials and may include, but it is not limited to:
 - a. Activating the Emergency Management Team to facilitate evacuation to a safe family relocation site.
 - b. Decontamination of students and staff by public safety personnel.
 - c. Determining the relocation site.
 - d. Dispatching buses or other vehicles to move members and staff to the relocation site.
 - e. Releasing information to parents/public.

4. If evacuating, do not return members and staff to the facility after evacuation until the fire department, local emergency management agency or other official agency declares the area safe.
5. Initiate early/late opening and/or closing of the facility, as necessary.
6. If students and/or staff members have been exposed to dangerous liquids, gases or other substances, public safety officials may institute mass decontamination measures. These measures may include dry decontamination which involves all affected individuals removing their clothing and personal items (privacy kits may be on hand from emergency responders) or wet decontamination which involves portable showering or hosing systems. Work with public safety officials to assist them in rapidly decontaminating affected individuals.

References: American Red Cross (ARC), and the Georgia Emergency Management Agency (GEMA).

Staff Response

1. Call or take directions from the lead administrator, Crisis Response Team representative or local emergency management officials immediately. Listen to emergency alert broadcasts on all available media, and follow the instructions given.
2. If instructed to do so, evacuate students and staff to a safe location at right angles to and upwind of the apparent contaminated area.
3. In the event that it is dangerous to evacuate the facility and the facility property, including athletic areas outside, conduct shelter-in-place protocol.
4. Be prepared to render first aid, if necessary, and to notify parents of members and inform them of their child's safety in a timely manner. Consider using the media for this if necessary.

BOMB/ BOMB THREAT

DEFINITION:

An incendiary device present in the school or on the premises, which may or may not have exploded.

1. The person taking the call will try to obtain as much information and detail as possible.
2. The principal will be notified by the person taking the call.
3. The principal will evacuate the building.
4. The principal will call the fire and police departments.
5. The principal will notify the superintendent.
6. The principal will make the decision for staff and students to re-enter the building after the authorities have determined the building's safety.

UNWANTED INTRUDER

DEFINITION:

Person who has no business on the school premises. General procedures-Staff to stop strangers and inquire as to their business in the building. Redirect visitors to office if they have not registered. If person still seems questionable, ask to have them follow you and head them back to the office. If they refuse, contact the office by way of nearest public announce system.

1. Visitors to Edgelea school will:
 - a. report to the office.
 - b. sign in at the office.
 - c. provide identification to school personnel upon request.
 - d. respect school rules.
 - e. wear an LSC "guest" badge.
2. Staff Members will:
 - a. insure all exterior doors are locked after 8:30 except doors near office.
 - b. greet visitors and ask if they need assistance and if they have signed in at the office.
 - c. if visitor refuses, notify the office immediately by phone.

KIDNAPPING OF A STUDENT

1. Have secretary record custody status on Student Management Services (SMS) file in the office and be aware of any restraining orders that might be located in permanent records and on SMS student records.
2. The principal will alert staff in known high risk cases.
3. Students will be reminded by teachers and principals never to leave school without checking with the teacher or adult in charge.
4. All students leaving the building early will be signed out in the office.
5. If a child is taken, do not physically intervene with the kidnapper.
6. Notify the principal who will call the police, custodial parent, and superintendent.

WEAPON PLAN/ HOSTAGE PLAN

Weapon Plan: The definition of a weapon is "any object that can reasonably be used to inflict bodily injury."

1. The principal will communicate to staff and students that the possession of a weapon on school property is a serious offense and any person found in violation of this school policy will be expelled.
2. Report all suspected cases to the principal.
3. The principal will investigate and notify the police if necessary.
4. The student or visitor will be isolated if possible.
5. The principal/staff will draw the attention of the offender away from the students if possible.

Hostage Plan: If the weapon situation escalates to a hostage situation or if there is an indication a weapon might be used:

1. Notify the principal immediately and the principal will notify the police and superintendent.
2. Remove students from danger.
3. Lock classroom doors.

EVACUATION AND RELEASE PROCEDURE

1. Prior to a building evacuation the principal, along with the Safety Committee, will assess the situation and determine if a building evacuation is necessary. If it is necessary, students and staff will be advised to evacuate the building using the fire drill exits and gather by rooms in the front of the building by the flag pole.
2. Handicapped students will be evacuated from the building by their classroom teacher, special education teacher, and/or paraprofessional. Since Edgelea only has one floor, students in wheelchairs have easy access to all entrances and exits.
3. Students and staff will be advised by the principal to walk to Tecumseh Junior High School to the cafeteria or to board buses to Lafayette Sunnyside Middle School.
4. Each teacher will proceed outside with his/her class, take a roll call of students immediately before leaving for Tecumseh and immediately upon arrival.
5. Teachers should have class lists/ record book. If any students or staff are not accounted for, notify the principal immediately.
6. Prepare students for releasing procedure. Students will be released only to a custodial parent or his designee (in writing).
7. Students will be signed out by this person (in the office if possible, by the teacher in charge if not).
8. Teachers will keep accurate records of the students who have been released by them.
9. The principal will notify the superintendent and the public of release location.

SUICIDE/ DEATH AT SCHOOL

Suicide

**The definition of suicide is “self-destruction on an individual”.

1. Person aware of the suicide threat will report the incident immediately to the principal.
2. **Do not leave the student unattended!**
3. Principal will contact the school counselor and the child’s parents.

Death at School

1. Principal will convene with the Safety Committee and public authorities (police).
2. Principal will notify the family.
3. Principal will notify the superintendent and the LSC Public Information Officer and the LSC Emergency Team (if necessary).
4. Principal will notify the staff.
5. A debriefing meeting with the staff will be held at the end of the day.

Death of a student or staff member

1. Principal will initiate the Edgelea “phone tree.”
2. Principal will convene with the Safety Committee to determine the involvement needed by LSC Emergency Team and outside agencies.
3. A staff meeting will be held to plan activities and procedures.
4. Counselor(s) will be available to speak to students and staff.
5. Students will be informed about the death in an honest and direct manner in the classrooms using age appropriate information.
6. The principal will announce that adults (counselors) will be available to talk with individuals throughout the day.
7. Normal routine will be followed as much as possible.

PANDEMIC FLU

1. Once a case has been confirmed by the school nurse, the principal will contact the health department and LSC nurse.
2. The health department will make the decision as to if and when school will be closed.
3. The health department will contact the media as to when school will re-open.
4. Custodial staff will sanitize all rooms affected.

LOCATION AND PROCEDURES FOR UTILITY SHUT OFFS

1. Master keys to the building are located in lock boxes outside the building. Police and fire officials are aware of the box location. Additional keys to the building are in the key cabinet in the main office.
2. The HazCom Manual is located in the main office.

3. The building custodian will shut off utilities if necessary. The location of the utility shut offs is located on the map on the next page.

EDGELEA SCHOOL RULES

- 1. We will show respect for others and their possessions.**
- 2. We will keep our hands and feet and other objects to ourselves.**

3. We will use acceptable language. No put downs!

4. We will follow directions.

5. We will not prevent the teacher from teaching or other students from learning.

**A Timeline for Professional Development
2011-2012**

All classroom teachers will attend professional development. Paraprofessionals will be invited to attend all professional development sessions but are not required to attend if the session is not embedded within their normal work day.

Date	Title	Provider	
8/11	Review of Six-step vocabulary process; Teachers also discuss and begin flexible groups for math	ASCD Video; teachers	
9/11	Teachers meet in grade level groups to score first writing prompts; select other grade level partners for shared reading;	SIP Team and teachers;	
10/11	Teachers share research readings in K-4 groups; Review	teachers	

	CETA strategies; Parent/Teacher planning for Reading Night		
11/11	Teachers review data from Acuity	Teachers	
1/12	Review/revise SIP plans and data from January testing	Entire faculty	
2/12	Parent /teacher planning for Family STEM Night	Teachers, TPA	
Ongoing	Study Groups using research articles dealing with literacy and math	Teachers	
Ongoing	Collaboration Meetings for grade levels	Teachers	