

Strategic and Continuous School Improvement Plan

For

**Lester B. Sommer Elementary
6243**

For the Period of

September 2015 to August 2018

**Suzi Gephart
Principal**



Board approved 2-22-16

**Certification of Superintendent's Review and Adherence to Timelines as
Established by I.C. 20-10.2-3-2**

Step 1 – I.C. 20-10.2.3.2 Sec. 2. (a)

The committee comprised of the building principal, administrators, teachers, parents, and community and business leaders, must submit a school's initial plan to the Superintendent by February 17, 2016 of the school year before the year of implementation.

Signature of Building Principal

Date of Submission for Superintendent Review

Step 2 – I.C. 20-10.2-3-2 Sec 2. (a) (1) (2) (3)

The Superintendent shall review the plan to ensure that the plan aligns with the school corporation's objections, goals, and expectations; and may make written recommendations of modifications to the plan to ensure the alignment and return plan and recommendations to the committee before the year of implementation.

Signature of Superintendent

Date of Return

Step 3 – I.C. 20-10.2-3-2 Sec. 2. (b) (c)

The school committee may modify the plan to comply with the recommendations made by the Superintendent. The school committee shall submit the plan and the written recommendations of the Superintendent to the local governing body by March 1, 2016, of the school year before the school year of implementation.

Signature of Building Principal

Date of Submission for Board Review

Resolution of the Board of School Trustees to Adopt the Strategic and Continuous School Improvement Plan

The resolution is adopted by the Board of School Trustees for North Montgomery Community School Corporation, Montgomery County, Indiana.

WHEREAS, a three year Strategic and Continuous School Improvement Plan has been developed and coordinated by the building principal with input from a committee of persons which included administrators, teachers, parents, and community and business leaders for Lester B. Sommer Elementary School as required by I.C. 20-10.2-3-1, and

WHEREAS, the Superintendent of Schools has, as required by I.C. 20-10.2-3-2 Sec 2 (a), reviewed the plan to ensure that the plan aligns with the school corporation's objectives, goals, and expectations, and

WHEREAS, the governing body is required under I.C. 20-10.2-3-2 Sec. 2 (d) to review said plan, and WHEREAS, the governing body reviewed this plan February 22, 2016, at the Office of the Superintendent of Schools, 480 W. 580 N. Crawfordsville, Indiana, 47933.

THEREFORE BE IT RESOLVED that the governing body will submit this plan to the Indiana Department of Education as required under 511 IAC 6.2-3-5 Sec. 5 and directs that a copy of this plan remain on file for public review in the Office of the Principal.

ATTEST:

BOARD OF SCHOOL TRUSTEES

Superintendent

President

Vice President

Secretary

Member

Member

Member

Member

Documentation of Support for the Professional Development Section of the Strategic and Continuous School Improvement Plan by the North Montgomery Community School Corporation Teachers' Association

As required by 511 IAC 6.2-3-3, I, as a representative of the North Montgomery Community School Corporation Teachers' Association, have reviewed and am in support of the Professional Development Section of the Strategic and Continuous School Improvement Plan for **Lester B. Sommer Elementary School**.

Signature of a representative of the NMCSC Teachers' Association

Printed name of a representative of the NMCSC Teachers' Association

Date

Student Achievement Objectives and Goals

Goal#1 Reading Comprehension

Sommer Elementary students in each grade 3-5 will meet or exceed ELA state average pass rate in 2016, 1% higher than the state average in 2017, and 2% higher than state average in 2018. The 2014-15 ISTEP State average for ELA 3rd grade was 70.90%, 4th grade 69.50%, 5th grade 62.70%

Strategies

1. All students receive 90 minutes core reading time.
2. All students receive 30 minutes of Tier 2 small group reading instruction or online Tier 2 instruction based on the benchmark assessment.
3. Students identified through benchmark testing and progress monitoring as reading well below grade level will receive Tier 3, which is another 30 min. 4-5 days a week intensive and purposeful literacy instruction.
4. All students will utilize and apply connections from prior knowledge.
5. All students will use higher order thinking skills and strategic thinking of inferring, synthesizing, critiquing, creating and summarizing.
6. All teachers will utilize higher order Depth of Knowledge questions to stimulate higher order thinking skills.
7. All students will be taught through guided reading activities.
8. All students will experience a variety of reading genres.
9. Teachers will develop Common Assessment at each grade level for literacy units.

Goal #2 Writing Application

Sommer Elementary students in each grade 3-5 will meet or exceed ELA state average pass rate in 2016, 1% higher than the state average in 2017, and 2% higher than state average in 2018. The 2014-15 ISTEP State average for ELA 3rd grade was 70.90%, 4th grade 69.50%, 5th grade 62.70%

Strategies

1. All students will be scored upon the ISTEP+ Writing Rubric for writing application.
2. All students will utilize and apply connections from prior knowledge.
3. All students will use strategic and higher order thinking in their written responses.
4. All students will apply writing skills in response to content across all curricular areas.
5. All students will be introduced and taught all writing genres including expository, narrative, descriptive, and technical.
6. All students will be scored on quarterly writing prompts using rubrics from the Lucy Calkins *Units of Study* curriculum.
7. All students will have a writing block each day based on Lucy Calkins series and Writer's Workshop.

Goal # 3 Math Problem Solving

Sommer Elementary students in each grade 3-5 will meet or exceed Math state average pass rate in 2016, 1% higher than the state average in 2017, and 2% higher than state average in 2018. The 2014-15 ISTEP State average for Math 3rd grade was 61.30%, 4th grade 63.50%, 5th grade 66.50%

Strategies

1. All students will be able to interpret graphs and data across all curricular areas.
2. All students will be taught problem solving strategies.
3. All students will be able to solve multi-step mathematical problems.
4. All students will be able to explain the mathematical solution by writing the steps needed to solve the problem.
5. All students will be assigned online math support using Dreambox in grades K-5 to help differentiate instruction at their level.
6. Students will have small group math instruction.

Attendance

Sommer Elementary attendance has been consistent for the past 5 years at 96%. Our attendance goal will be 97% for school year 2014-15 and 98% for school year 2015-2016.

Proposed Interventions Based on Student Achievement Objectives/Goals

Our RtI allows all students a daily 90 minute core reading block followed by Tier 2 which allows 30 minutes of either small group remediation or enrichment literacy activities. Students performing in the lowest 10-20% of the grade level receive Tier 3 support. Students in Kindergarten and 1st grade participate in an on-line program Study Dog and students in grades 2-5 will participate with Mindplay Virtual Reading Coach for an intervention specific to their benchmark assessment.

Our kindergarten through fifth grade students will be assigned to an online math program to enhance their math instruction beyond our core Envision Math Program.

We have adopted the Lucy Calkins Writing Series for implementation this year and will be using Writing Workshop strategies to implement it. All students will have a daily writing block.

Professional Development

Professional Development at Sommer Elementary will be closely tied to information gained from student assessment data and teacher effectiveness of instruction. Professional Development for the 2015-16 school year will be;

- Related to the identified concern of lagging student performance on Applied Skills test items that require students to clearly and concisely write about their thinking in math and in response to text.
- Focus on understanding and reviewing data derived from our new formative assessment programs, RAPS 360 and INSPECT. Development of tracking how the student growth is transferring to other areas of academic work.
- Focus on Depth of Knowledge, specifically levels 3 and 4. Classroom observations and reviewing of lesson plans with focus on striving for levels 3 and 4.
- Special Education Professional Development with focus on goal writing and determining what is a measurable goal.
- Focused on the newly adopted Lucy Calkins writing curriculum and developing a classroom writer's workshop that support the writing application portions of the standardized test.
- Ongoing professional development with regards to school safety will be in place annually.
- Development of Prompt Writing Unit to prepare for writing exercises expected on standardized test.
- Corporation wide grade level Curriculum Mapping ELA and Math Indiana's College and Career Readiness Standards.
- Corporation wide focus on math standards in relation to math adoption that is to take place in spring 2016.
- School wide in-service provided by our district ELL instructor with regards to the new WIDA standards required for our English Language Learners.
- Refresher courses of Non-Violent Crisis Intervention (CPI) scheduled for staff that has previously been trained and full training scheduled for all new staff members.
- Instructional Coach providing classroom support to teachers in regards to effective whole group instruction, guided reading practices, writer's workshop procedures, data analysis
- Focused on our continued work with student engagement training based on the work of Eric Jensen and Growth Mindset by Carol Dweck