

School Improvement Plan

2017-18

BAINBRIDGE ELEMENTARY

412 S. WASHINGTON ST.

BAINBRIDGE, IN 46105



NORTH PUTNAM COMMUNITY SCHOOLS

THE BAINBRIDGE WAY, THE RIGHT WAY, EVERYDAY!

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North Putnam Community School Corporation

Mission Statement

The mission of the North Putnam Community School Corporation is to create, through community effort, an inspiring place where all students are able to grow and succeed.

Bainbridge Elementary

Mission Statement

“Creating a community of learners by transforming education to meet all needs.”

Vision Statement

Bainbridge Elementary students will be provided with a safe, positive school environment which recognizes individual strengths and talents and supports and guides those students to achieve their personal best.

Bainbridge Elementary School and Community Profile

Bainbridge Elementary is part of the North Putnam Community School Corporation district, one of four school districts in Putnam County. Our district serves approximately 1300 students as of the 2017-18 school year. Approximately 650 students are served at the elementary schools, 325 at the middle school and 325 at the high school.

Our attendance area encompasses the townships of Clinton, Floyd, Franklin, Jackson, Monroe and Russell. The district includes 212.8 square miles or approximately 43% of the 490 square miles in Putnam County.

Within the district are the incorporated towns of Bainbridge, Roachdale and Russellville and the unincorporated communities of Barnard, Brick Chapel, Carpentersville, Clinton Falls, Fincastle, Groveland, Heritage Lake, Morton, New Maysville, Raccoon and VanBibber Lake.

Bainbridge is located just south of U.S. 36, east of U.S. 231 in northern Putnam County. Bainbridge is a predominantly agricultural-based community. We possess the small town rural atmosphere while being only 40 minutes from the Indianapolis International Airport and 50 minutes from downtown Indianapolis.

Ten miles south is a college community of over 10,000 people. As the home of DePauw University and Ivy Tech, the community enjoys a wide range of cultural and educational opportunities.

The North Putnam Community School Corporation is governed by a seven member elected board of school trustees. All schools are accredited by the North Central Association and the state of Indiana. Our goals and improvement plans are designed to meet the requirements of the Indiana State Board of Education Strategic and Continuous School Improvement and Achievement Plan. (IC 20-31-5 and 511 IAC 6.2)

Our school has a general education staff of 19 teachers. Additionally, we have 3 special area teachers, 2 special education teachers, 1 Title I teacher, 1 speech pathologist, 1 speech assistant, and a school counselor. Bainbridge Elementary has a principal, full-time secretary and a secretary/health aide. We have a custodial staff of one daytime employee and two nighttime employees. Our cafeteria employs 6 people. The average age of the staff is 43 years old, and the average of years of experience is 16. Thirteen teachers hold master's degrees.

Bainbridge Programs

We provide a variety of programs that serve to enhance the learning experience of our students. During the school year, students have the opportunity to experience a variety of school wide events that promote healthy choices such as Red Ribbon Week, weekly Positive Action lessons, Bucket Filler Program, ACES day, and field day. Students also attend grade level planned field trips to the Indianapolis Zoo, McCloud Nature Park, Hendricks Regional Health, Children’s Museum, IUPUI Fitness Center, Indianapolis Motor Speedway and the Indiana State Museum. Each summer, the Greencastle Public Library provides a summer reading program. Gobin Church, in Greencastle, provides a Summer Enrichment Program for at-risk students and a SPARK program is offered at Robe Ann Park. YMCA provides an after school program.

Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavioral needs. This process begins with high quality instruction and screenings from the general education teacher. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their learning. These services may be provided by a variety of personnel, including general education teachers, special educators and interventionists. Progress is monitored to assess both the learning rate and level of performance of individual students. RTI is designed to make decisions for both general education and special education enabling collaboration for the benefit of each student.

In order for RTI implementation to be effective, these essential components must be performed with fidelity:

- Leadership - A committee prioritizes resources at the building level to support the efforts of all team members.
- Research-based classroom instruction with embedded Positive Action supports - All students are provided with proactive strategies for defining, teaching and supporting appropriate student behavior.
- Ongoing student assessment with continual progress monitoring – This information provides the learning rate and level of achievement, both individually and in comparison with peers. It is also used to determine which students need closer monitoring or intervention.
- Tiered Instruction – A multi-tier approach is used to differentiate instruction for all students. The model incorporates increasing intensities of instruction offering specific interventions matched to student needs.

The three tiers are listed below:

Tier 1: High quality classroom instruction

Tier 2: Targeted interventions

Tier 3: Intensive interventions and comprehensive evaluation

·Parent Communication – We provide information to parents about their child’s progress, the instruction and interventions used, the interventionists and the academic goal for this child.

Our school counselor provides a variety of individual and group counseling services for the students. Also, counseling services extend within the classroom with emphasis on character education. Divorce support and study skills are two examples of group counseling services offered to students. To add support to our counselor, Cummins and Hamilton Center mental health facilities offer life skill training and counseling during the school day.

Title I services are provided for students in grades K-5 identified as being ‘at-risk’ of failing in the areas of reading and/or math. One full-time Title I teacher and two instructional assistants utilize a ‘pull-out’ program to assist students in the areas of language arts and mathematics.

A high ability program is provided for students in grades K-5. This program is an inclusionary model. Students qualifying for services are clustered in classrooms at their grade level. The classroom teacher works in conjunction with the High Ability Resource teacher to provide High Ability students learning opportunities in the area of their ‘giftedness.’ The school counselor also meets with these students periodically to discuss issues pertinent to giftedness. Individual consultation is available for these students if they so desire.

A learning disabilities teacher and four instructional assistants provide special education services to students who qualify. Assistance is provided within the classroom or in the learning disabilities classroom, depending on the needs of the individual student.

The school also utilizes a core group of teachers to assist teachers who have students deemed ‘at-risk.’ This committee, titled ‘Intervention Team’, meets weekly to review teacher referrals of students to the committee. The committee then makes recommendations to the teacher on strategies and/or modifications to assist the student.

During the school day, a block of time is used to remediate and enrich our students. We use all school personnel to give every child support they need academically or emotionally.

Academic remediation for those students targeted as ‘at-risk’ is offered for Title 1 students weekly after school.

Bainbridge Elementary houses many community-sponsored after-school programs throughout the school year that serve many of the students attending the school. After-school activities available are: academic clubs, 4-H, girl/boy scouts, basketball, football, and baseball.

Additional Opportunities

Recycling Program (BEAR)	Box Tops
Daily Oral Language	Mini Economy
6+1 Trait Writing	Classroom Newsletters
Morning Announcements	Moment of Silence
Student Council	Track
Volleyball	Spell Bowl
Math Bowl	Title 1 Student-Parent Nights
Accelerated Reader	Title I
Student of the Month	Ag Day (4 th grade)
Riley Pop Tabs	Daily Remediation
Bucket Fillers	Back Sack Week-end Program
Student Based Philanthropy	After School Tutoring
Summer School	Cougar Den
Putnam County Library	YMCA Child Care Program
Summer Camps	Principal Prize Wheel
Cougar Cub	Basketball
B.U.G. Club	Football
Cheerleading	Positive Relationships

Curriculum

Our curriculum is based on the Indiana College and Career Readiness Standards. It is updated yearly and includes the subjects of language arts, math, science, health, social studies, music, art, physical education, and technology. Copies of the curriculum are available in the school office, corporation's central office and within each classroom. You may view the Indiana College and Career Readiness Standards online at the Indiana Department of Education.

This year a district team of educators continued work to align Indiana's College and Career Readiness Standards with our math and language arts curriculum using the Atlas Curriculum Mapping Program. This curriculum map guides teachers as to when an academic standard is to be introduced and taught.

Certified staff members serve on committees to evaluate and provide recommendations during textbook adoption cycles. The committee adopts a series based on how well it matches state standards, the corporation curriculum guides and aligns with our vision and goals. Teachers at Bainbridge also serve on Leadership Team Committees for Reading, Writing, and Math. These teams guide the building curriculum mapping.

Assessment Instruments

ISTEP is the Indiana Statewide Testing for Educational Progress. It is given in third, fourth and fifth grades in the spring. Results of the test are used to plan instruction and identify student's strengths and weaknesses in math, language arts and science.

iReady Math is a standards based test in Math that adjusts questions as students are taking the test to better identify individual abilities. It provides remediation activities that can be printed out and used by the classroom teachers. It provides beginning, middle and end-of-the-year benchmarks in the following areas: math computation, math reasoning, algebraic thinking, and geometry.

PIVOT is a standards based test in Language Arts that adjusts questions as students are taking the test to better identify individual abilities. It provides remediation activities that can be printed out and used by the classroom teachers.

Formative Assessments given at the end of each critical standard introduced each week throughout the school year. This helps teachers track progress and determine strategies that will help students improve their growth.

Belief Statements

Our Staff Believes:

All students have individual strengths and talents.

Optimal learning occurs in a safe, nurturing environment.

Education takes teamwork and commitment from students, parents and staff members.

School expectations include respect for self, peers, adults and property.

Differentiated instruction must be provided to meet the learning needs of all students.

Students are responsible for their behaviors and attitudes to make our school a better place.

Staff must work collaboratively to ensure maximum educational opportunities for all students.

Parent Participation

Bainbridge Elementary feels that parent involvement is fundamentally important to the success of each student and to the school as a whole. It takes commitment and collaboration between staff, parents and students to make our school the best it can be.

The Bainbridge Elementary Staff creates various opportunities to inform, encourage and include parents in the education of their child. We feel that collaborating to work with parents is vital to the success of our students.

Keeping parents informed of what is happening at Bainbridge Elementary is very important to our staff. Teachers send home weekly newsletters to keep parents updated on the events in the classroom. In addition, a school newsletter is sent home monthly. Our school website also keeps parents informed.

When parents volunteer, the help is always valued and welcomed. Parent participation is necessary for field trip supervision, field day activities, and celebrations. A volunteer program is essential in the day to day workings of our school. Parents are encouraged to become involved in all facets of the school.

Involving parents at home is a necessary element in our pursuit of parent involvement. Parents are strongly encouraged to help students at home with regular homework assignments, class projects, and studying or reviewing class material for tests.

Technology

It is the mission of North Putnam Community School Corporation to strategically plan for the transformation of the learning and teaching process by using technology.

Current Technology:

Hardware:

Bainbridge Elementary has a long-range action plan for the acquisition and replacement of technology equipment. The following are strategies to assure the school provides adequate accessibility and reliability of computer equipment:

- All computer hardware is on a four-year lease program to assure updated and reliable equipment.
- Each classroom contains two to four student computers, plus a teacher computer, networked to the school server.
- The school also has two computer labs of thirty-six computers each networked to the school server.
- There are two computers located in the library media center networked to the school computer.
- All computers are networked to local and/or centrally located printers.
- The school media center is automated to track book usage.
- The school cafeteria is automated to track student purchases.
- K-3 teachers utilize iPads to assess the linguistic/reading performance of their students.
- School administrators utilize a Chromebook to assess classroom instruction.
- The Gifted and Talented Grant has help provide a set of computers on wheels for student use. Also, tablets and iPads have been purchased for teacher and student use.

Software:

Bainbridge Elementary currently has a variety of software for student and staff usage. A long-range plan exists for the acquisition of software. The school's file server has software designed to enhance student learning. This software is designed to enrich student learning in the academic area of reading. The software programs also provide a means to assess student progress and areas of strengths/weaknesses. Internet service is available at all computer stations. In addition to student software, teachers have access to the student database, various office software packages, and external/internal e-mail service.

The following are strategies to assure usage of current software and future purchase of software:

- A technology committee has been formed to oversee the needs and purchase of software.
- The staff and students have direct access to the Internet.
- Bainbridge is connected to all district schools via Microsoft Outlook allowing for internal and external e-mail access.
- A student database exists through the use of Harmony software.
- Software packages for student usage are Accelerated Reader and Performance Series Assessment. Software packages for staff usage include Microsoft Office, Curriculum Designer, E-Instruction, Exam View, Test Generator, Skills Connection, Harmony (grade book, attendance, and student database), Explorer (Internet), and Microsoft Outlook (E-mail).
- Library and cafeteria software track student usage as well as allow parents to make payments for lunch accounts.

Integration:

The focus of the integration of technology is to assure the enhancement of learning in all areas, and specifically in those areas addressed by the Bainbridge School Improvement Plan. Beginning January 2018 all students in grades K-5 will begin 1:1 integration with a Chromebook. The following is a list of integration strategies:

- Students utilize online assessment to discover their academic strengths and weaknesses. Data is maintained on an Internet-based service for analysis by teachers.
- Intermediate grade student projects incorporate some aspect of technology that enhances their presentation.
- Powerpoint Presentation·LCD Projectors·Video/Digital Video Clips
- Students shall utilize the computer lab for development of skills in utilizing technology effectively.
- Students who are using remote devices to complete assessments utilize the program from instruction where data is maintained with an Internet-based service for analysis by the teacher.
- Teachers use PDA's and tablets to assess strengths/weaknesses in the Language Arts program in all grades Data is maintained on an Internet-based service for analysis by teachers.
- All teachers utilize a Chromebook in and out of the classroom.

- The principal has a Chromebook for Classroom Walkthrough (CWT) analysis. Data is maintained with an Internet-based service for analysis by the faculty to help improve teacher instruction and student learning.

Bainbridge Elementary provides a variety of professional development opportunities to promote the education of the staff in utilizing and integrating technology into the classroom. Strategies to be employed for professional development:

- Alignment to the School Improvement Plan.
- Development of technology skills for teachers which are currently addressed through daily professional development activities, in-house training sessions, peer coaching, and off-site technology workshops/seminars.
- Professional development release time is coordinated, and stipends are offered as an incentive for participation of certified staff members.
- A core group of peer coaches exists for staff members in need of assistance regarding technology issues.
- Mentor/internship program for new teachers stresses technology training and implementation of technology in instruction.
- Sufficient training and follow-up support is provided for the use of new software and hardware.
- The guidance from an e-coach through Five Star technologies once twice a month.
-

The following strategies will be employed to assess technology usage within the school:

- The Bainbridge Elementary Technology Committee will periodically survey staff for professional development needs for the effective usage of technology in the classroom.
- The Bainbridge Elementary Professional Development Committee will assess professional development training in the use of technology to determine the effectiveness of the training, and if additional training is needed.
- The Bainbridge Elementary Professional Development Committee will survey students to determine their use of technology at school.
- The Bainbridge Elementary Technology Committee will provide an annual report to the North Putnam Community School Corporation's Technology Committee on the integration of technology within the school.
- The Bainbridge Elementary Principal will utilize the corporation's teacher evaluation form to assess individual teacher effectiveness in the incorporation of technology into daily instruction.
- Teacher lesson plans will be monitored to assure the inclusion of technology usage by the teacher in daily instruction.

Safe and Disciplined Learning Environment

Bainbridge Elementary is committed to having a safe environment for learning. The school administrators have been certified as School Safety Specialists through the Indiana School Specialist Safety Academy. In the building, there is an emergency preparedness plan outlining procedures to be followed.

Our school is dedicated to the safety and security of its students and teachers. Each year, we review and practice specific school safety procedures. These include, fire and tornado, school intruder, school lockdown and school evacuation drills.

The school corporation has installed a security system to aid in monitoring visitors entering the building. The school locks all doors throughout the school day. The main doors of the building are monitored by "Sonitrol" security system. Visitors enter through the main office doors. This requires ringing a video-voice system where upon the office grants entry by unlocking the door. Visitors are then required to sign in at the office where they are provided with an identification badge to proceed to the classroom. All staff members are issued a staff identification badge that is to be worn while at work.

Cultural Competency

In order for students to succeed, the staff must find new and research-based ways to continually support our student population as we become more culturally diverse. To date, we currently track test data on the following cultural diverse groups; special education, gender, socioeconomic and ethnic. As a staff, we encourage our students to be responsible and respectful. In our mission statement we say, "Every day, Bainbridge Elementary works together, practices mutual respect, accepts responsibility, and encourages each person's best." We strive to meet the unique learning styles of each student in our school. We do this by creating lessons that use Multiple Intelligences, Bloom's taxonomy, and differentiated instruction. We incorporate various authors, novels, and picture books into our literature lessons. This allows us to develop our student's awareness of various cultures.

Professional Development

Professional development activities enhance educators knowledge within one or more of the following; expectations, curriculum content, classroom instruction, classroom assessment, technology integration, and classroom management. The professional development agenda is organized by teachers and administration to help teachers develop the knowledge and skills needed to successfully implement the strategies and goals set for our School Improvement Plan.

Bainbridge Elementary School Professional Development Framework 2017-18

Professional Development Schedule:

Bainbridge Elementary staff will be working with the Balanced Literacy team throughout the 2017-2018 school years for professional development. Teachers will develop a guided reading plan approach which will include the Daily 5. Bainbridge Elementary will also receive training on setting up a leveled book room.

Every Wednesday North Putnam Community Schools will have an early release day. Two Wednesdays each month will be set aside for professional development. One Wednesday a month teachers will be working with the technology ecoach on implementing 1:1 chromebooks in the classroom with students. One Wednesday a month will be devoted to Guided Reading working with our trained Balanced Literacy Team of teachers.

The Professional Development plan is a flexible and fluid format which will move and flow throughout the months of the school year. Teachers will be held accountable for gaining information and/or training they may miss due to an absence. Grade Level meetings are held to reflect upon the fidelity within the grade level and to evaluate the educational process.

Teacher collaboration times are common among the grade levels. They will be able to work together to assess what is working and what is not, as well as create a strong level of collaboration. This also is a time when administration will be meeting with grade levels to review data, current issues and or concerns. The goal is to meet one to two times per month.

When we are able, teachers will have release time for training in developing a common Language Arts and Math Curriculum.

Attendance

Data Collection Instruments

We use the following instruments to collect data regarding students' attendance:

State Attendance Report

Daily Monitoring of Student Absences

Because of our results, we feel it's important to implement some strategies to encourage better attendance. Currently, we honor students who achieve perfect attendance for the entire school year. However, we will begin rewarding individual students for perfect attendance each nine weeks. In addition, we will begin classroom competitions for the highest attendance rate for the nine weeks. The winning class will be featured in the monthly school newsletter. Family vacations, doctor and dental appointments are discouraged during regular school hours.

Benchmarks for progress

1. Bainbridge Elementary School will increase student achievement in English/Language Arts and math on ISTEP+ by 8% or more, and improve the school letter grade by demonstrating positive growth in all achievement groups.

Proposed Interventions: (Language Arts)

- Teachers will use leveled text including text in guided reading groups to teach reading strategies and vocabulary at appropriate individual reading levels.
- Teachers will incorporate writing skills when answering comprehension questions teaching students to answer in complete sentences, finding details about what is read, as well as learning to write and stay on topic about what they have read.
- Teachers will continue to utilize the leveled bookroom that is organized with various leveled reading genres to use during group instruction.
- Teachers will focus on the Balanced Literacy Framework with attention to the 6+1 traits of writing.
- Teachers will model the writing process and assess students' abilities to organize their ideas and stay on topic.
- Students will be assessed on a writing prompt each six weeks and utilize the 6+1 traits rubric to drive instruction.
- During guided reading, whole group instruction, and teacher/student reading conferences teachers will model and students will learn skills of a story such as

setting, characters, why characters act as they do, and plot. Teachers will model and students will practice making predictions.

- Teachers will model the process for writing detailed responses to literary questions. Students will have many opportunities to apply the skill across the curriculum.

Proposed Interventions: (Math)

- Teachers will implement research based teaching practices that are aligned to the Indiana Academic Standards to reinforce computation skills. Mastering basic facts will continue to be reinforced.
- Teachers will help students learn strategies in test taking, focusing on how to answer two and three part math questions and how to show work when asked.
- Teachers will collaboratively study student data to drive instructional decisions to help with computation.
- Teachers will study Math Ed Performance Results, to align lessons and assessments to predict the next level of instruction needed.
- Teachers will teach Geometry vocabulary and provide opportunities for students to review key terms throughout the school year.
- Teachers will provide multiple ways for students to practice lessons and activities identifying shapes, angles, and specific properties related to geometry.
- Teachers will teach problem solving skills when solving geometry problems.
- Teachers will implement research based teaching practices aligned with the Indiana Academic Standards to reinforce Algebra skills.
- Teachers will model multistep problem solving skills pertaining to Algebra.
- Students will learn to work in guided groups and be given opportunities to practice and engage problem solving.

Conclusions

- a) Teachers use the Indiana Academic Standards when writing lesson plans and planning educational programs.
- b) Teachers use a variety of teaching strategies to enhance the learning process. These strategies include, but are not limited to Title I services, Inclusion Assistants, computer lab, library services, professional development in differentiated teaching techniques and writing instruction, progress monitoring using DIBELS testing, DIBELS interventions, GEI (General Education Intervention) recommendations, RtI (Response to Intervention) processes, and technology.
- c) Assessment of student achievement based on ISTEP+ and other assessment strategies.
 1. Student comprehension scores from the English/Language Arts portion of the ISTEP+ test and Literary text (nonfiction) are an area of concern.
 2. Student problem solving scores, particularly in applied skills areas, from the Math portion of the ISTEP+ test are an area of concern.

3. Student knowledge of basic math facts is an area of concern.
 4. Stagnant or negative progress is made by 4th and 5th, graders in grade level reading levels.
- d) Parental Participation.
1. Parents participate in Parent-Teacher Organization Meetings.
 2. Parents participate in committees for Public Law 221 compliance.
 3. Parents participate in corporation Curriculum Committees.
 4. Parents volunteer in activities.
 5. Parents volunteer as teacher friends, room mothers, chaperones and other roles to assist teachers in daily activities.
- e) Technology as a learning tool.
1. Each teacher has a tablet PC available to him/her, for attendance, grades, e-mail communication, Internet access, word processing, and instructional use.
 2. Each classroom, library and computer lab is outfitted with either a Smart Board or Epson projection system with Smart capabilities.
 3. Parents use e-mail to communicate with both teachers and administrators.
 4. Bainbridge Elementary has a school web site that is updated, providing school information to anyone with Internet access. Additionally, student progress updates are available from the corporation's student management system (Harmony).
 5. Bainbridge Elementary School maintains a Facebook page.
 6. We provide in-service training during school, and our teachers are comfortable with the use of the computer in the classroom.
 7. Our improvement plan is to help teachers more effectively use these tools to enhance their curriculum and improve student learning skills. Our plan provides educational offerings such as power point presentations, student management systems, and computer based student remedial/enrichment programming.
- f) Safe and Disciplined Learning Environment.
1. A list of rules and the discipline plan are included in the Bainbridge Elementary Handbook.
 2. A camera security system is in place.
 3. Visitors and staff members are required to wear identification badges.
 4. Classroom guidance and additional outside resources (Abuse Prevention Council, Youth Services, etc.) are used to educate students on bullying, violence, creating positive relationships, and abuse.
 5. A review of the building's safety plan, including evacuation procedures, is done each year, with training for staff. Drills are conducted regularly.
 6. Putnam County Emergency Management holds monthly meetings to assist in the furthered collaboration between corporation, community, and emergency officials for planning in the event of crises and to coordinate corporation crisis management plans.
- g) Professional Development.
1. Collaboration meetings are conducted every Week at Bainbridge Elementary.
 2. The corporation professional development plan is developed in coordination with administration, teachers and support staff to ensure opportunities are available that support the goals of our school improvement plan.

Specific Areas Where Improvement Is Needed Immediately

- a) A higher percentage of students in grades K-2 need to meet final benchmark in Oral Reading Fluency as part of the Fountas and Pinnell assessment.
- b) A higher percentage of our students need to be able to read, analyze, summarize, and retell events from written passages.
- c) A higher percentage of our students must be able to read, analyze, and solve one and multi-step problems in literature, mathematics and science.

Bainbridge Elementary School Improvement Plan

Three Year Timeline

Benchmark for Progress

1. Bainbridge Elementary School will increase student achievement in English/Language Arts and Math on ISTEP+ by 8% or more, and improve the school letter grade by demonstrating positive growth in all achievement groups by the end of the 2017-18 school year.
2. Bainbridge Elementary School will increase student achievement in English/Language Arts and Math on ISTEP+ by 8% or more, and improve the school letter grade by demonstrating positive growth in all achievement groups by the end of the 2018-19 school year.
3. Bainbridge Elementary School will increase student achievement in English/Language Arts and Math on ISTEP+ by 8% or more, and improve the school letter grade by demonstrating positive growth in all achievement groups by the end of the 2019-20 school year.

Standardized Assessments: ISTEP+, PIVOT, iReady Math

Corporation Assessments: Curriculum Based Assessments

<u>Strategies for Implementation</u>	<u>Responsible Party</u>	<u>Timeline</u>	<u>Staff Development</u>
1. Teachers will develop and implement math maps.	K-5	Fall 2017 Spring 2020	Core Committee to create maps/train staff. (In Progress)
2. Oral Daily Math lessons will be used as reinforcement for all grades	K-5	Fall 2017 Spring 2020	Teachers will use data to calculate the success of this tool.
3. Research and develop authentic assessments for math.	K-5	Spring 2017 Spring 2020	Release time to investigate resources and attend workshops.
4. In-school remediation	All Staff	Fall 2017 Spring 2020	Meet to set times and dates for remediation. (Implemented)
5. After school tutoring	Selected Staff	Fall 2017 Spring 2020	Meetings to share ideas and strategies.
6. Response to Instruction	All Staff	Fall 2017 Spring 2020	Train staff in the ideology and purpose of RtI. (Implemented)
7. Differentiated Instruction Development	PK-5	Fall 2017	Staff
	Special Ed. Special Area Teachers	Spring 2020	
8. Title I Family Night	Title I Staff	Spring 2017 Spring 2020	Meetings to organize and plan activities.
9. Data Analysis	All Staff	Spring 2017 Spring 2020	Attend workshops and staff training.
10. Use of Pre and Post Testing	K-5	Fall 2017 Spring 2020	Planning as grade levels and teams.

Standardized Assessments: ISTEP+, PIVOT, iReady Math

Interventions: Guided Reading Literacy Model, 6+1 Trait Writing, D.I. and RtI Model

<u>Strategies for Implementation</u>	<u>Responsible Party</u>	<u>Timeline</u>	<u>Staff Development</u>
1. Teachers will develop and utilize core ISTEP vocabulary	K-5	Fall 2017 Spring 2020	Teachers will meet to collaborate. (In Progress)
2. Quarterly writing prompts	K-5	Fall 2017 Spring 2020	Teachers will work within grade levels to score.
3. ISTEP + Rubrics	K-5	Spring 2017 Spring 2020	Release time to score writing across grade levels.
4. In-school remediation	All Staff	Fall 2017 Spring 2020	Meet to set times and dates for remediation.
5. 6+1 Trait Writing Lessons	K-5	Fall 2017 Spring 2020	Time to gather, plan and share lessons.
6. Response to Intervention	All Staff	Fall 2017 Spring 2020	Train staff in the ideology and purpose of RtI.
7. Differentiated Instruction Development	PK-5	Fall 2017	Staff
	Special Ed. Special Area Teachers	Spring 2020	
8. Oral Daily Language	K-5	Fall 2017 Spring 2020	Ideas and Planning time