

**CARROLL ELEMENTARY SCHOOL (0629)**  
**Carroll Consolidated School Corporation (0750)**

**SCHOOL IMPROVEMENT PLAN**  
**PUBLIC LAW 221**

**Review and Revise of**  
**2013-2014**

**Goals for 2014-2015**

**CARROLL ELEMENTARY SCHOOL  
PUBLIC LAW 221 PLAN  
2014-2015**

**Under the rules and guidelines of Indiana Public Law 221, Carroll Elementary school has continued to form annual committees to review and revise the P.L. 221 plan. The steering committees are comprised of staff and parents.**

**Carroll Elementary School Improvement Plan Steering Committee Membership:**

**Principal  
Assistant Principal  
Teacher (Mathematics)  
Teacher (Language Arts Chair)  
Teacher (Writing Chair)  
Parent  
Parent  
PTO  
Business Member  
Community Member**

**INTRODUCTION**

**Description of Carroll Elementary School**

- 635 Students in K-6 Grades
- 28 Regular Education Teachers
- 2 Cross-Category Special Education Teachers
- 1 Speech and Language Teacher
- 1 Physical Education Teacher
- 1 Art Teacher
- 1 Music Teacher
- 1 Guidance Counselor
- 6 Title I Instructional Assistants
- 2 Special Education Instructional Assistants
- 1 Librarian
- 2 School Secretaries

- 1 School Principal
- 1 School Assistant Principal
- 1 School Nurse
- Breakfast and Lunch Program
- 4 Sections Full Day Kindergarten
- Active PTO, Parent Volunteers, High School Cadet Teachers, High School Mentors

### **Description of Curriculum and Education Programs**

Our curriculum is based upon the Indiana Academic Standards 2014 with a focus on college and career readiness. The standards and our written curriculums are located in each classroom and are used to write lessons and to shape instruction.

A link to these standards is on the Carroll Elementary Website to the Department of Education and the Indiana Academic Standards. The standards are also discussed at the annual “Meet the Teacher” night each fall.

- Scott Foresman Reading Program K-6
- Fountas and Pinnell Literacy Intervention K-6
- Writer’s Workshop, Lucy Calkin’s Units of Study
- Houghton Mifflin English 5-6
- Saxon Math K-6
- MyOn to support differentiated instruction
- Scott Foresman Science K-6
- Scott Foresman Social Studies K-6
- Title 1 reading K-6
- Title 1 math K-6
- Art to Remember
- McMillan McGraw-Hill Music
- Project Accel: Accelerated English and Math classes
- High Ability Differentiation K-6
- Student Council 4-6
- Art Enrichment K-6
- Reading Counts 1-6
- Jumpstart Pre-K-6

### **Title and Descriptions of Assessment Instruments**

ISTEP+, Grades 3-6

IREAD Grade 3

DIBELS Next (Dynamic Indicators of Basic Early Literacy Skills) K-3 MClass Reading 3D

Reading Counts, Grade K-6

KIDS (Kindergarten Inventory of Development Skills)

Classroom Assessments

Error Analysis and Running Records, K-6

Reading Unit Tests, K-6

Acuity Math and English Language Arts  
Scholastic Reading Inventory 1-6  
Saxon Math Unit Tests K-6  
Scholastic Math Inventory 1-6

### **MISSION STATEMENT**

The mission of Carroll Elementary School is to provide the best education possible to our students, regardless of ability, so that each student will become a responsible member of society. Students will develop a desire for life-long learning in a non-threatening, safe, and caring environment and will be prepared for tomorrow's challenges and opportunities.

#### **Creating a Safe and Trusting Environment**

Carroll Elementary School is building a nurturing, enriched environment that will allow children to learn in a risk-free manner. The first step, establishing trust, includes use of the Lifelong Guidelines and Life Skills. The Lifelong Guidelines of No Put-downs, Active Listening, Trust, Truth, and Personal Best are encouraged and reinforced through everyday interactions. Trust and responsibility are stressed everywhere in our school. It is our desire that these guidelines will become part of everything we do and say.

### **SUMMARY OF DATA STANDARDIZED TESTS**

Carroll Elementary School uses a variety of standardized tests to help track student progress. These tests provide the school with the data to support decisions needed to guide individual students, grade levels, and school-wide improvement. The ISTEP+ test is one type of assessment used to track progress.

#### **ISTEP+ Average Percent Pass All Tested Grades E/LA and Math**

<b>ISTEP+</b>	<b>Percent Passed</b>
<b>2002-2003</b>	<b>73.2%</b>
<b>2003-2004</b>	<b>80.1%</b>
<b>2004-2005</b>	<b>79.9%</b>
<b>2005-2006</b>	<b>82.0%</b>

<b>2006-2007</b>	<b>74.0%</b>
<b>2007-2008</b>	<b>72.8%</b>
<b>2008-2009</b>	<b>76.0%</b>
<b>2009-2010</b>	<b>82.6%</b>
<b>2010-2011</b>	<b>86%</b>
<b>2011-2012</b>	<b>85.7%</b>
<b>2012-2013</b>	<b>81%</b>
<b>2013-2014</b>	<b>77.8%</b>

**Summary of Data: ISTEP+**  
**Sixth Grade 2013-2014**

<b>ISTEP+</b>	<b>E/LA % Proficient</b>	<b>Math % Proficient</b>	<b>% Proficient</b>
<b>2010-2011 Grade 3</b>	<b>92.9%</b>	<b>90.0%</b>	
<b>2011-2012 Grade 4</b>	<b>95.7%</b>	<b>97.1%</b>	<b>Science 93%</b>
<b>2012-2013 Grade 5</b>	<b>84.9%</b>	<b>94.6%</b>	<b>Social Studies 79.7%</b>
<b>2013-2014 Grade 6</b>	<b>84.8%</b>	<b>91.1%</b>	<b>Science 83.5%</b>

**Summary of Data: ISTEP+**  
**Fifth Grade 2013-2014**

<b>ISTEP+</b>	<b>E/LA % Proficient</b>	<b>Math % Proficient</b>	<b>% Proficient</b>
<b>2011-2012 Grade 3</b>	<b>97.4%</b>	<b>91.3%</b>	
<b>2012-2013 Grade 4</b>	<b>97.6%</b>	<b>94.3%</b>	<b>Science 89.8%</b>

<b>2013-2014 Grade 5</b>	<b>79.6%</b>	<b>89.4%</b>	<b>Social Studies 71.3%</b>
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**Summary of Data: ISTEP+  
Fourth Grade 2013-2014**

<b>ISTEP+</b>	<b>E/LA % Proficient</b>	<b>Math % Proficient</b>	
<b>2012-2013 Grade 3</b>	<b>81.2%</b>	<b>78.8%</b>	
<b>2013-2014 Grade 4</b>	<b>82.8%</b>	<b>82.8%</b>	<b>Science 78.2%</b>

**Summary of Data: ISTEP+  
Third Grade 2013-2014**

<b>ISTEP+</b>	<b>E/LA % Proficient</b>	<b>Math % Proficient</b>
<b>2013-2014 Grade 3</b>	<b>86.4%</b>	<b>84.1%</b>

**IREAD 3  
Third Grade**

<b>2011-2012</b>	<b>92.7%</b>
<b>2012-2013</b>	<b>89.4%</b>
<b>2013-2014</b>	<b>97.7%</b>

**mClass Reading 3D (TRC)**  
**(Dynamic Indicators of Basic Literacy Skills)**

Kindergarten through 2<sup>nd</sup> Grade administers mClass tests three times a year. This test provides the staff with a breakdown of basic reading skills. The results give teachers and administration data to identify students that are “at-risk”, at the “strategic” stage, and the “intervention” stage. It also gives us data to monitor the intervention process and meet the needs of all students with individualized instruction.

**Kindergarten**

	Benchmark %	Strategic %	Intensive %
Fall	61%	3%	36%
Spring	77%	14%	9%

**First**

	Benchmark %	Strategic %	Intensive %
Fall	57%	33%	10%
Spring	77%	12%	11%
<b>Second</b>	Benchmark %	Strategic %	Intensive %
Fall	54%	24%	22%
Spring	54%	33%	13%

All of the results of the ISTEP+ and mClass are shared with and explained to parents. These tests are used to make curricular decisions and to document remediation, Title I, at-risk programs, and enrichment programs at the RTI levels.. Breakdown of the skill areas from these tests are used to make decisions about our instructional goals and professional development activities.

**ENROLLMENT DATA**

**Enrollment by Ethnicity**

<b>Enrollment Data</b>	
<b>Year</b>	<b>Total Enrollment</b>
1996-97	659
1997-98	660
1998-99	631
1999-00	620
2000-01	645
2001-02	639
2002-03	633
2003-04	610
2004-05	595
2005-06	627
2006-07	614
2007-08	609
2008-09	592
2009-10	560
2010-11	592
2011-12	587
2012-13	605
2013-14	603

  

<b>2013-2014 Ethnic Breakdown</b>	
<b>White</b>	562
<b>Black</b>	4
<b>Hispanic</b>	22
<b>Native Hawaiian</b>	1
<b>Native American</b>	0
<b>Multi-racial</b>	14

**Demographics—Free and Reduced**

<b>YEAR</b>	<b>% PAID</b>	<b>% FREE</b>	<b>% REDUCED</b>	<b>% TOTAL</b>
<b>2013</b>	<b>59.5%</b>	<b>33.5%</b>	<b>7.0%</b>	<b>40.5%</b>
<b>2012</b>	<b>59.3%</b>	<b>32.5%</b>	<b>8.2%</b>	<b>40.7%</b>
<b>2011</b>	<b>59.3%</b>	<b>32.5%</b>	<b>8.2%</b>	<b>40.7%</b>



<b>2010</b>	<b>64%</b>	<b>28%</b>	<b>9%</b>	<b>37%</b>
<b>2009</b>	<b>64.5%</b>	<b>24.5%</b>	<b>11%</b>	<b>35.5%</b>
<b>2008</b>	<b>65%</b>	<b>22.8%</b>	<b>12.2%</b>	<b>35%</b>
<b>2007</b>	<b>69.1%</b>	<b>21.8%</b>	<b>9.1%</b>	<b>30.9%</b>
<b>2006</b>	<b>69.5%</b>	<b>23.3%</b>	<b>7.2%</b>	<b>30.5%</b>

While the ethnicity of Carroll Elementary School has remained fairly consistent, the free and reduced lunch percentages have continued to rise. In 2002-2003, the percent of student Free was 18 % with a steady increase each year ending with 2013-2014 at 40.5%.

Although the socio-economic levels have changed, Carroll Elementary School continues to make consistent progress towards improvement on the ISTEP+ test. In 2012 Carroll Elementary earned an A letter grade. In 2013 Carroll Elementary earned a C letter grade.

## ATTENDANCE

The attendance at Carroll Elementary School has remained fairly consistent over the past several years, indicated by the chart below.

**Attendance Chart**

<b>YEAR</b>	<b>STATE AVERAGE</b>	<b>CES</b>
<b>2012-2013</b>	<b>95.8%</b>	<b>96.3%</b>
<b>2011-2012</b>	<b>96.1%</b>	<b>97.0%</b>
<b>2010-2011</b>	<b>95.9%</b>	<b>96.8%</b>
<b>2009-2010</b>	<b>95.8%</b>	<b>96.8%</b>
<b>2008-2009</b>	<b>96.1%</b>	<b>96.8%</b>
<b>2007-2008</b>	<b>95.9%</b>	<b>96.5%</b>
<b>2006-2007</b>	<b>95.8%</b>	<b>97.0%</b>
<b>2005-2006</b>	<b>96.0%</b>	<b>96.9%</b>
<b>2004-2005</b>	<b>95.9%</b>	<b>96.9%</b>
<b>2003-2004</b>	<b>95.9%</b>	<b>96.9%</b>
<b>2002-2003</b>	<b>95.8%</b>	<b>96.0%</b>

## PARENT PARTICIPATION

Carroll Elementary School has a very active and involved Parent-Teacher Organization (PTO). Committees are formed and meetings occur monthly. Lists of the committees are as follows:

Box Top Committee  
Gingerbread Shoppe  
Trash Bag Fundraiser  
Staff Appreciation  
Grandparents Day

Cougar of the Month  
Clip and Save  
Movie Night Fundraiser  
Outreach

In addition, Carroll Elementary has parents who volunteer in a variety of ways, from field trip chaperones to classroom helpers to sponsorship of students who cannot afford supplies or field trips. We have many parents who visit the school and eat lunch with their children.

Some of the ways in which parents are involved in their student's education are attending open house, conferences, newsletters, grade level web pages, field trips, room helpers, guest readers, PTO committees, TRAIN committee which focuses on technology, Academic Showcase nights, and school programs.

## TECHNOLOGY

Carroll Elementary School has implemented a 1:1 ipad initiative for all students K-6. Carroll Elementary is a school that is committed to becoming a high-performance learning organization teaching students the digital skills to be successful in the 21<sup>st</sup> century job market. The integration of technology with the school curriculum will enable the Carroll Elementary staff and administration to instruct students to use technology in many ways, including:

- As a learning tool to acquire fundamental skills
- As an organization tool
- As a tool to increase student engagement
- As a communication tool for students and parents
- As a creative tool to write assignments and papers
- As an analytical tool to record, calculate, and analyze
- As a research tool to locate needed information

Some of the ways in which we ensure that technology is used a learning tool are:

- Written Technology Curriculum, aligned K-6, with benchmark goals
- Reading Counts
- Software to support the curriculum
- Tutorial Software in Language Arts and Math including MyOn, IXL, BrainPop, Reading A-Z
- 2 Networked Computer Labs
- 1 Promethean Board in each computer lab and each classroom
- Apple TV's in every classroom to support our 1:1 ipad initiative
- Computers in the classrooms as well as all students and staff 1:1 ipad initiative
- Calculators
- TRAIN Committee
- Parent Access Program for grades, assignments, attendance, lunch accounts, discipline-Harmony, ebackpack, Pinwheel
- Grade level/classroom webpages
- Elementary Webpage
- Technology Professional Development for staff including professional development days throughout the year
- Wednesday late starts 1 time per month for professional development

## **SAFE AND DISCIPLINED SCHOOL**

Carroll Elementary School has become very proactive in the safe and orderly environment in which school is conducted. Carroll Elementary School believes in providing a caring and nurturing climate. In order to achieve this, we have implemented and/or practiced the following:

- Limited Criminal History Checks for all individuals in supervisory positions and volunteers
- Individual Classroom Discipline Plans
- Bully-free classroom lessons, pledge, materials
- Behavior plans and FBAs
- Staff trained in Crisis Prevention Intervention
- Parent contact and communication
- Communication of Student Handbook information to parents, both paper and electronic
- Updated school safety plan and procedures practiced regularly throughout the year
- Video cameras on school buses
- Visitor sign-in located in main office
- Limited access into building from outside doors
- Certified School Safety Specialist
- Mobile radios
- Procedural plans for everyday activities and emergencies
- Recess rules and procedures as well as increased supervision during lunch and recess periods
- CPR/First Aid training for staff, coaches, bus drivers
- AED located in office in close proximity to gym and cafeteria
- Handicap accessible ramps, facilities, entrance door
- Medication policies
- Photo ID badges for all employees
- Key Fobs for entry of secured doors for staff re-entry
- School Resource Officer on Site at all times
- Buzzer system Outside of the building as well as in the vestibule upon entering through the front doors
- Tinted Shatterproof Screen over glass

## PROFESSIONAL DEVELOPMENT

1 per week	Grade Level Meetings (specific topics assignment and notes furnished to principal)
1 per month	Grade Level Representative Meeting with principal
1 per month	Staff Meetings

### Topics:

College and Career Readiness Indiana Academic Standards 2014  
Curriculum Mapping  
Data Collection (ISTEP+, mClass  
DIBELS, Fountas and Pinnell, Classroom or Individual data)  
R.T.I. (Response to Instruction)  
Curriculum Writing, Alignment, Mapping  
Reports from conferences/workshops  
Technology 1:1 ipad initiative  
Textbook Adoption Process  
Grade Level Articulation K-7  
Writing Workshop

### **Conferences and Workshops**

- Professional Growth Plan
- Differentiating Instruction
- Strategies to Support RTI
- Inquiry Based Learning
- Guidance Conferences
- Indiana State Reading Conference
- Inclusive Classrooms: Practical Strategies for Success
- Literacy Council Meeting for K-4 Reading Educators
- Literacy Conference
- SDE I Teach K National Conference
- SDE I Teach 1<sup>st</sup> National Conference
- Reading Recovery Conference
- ISTE Technology Conference
- Zoo phonics conference-all Kindergarten teachers attended
- High Ability Purdue Training
- Daily 5/CAFE

Professional Development was also provided for the Instructional Assistant staff. The Title I staff has monthly sharing and professional development times. Information and sharing sessions were provided per 9 weeks for Title I and Special Needs' Instructional

Assistants. All instructional assistants, Special Needs, Remediation, and Title I are now highly qualified under the NCLBA.

### ASSESSMENT INSTRUMENTS

<b>ISTEP+</b>	<b>Testing Language Arts and Math</b> <b>Testing Science</b> <b>Testing Social Studies</b>	<b>Grades 3-6</b> <b>Grades 4 and 6</b> <b>Grade 5</b>
<b>Scholastic Reading Inventory</b>	<b>Grades 2-6, 3 times per year</b>	
<b>DIBELS,mClass</b>	<b>Administered to Kindergarten – 2<sup>nd</sup> Grade, 3 times per year</b>	
<b>Otis Lennon</b>	<b>End of 1<sup>st</sup> and 2<sup>nd</sup> grades</b> <b>Determines placement into the High Ability program</b>	
<b>Reading Unit Tests</b>	<b>Proficiency in comprehension strategies, vocabulary, phonics,/decoding skills, listening, and study skills</b> <b>Fountas and Pinnell</b>	
<b>Weekly Story Assessments</b>	<b>Administered after each story to grades K-6</b> <b>Assesses phonics, vocabulary, comprehension, and reading skills</b>	
<b>Other</b>	<b>Unit tests, chapter tests, assignments, labs, quizzes, discussions</b>	

### CULTURAL COMPETENCY

The years 2004-2005 were the first years this component was required for Public Law 221 Plan. Implementation of this component continues into the 2009-2010 school year. The following is a list of some of the school-wide projects that have been initiated at Carroll Elementary School:

- Veteran's Day
- Character Education
- Life Skills and Lifelong Guidelines
- Wax Museum for famous Hoosiers
- No Bullying procedures and lessons
- Character Education Convocation-Steve Seskins
- Field trips for cultural awareness (museums, plays, symphony)
- Convocation of *Book Readers and Horn Blowers* focusing on influential people
- Martin Luther King, Jr. Convo
- 6<sup>th</sup> grade study of the Holocaust

- 6<sup>th</sup> grade field trip to Wheeler Rescue Mission in Indianapolis
- 5<sup>th</sup> grade trip to the Indiana State House and study of government
- Individual Classroom collections for Community at Christmas Holiday
- School Service Projects (Riley, Food Pantry, etc., helping with awareness of differing socio-economic groups)
- Cultural integration into music curriculum
- Caring Connection Mentor Group
- Career Awareness
- 21<sup>st</sup> Century Scholarship Program and focus on post secondary education

**PUBLIC LAW 221 PLAN**  
**2014-2015**

When reviewing the data and comparing the results of the PL 221 Goals for Carroll Elementary, development and revision of new goals have been implemented. Throughout the school year, the three goals have been revisited and revised in order to best meet students' needs. The following are Carroll Elementary School's goal areas, with strategies and evaluations for each:

**GOAL #1**

All students will increase in mathematics problem solving annually, as measured by the ISTEP+ test.

**Strategies:**

1. Weekly math computation that measures mastery of math facts (see below).
2. School-wide process for story problems (see below).
3. Practice open ended questions in the classrooms (see below).

**Evaluation:**

1. Math Facts test given with mastery of 80%.
2. Acuity Test
3. ISTEP+ test

**Math computation data collection:**

Grade 1, last nine weeks  
 Grades 2 – 4, every nine weeks  
 Grade 5, first semester only  
 Grade 6, first nine weeks only

**Story Problem Process:**

1. Read the problem
2. Break it down: box key words, circle numbers used in problem, cross out extra information
3. Explain the problem

**Open ended questions:**

Kdg. And 1<sup>st</sup>, collect only last nine weeks

2<sup>nd</sup> Grade, collect second semester

3<sup>rd</sup> – 6<sup>th</sup> Grade, collect each nine weeks

**GOAL #2**

All students will increase scores annually in Reading, as measured by the ISTEP+ test and Scholastic Inventory Test.

**Strategies:**

1. Reinforce testing vocabulary.
2. Student selected reading time daily, including teacher read-aloud and emphasis on different genres.
3. Test in fluency and comprehension.
4. Remediate students scoring below set and expected norms and below grade level in Reading.
5. 90 minutes of uninterrupted Language Arts instruction.
6. Classroom teachers providing acceleration or intervention with paraprofessionals supporting.

**Evaluation:**

1. ISTEP+ results
2. Acuity results
3. IREAD 3 results
4. DIBELS/READ 3D results
5. Fluency and comprehension testing.
6. Fountas and Pinnell Leveled Reading Intervention (LLI)

**GOAL #3**



Students at Carroll Elementary will develop writing strategies and skills that are appropriate to their grade level using Writer's Workshop with a focus on strategies from Katie Wood Ray and Lucy Calkins Units of Study.

**Strategies:**

1. Students will be writing every day in Kindergarten through Sixth Grade at their appropriate level. Every grade level has 1 hour of writer's workshop built into their daily schedule.
2. Students will complete a weekly writing assignment implementing one or more of the writer's workshop strategies that will be assessed with an informal rubric. This information will stay with the classroom teachers and will be used to evaluate strengths and weaknesses in individual students. Weekly writings will be kept in a writing portfolio.
3. Students will complete a published, prompted writing assignment at the end of each unit.

**Evaluation:**

1. Evaluation of the baseline writing prompt as a formative assessment.
2. Evaluation of each unit writing.
3. Evaluation of the final writing prompt.
4. ISTEP+ Applied Skills results.
5. Weekly, informal classroom formative assessments.