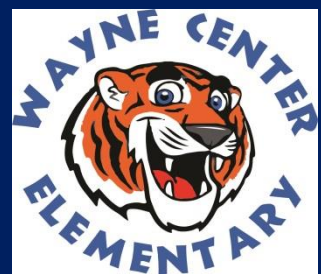


2017

# School Improvement Plan



*Home of the Tigers*



1231 East Appleman Road  
Kendallville, IN 46755

## MISSION STATEMENT

The mission of Wayne Center Elementary and the East Noble School Corporation is:

***Maximize potential in all people every day.***

## COMMITMENTS AND BELIEFS

At the start of each school year staff members review our mission statement, beliefs, and commitments. In August 2014, our commitment statements were revised extensively to reflect our current thinking and the push for college and career readiness for our students. Our commitments focus on the need to work collaboratively as a team to educate all of our students, that all of the students are OURS and not just the ones assigned to specific classrooms, and that we will prepare students for post-secondary education.

Input from students and parents was also sought regarding what they will commit to in order to achieve our shared goals. As a result, student and parent commitment statements were developed.

### **Staff Commitments & Beliefs**

***We are a community of role models who are committed to maximizing student potential so we can develop the leaders of tomorrow.***

We are committed to:

- Working together as a cohesive unit to create a positive and motivating culture where students can be successful and feel secure while having fun
- Preparing students to achieve their potential and reach their goals
- Providing a safe, secure, nurturing educational environment where students are free to take risks
- Supporting each other as staff and providing support and guidance to all students while working towards the same goal
- Educating the whole child—socially, emotionally, physically, and academically
- Demonstrating compassion and respect towards each other
- Preparing student for higher level education, to be problem-solvers and think past high school

- Making students aware of the career paths and post-secondary opportunities available to them. We have to give up our excuses in order for students to give up theirs.

## COMMUNITY OVERVIEW

Wayne Center Elementary School is one of five elementary schools governed by the East Noble School Corporation, three of which service the community of Kendallville. Students exit Wayne Center after sixth grade and combine with all other seventh grade students at East Noble Middle School in Kendallville.

Wayne Center Elementary is located just north of the town of Kendallville in a rural setting. Students are bussed or transported by their family to school. No students walk or ride a bike to school each day. The current facility was built in 2009 and students first attended during the 2009-2010 school year. This replaced two former locations both located about one mile north of the present site. The first year students attended this building was also the first year Wayne Center serviced students from preschool through sixth grade.

The student population is primarily white and accounts for about 94% of all students. Other groups such as American Indian, Asian or Pacific Islander, Black, Hispanic, and Multiracial make up the remaining 6%. According to 2015-2016 figures, about 36% of students received free or reduced meals at school which is down slightly from the previous year. The percentage of students receiving meal assistance has remained fairly consistent over the last three years, hovering around 40%. Our special education population has increased over the years. In 2008-2009 about 10% of our students were enrolled in special education. During the 2013-2014 school year, 22% of our students were enrolled in special education which was a 5% increase from the previous year. The percentage continues to grow with 25% of our students qualifying for special education in 2015-2016. The number of students participating in English Language Learner programs throughout the school has decreased over the last four years, especially after redistricting school attendance boundaries. Currently less than one percent of our students are enrolled in an ELL program. We had a high of 5% in 2008-2009. Our school population is not very diverse. The students of Wayne Center come from a variety of community settings including federally subsidized, low-income housing, neighborhood subdivisions of moderate-income families, farms or rural housing developments, and lakefront properties.

Our school has a history of good attendance. Our attendance rate consistently runs around 97%. Wayne Center follows the school district's attendance policy which is provided to parents at school registration each August. The plan specifies the difference between verified and unverified

absences and tardies and provides the Indiana Code for compulsory attendance. Built in to the attendance policy are a series of steps to inform parents of excessive absences and help remedy the issue. Steps include informing parents by letter of the number of absences, home visits by the district social worker and/or principal, and referral to the prosecutor. Additional steps taken when students are chronically absent or habitually truant include the involvement of child protective services, our school resource officer, and local law enforcement.

Good attendance at school is rewarded. Students who receive perfect attendance each term are recognized during our awards program and receive a small award. Students are also honored at the end of the year for missing four or fewer days of school or for perfect attendance for the entire school year. Each year we also recognize students who have had consecutive years of perfect attendance. For those students who are chronically absent or tardy to school, collaboration between school staff and parents occur. We seek to find the root of the attendance issue and develop a plan to address it. Plans vary from student to student and are based on the needs of the child. An example of an intervention includes working with the child either during recess or after school to reteach/teach the skills missed during the absences.

Parent participation is encouraged at Wayne Center. Parents volunteer in the classrooms, attend school functions, and participate in parent/teacher conferences. Staff members provide parents information about classroom happenings as well as ideas of how parents can help their child at home through SeeSaw and Canvas. Homework assignments are posted daily on Canvas making it easy for grade five and six parents to keep informed. Report cards are issued at the end of each trimester in addition to interim progress reports. Parents also have the option of accessing their child's grade history using our online gradebook system. Wayne Center has an active parent/teacher organization that all parents are encouraged to join.

Parents are provided with an updated parent/student handbook each August. Within the handbook are guidelines for student behavior and consequences for misconduct. Wayne Center focuses on teaching students the Pillars of Character through the Character Counts! program. Staff members teach students about the Pillars through direct instruction, modeling, and general everyday activities. Students are recognized for showing good character through our ROAR awards, Student of the Week awards, and positive feedback from staff members. A new positive behavior incentive program was introduced in August 2016 to further honor students for demonstrating good character.

Based on student, staff, and parent feedback in surveys conducted in spring 2015, a need for a comprehensive schoolwide positive behavior intervention plan was determined. At the start of the 2015-2016 school year,

staff members created schoolwide expectations that are clearly defined. Efforts to expand and refine our plan continue using Positive Behavioral Interventions and Support as a model framework.

Other efforts to maintain a safe environment for students and staff include: requiring all volunteers to have a criminal background check, locking all doors to the building except the one leading into the main office, having visitors sign in at the office and wear an identification badge while in the building, and conducting emergency drills for fire, tornado, and man-made occurrences. Starting in the fall of 2014, all parent volunteers are required to attend a training conducted by the school principal and Dean prior to volunteering in classrooms. The focus of the training is on school safety practices, curricular programming, confidentiality, and tips for working with students.

A conflict-resolution program, DEBUG, was introduced during the 2012-2013 school year which students use to help solve problems and empower them to make good decisions. Bullying prevention education is presented through classroom guidance lessons and school assemblies, group guidance groups, and with specific individuals. Assistance is also given to those who are or feel are being bullied by others. In 2013-2014 a hotline and email tip line for the community to notify the school when they wish to report incidences of bullying was introduced. Lastly, a part-time school resource officer was added to our staff during the 2013-2014 school year.

Staff members provide instruction that is aligned to East Noble School Corporation's written curriculum which is based on the Indiana Academic Standards. Staff members utilize district-written curriculum maps and scope and sequences when planning instruction to ensure that curriculum expectations are addressed and that there is consistency of instruction throughout the school district. Specific curriculum guides are available for parents and community members to view through their child's teacher or school office. Assessments that are used district wide and are described below include: ISTEP+, Reading A-Z benchmarking (K-6), mClass (K-2) and NWEA (3-6). Information gleaned from Reading A-Z, mClass, on demand writing prompts, and NWEA can be used to plan instruction, whereas the data from ISTEP+ is used to measure program effectiveness.

### **Indiana Statewide Testing for Educational Progress (ISTEP+)**

- A norm-referenced achievement test that allows local, state, and national comparisons.
- A criterion referenced achievement test comprised of a basic skills assessment containing multiple-choice questions and an applied skills

assessment containing constructed response questions and the solving of arithmetic or mathematical problems; local and state comparisons.

- English/Language Arts and Math testing measures material that students are taught and should have mastered by grade level. Social Studies testing is also administered for Grades 5 and 7 and Science testing in grades 4 and 6.

### **mCLASS & Dynamic Indicators of Basic Early Literacy Skills (DIBELS)**

- A diagnostic assessment of literacy and numeracy skills.
- Assessment measures phonemic awareness skills including the ability to distinguish and manipulate sounds heard in spoken words.
- Given to all K-2<sup>nd</sup> grade students in September, December, and May; More frequent progress monitoring for students who fall below benchmarks.
- Teachers have online access to the mCLASS website and can retrieve individual and classroom data and reports.

### **NWEA**

- An adaptive achievement test for reading, language, and math that is not grade level dependent
- Assesses and reports skills students have mastered and are ready to learn
- Given to students in grades 3-6 three times per year
- Teachers have online access to the Learning Continuum, classroom reports, and individual student achievement reports

### **Reading Benchmarking**

- A formal measure of students' reading level is assessed using Reading A-Z benchmarking in first through sixth grade. (mClass TRC is used for kindergarten.) Benchmarking is done three times per year. Once students have surpassed level Z, NWEA RIT growth is used to measure reading progress.
- Students who are below benchmark reading levels are progress monitored on a regular basis using district and school guidelines.

## **Subject Areas Assessments**

- Everyday Math and Language Arts unit assessments are completed at the end of each unit of study.
- Regular assessments for Science and Social Studies are completed based upon grade-level curriculum and adopted materials.
- Students' writing is assessed formally through regular performance assessments based on the district Eng/LA curriculum guide.

Technology is available to both staff and students. With our 1:1 technology initiative, all students have a technology device. Students in K-4 have an iPad that they use for instructional purposes while students in grades five and six have a laptop. Students utilize their tech devices both at school and at home as a learning tool. Staff members have tablet PCs which can connect wirelessly to their classroom interactive whiteboard, DirecTV, and DVD/CD player. Other types of technology available include: digital cameras, digital video camera, and document cameras. A variety of software, apps, and online programs are used within the classroom for remediation, enrichment, and instruction. Students also utilize word processing, drawing programs, spreadsheets, and multi-media software as learning tools. Wayne Center is very fortunate to have a part-time technology integration specialist who works closely with teachers in supporting their efforts to integrate technology throughout the curriculum.

Wayne Center is also fortunate to have a part-time instructional coach. The instructional coach and technology integration specialist provides valuable professional development and support to our staff as we work to increase student achievement. They provide ongoing professional development through such means as individual coaching, training sessions, modeling technology integration and instructional strategies within the classroom, and sharing of professional resources related to individual and schoolwide needs.

At this time, there are no State statues or rules that our school has applied for a waiver.

A copy of our school improvement plan is made available to the general public online, and a hard copy of the plan is available in the school office for public review once the plan is approved by the East Noble School Board.

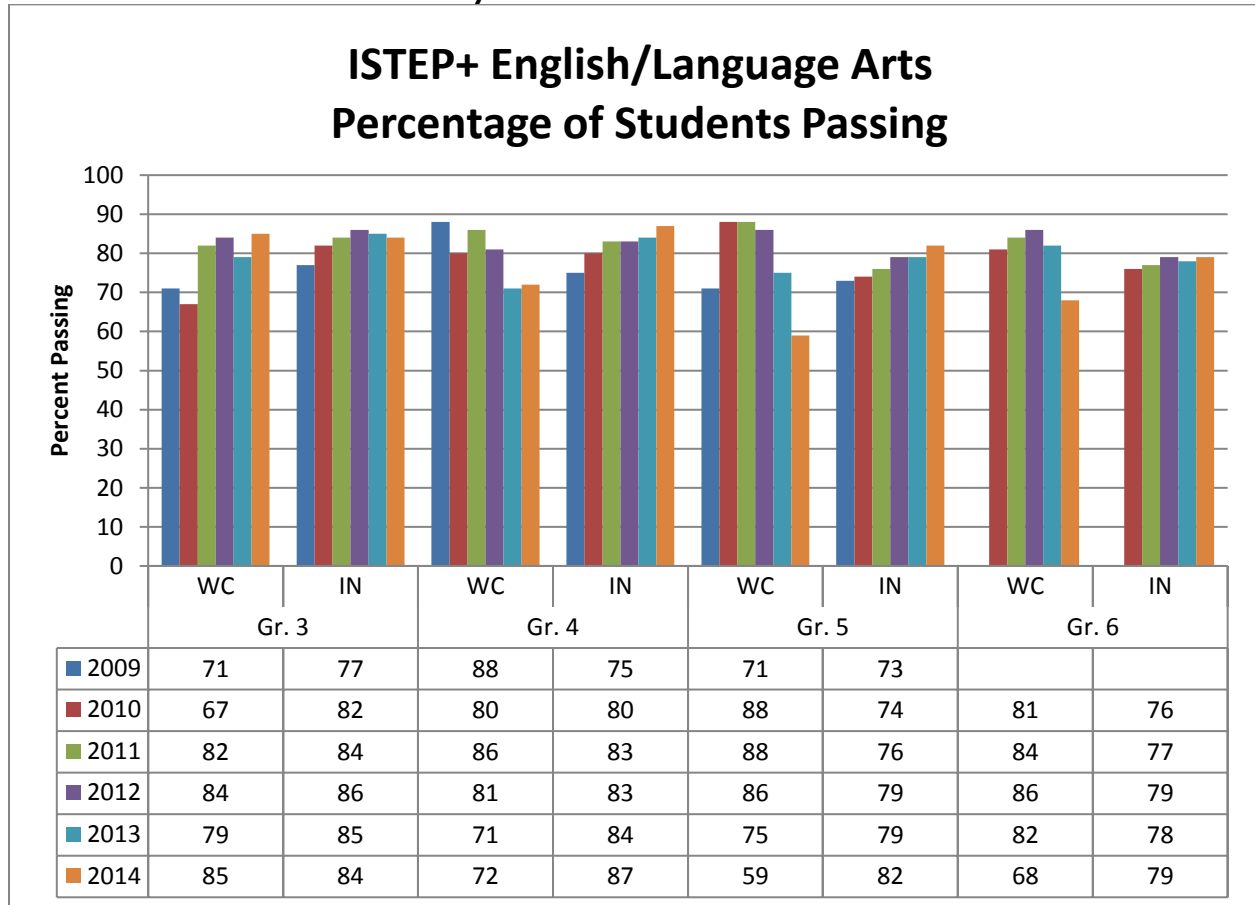
**PRESENTATION OF DATA AND IMPLICATIONS**

**ISTEP+ Data, Analysis, and Implications**

**Data Collection Instruments:**

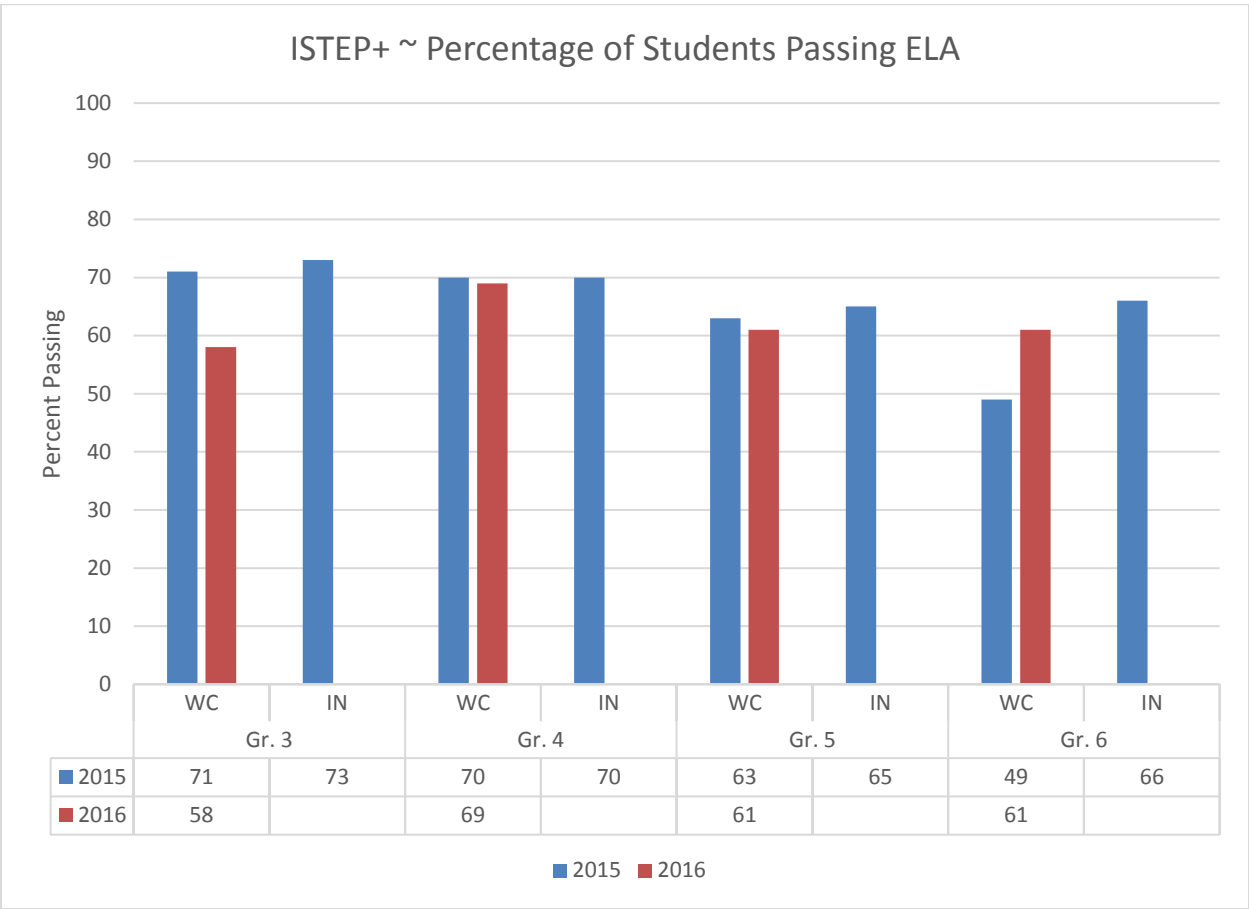
- ISTEP+ data from spring 2009 to spring 2014
- ISTEP+ data from spring 2015, 2016

**Presentation of Data and Analysis:**



Overall, students in grades three had a consistently lower passing rate in language arts than the state average as measured by ISTEP+. The fourth and fifth graders have consistently had a lower passing rate than that of the state average in 2013 and 2014, and sixth grade did in 2014. However, we see an increase with the third grade scores from 2014 moving above the state average. Fourth grade has been inconsistent in the past six years; sometimes scoring above (2009 & 2011), at (2010), or below (2012, 2013, & 2014) the state average. Fifth grade scored below the grade average in 2009, 2013, and 2014 but were above in the years 2010-2012.

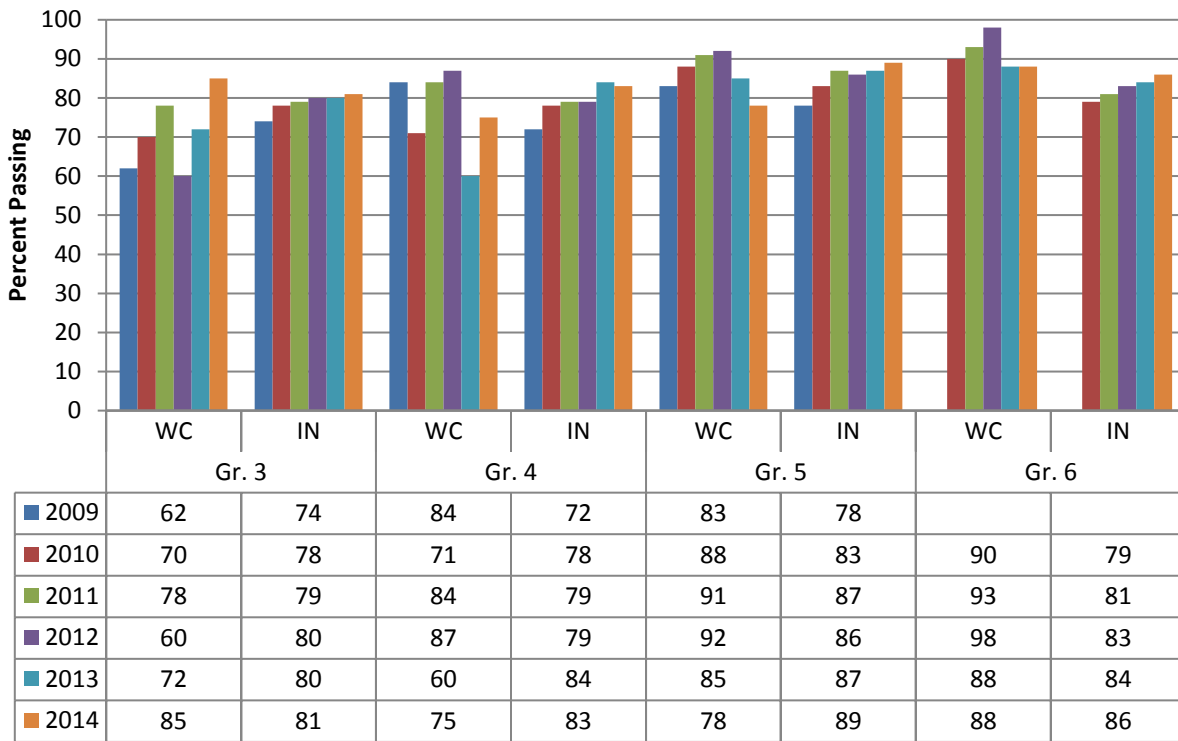




In 2015, students took a newer version of ISTEP+ based on the new Indiana Academic Standards. Scores across the State declined dramatically. Our students in grades 3-5 scored at or near the State average for language arts. Sixth grade scores were well below the State average, however. In 2016, the percentage of students passing the ELA portion of ISTEP+ dropped in each grade except sixth grade where there was an increase of 12%.

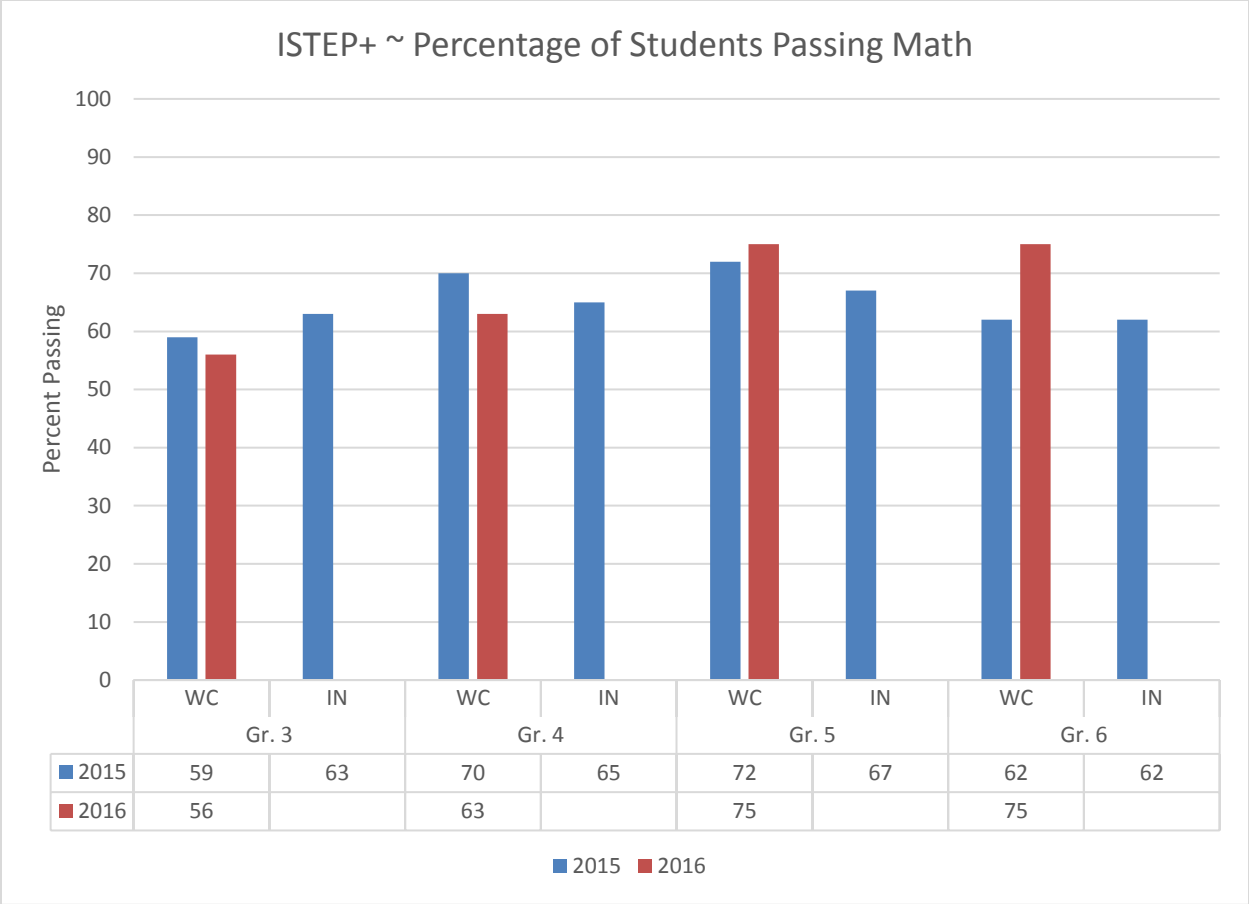
The new Indiana Academic Standards and the manner in which they are assessed are more rigorous. Continued efforts to instruct and assess students at higher levels of DOK is essential to the success of our students.

## ISTEP+ Math Percentage of Students Passing



Third graders typically score below the Indiana state average for percent passing while students in sixth grade have a higher passing rate than the state average overall. However, in 2014 third graders surpassed the state average. With the exception of 2013 and 2014 our fifth grade students had previously been above the state passing level. Fourth graders have shown an inconsistent passing rate. Their passing rates vary from -24% to +12% in comparison to the state passing rate. In the years 2009, 2011 and 2012 fourth grade student passing rates were above state passing rates.

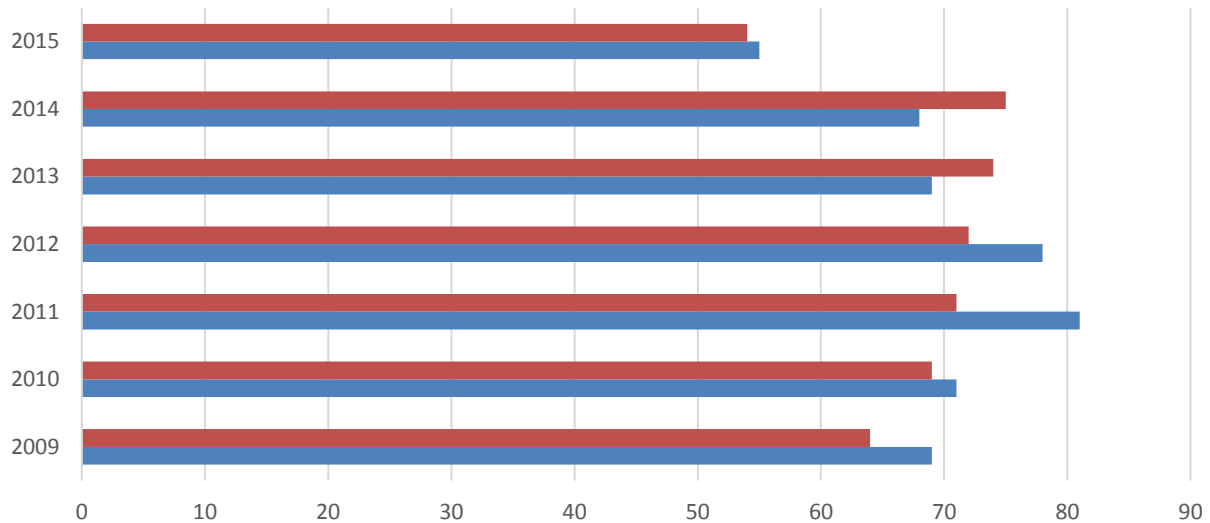
The class of 2021 has been above passing rate of performance in comparison to the state average in all years except 2013 and 2014. The class of 2022 was below the state passing rate by 2010, 2013, and 2014 when they were 8% below the average. The class of 2023 had a passing rate of 4% above the state average.



Consistent with previous years, our students scored better on the 2015 and 2016 ISTEP+ assessment in the area of mathematics than what they did in language arts. Individual student growth was also higher in math. There was an increase in the percentage of students passing in 2016 at the fifth and sixth grade level.

Everyday Mathematics, having been implemented now for six years, needs supplemental instruction for math facts, computation and multi-step problem solving provided for all grade levels throughout the entire school year. Students need instruction in test taking strategies and in showing all work in constructed response answers. In addition, students need instruction in understanding math test vocabulary and strategies for solving multiple choice and multi-step problems.

## ISTEP+ Percentage of Students Passing Both Eng/LA & Math--All Grades



	2009	2010	2011	2012	2013	2014	2015
IN	64	69	71	72	74	75	54
WC	69	71	81	78	69	68	55

■ IN ■ WC

Prior to 2013, our school's passing rate had always been higher than the state average passing rate. Typically we are above the state passing rate by 2% – 10%; however, in recent years we have dropped to 5% to 7% below the state average. In 2015, our passing rate was just above the State average. No State averages were available for comparison for the 2016 scores at the time of this report.

We need to find ways to get all grade levels at state passing levels or above. The test-taking strategies plan needs to be fully implemented at all grade levels with both test areas so our students can be more prepared for standardized assessments. By developing test-taking strategies in our students prior to third grade, students will be able to demonstrate their knowledge of concepts and skills without a lack of test-taking skills negatively impacting their performance on any assessment they are given.

A more critical analysis of data and collaboration with grade level and cross grade level spans need to occur so students can be taught specific skills that are shown as deficits on standardized assessments. Students may need to be made more aware of their math and reading levels as well as the state standards that are assessed by tests such as ISTEP+. Teachers have been

working with students to create data folders and this needs to continue to be refined and implemented. The teachers at every grade level need to critically analyze student strengths and weaknesses in math and language arts so they can focus instruction on gaps.

Teachers also identified a possible need in the area of educating parents in ways to address their child's needs. Ways to teach parents how to effectively make use of homework or after school hours has been included in our action plan.

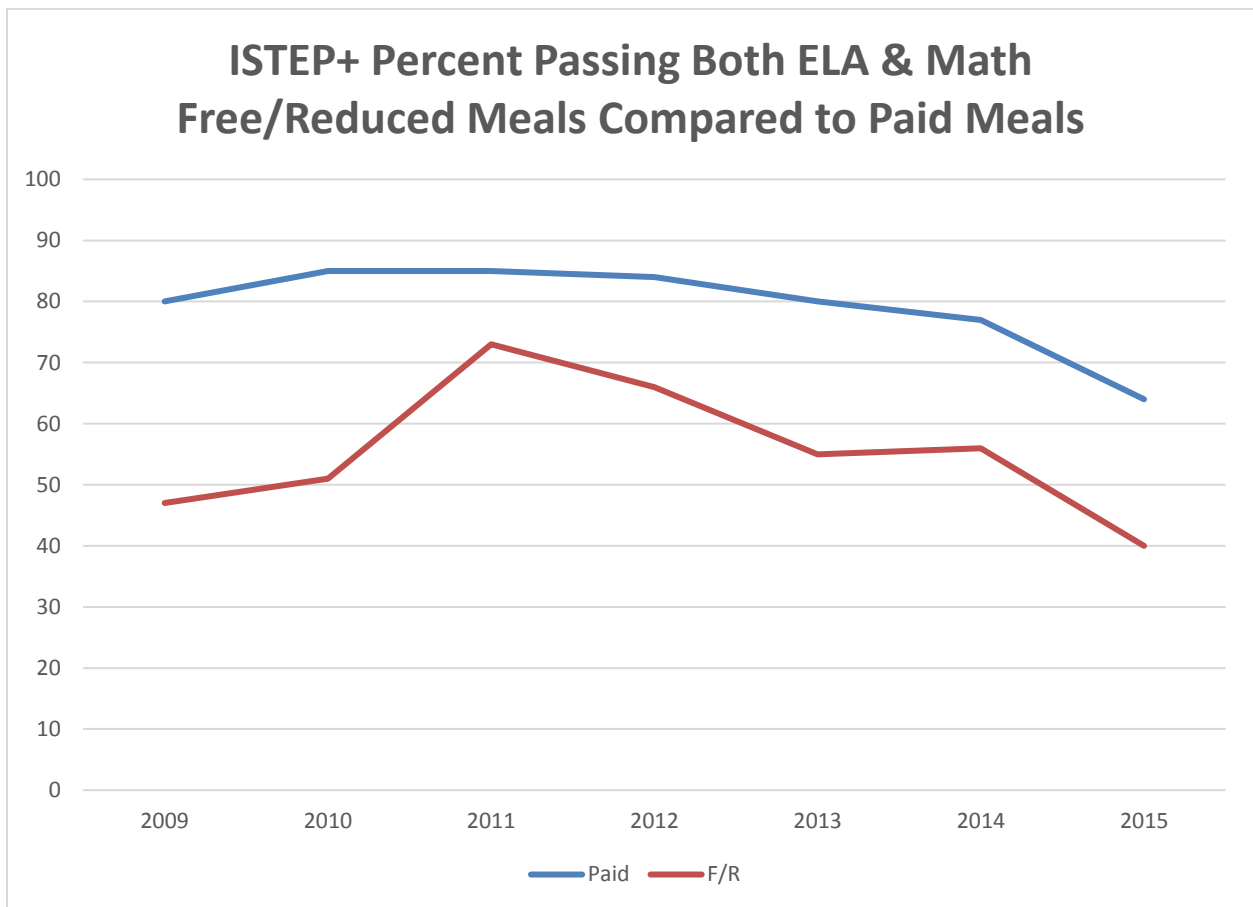
## Passing Rates on ISTEP+ (Gender Analysis)

Math		2010	2011	2012	2013	2014	LANG. ARTS		2010	2011	2012	2013	2014
Gr. 3	Boys	68	72	33	69	85	Gr. 3	Boys	61	80	72	77	85
	Girls	72	85	75	74	85		Girls	72	85	91	81	85
Gr. 4	Boys	82	85	92	47	84	Gr. 4	Boys	82	85	83	47	64
	Girls	59	83	83	62	68		Girls	74	87	78	82	79
Gr. 5	Boys	86	96	92	78	53	Gr. 5	Boys	82	96	83	65	35
	Girls	89	86	92	92	91		Girls	93	79	88	83	72
Gr. 6	Boys	90	93	96	92	85	Gr. 6	Boys	70	76	82	84	60
	Girls	89	93	97	84	80		Girls	86	89	84	81	76
<i>Aveg. Girl Passing Rate</i>		77	87	87	78	81	<i>Aveg. Girl Passing Rate</i>		81	85	85	82	78
<i>Aveg. Boy Passing Rate</i>		82	87	78	72	77	<i>Aveg. Boy Passing Rate</i>		74	84	80	68	61

There are discrepancies in the passing rates of girls and boys in both language arts and mathematics as measured on ISTEP+. Overall, girls have shown a greater passing rate in both language arts and math than the boys, especially for language arts.

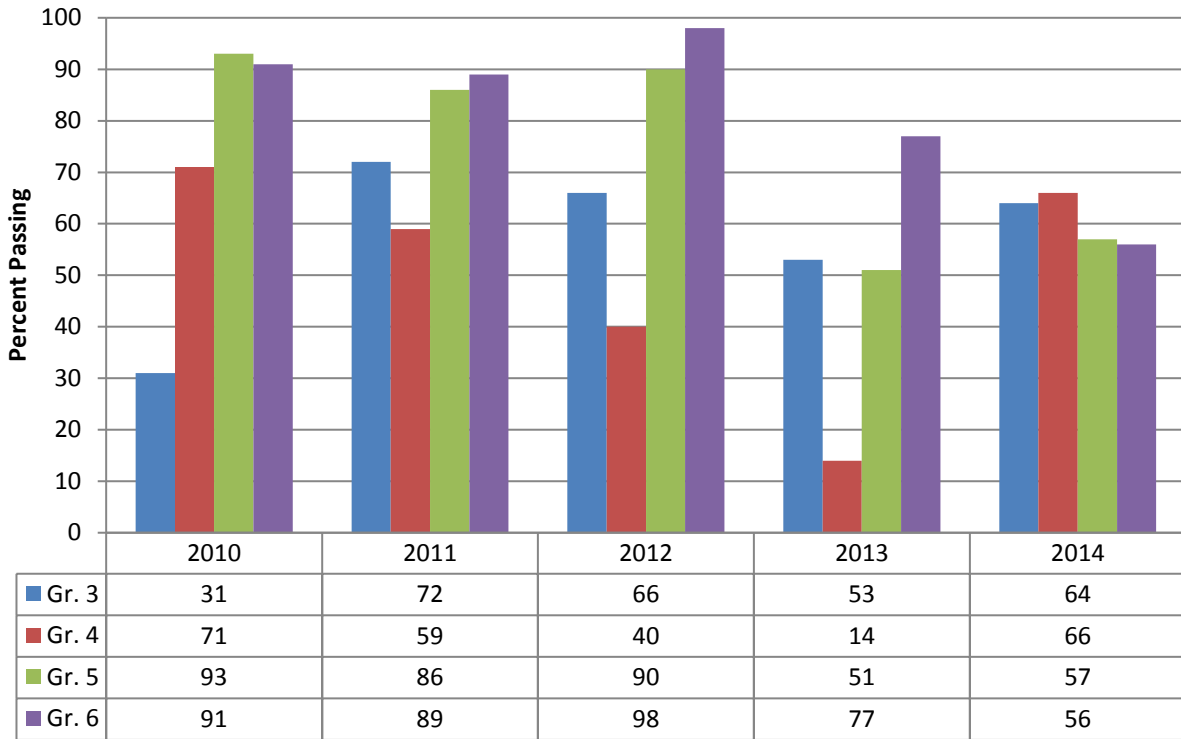
Teachers also have identified a concern with the school's increasing number of special education students. There has been a fourteen percent increase in the percentage of students receiving special education services since 2008-2009. The trend has been for the special education population to increase each year. Traditionally the special education population is also comprised of more boys than girls. How much of an impact does this population have on our school's overall passing rate? Teachers work together

through small group instruction, intervention time, and the special education program to target groups of students who consistently fall below passing to provide specialized instruction. What can be done to address this population of girls and boys? Professional development is needed on how to accelerate the growth of our special education students in order to close the achievement gap. Special education services also need to be reviewed and adjusted to maximize student growth.



There continues to be a discrepancy between passing rates of students who receive meal assistance and those who don't. The percent of students passing who don't receive meal assistance has dropped below 80%. The passing rates for student who are considered free or reduced have fluctuated from year to year since 2009 with the lowest passing rate being in 2015. In 2015 there was a 29% discrepancy of the passing rate in ELA for those who receive meal assistance and those who don't. Those who receive meal assistance also scored 24% lower on the math portion of ISTEP+.

## ISTEP+ Writing Applications Percent Achieving 4 or Higher on Rubric for Essay



Overall, student performance at each grade level has declined almost every year since 2010. However, in 2014 we saw a greater number of students scoring a 4 or higher in third, fourth, and fifth grade.

Teachers have identified writing as an area of need for our students. Students need to follow all directions and complete all parts of writing tasks. We need to teach students how writing rubrics are used to score their writing so they can become aware of what they are being graded on and how grades are derived. Students also need to be taught how to effectively use editing checklists. Teachers have also identified a weakness in the area of short answer writing. Students often do not write in complete sentences with correct use of conventions. Teaching students test-taking strategies for answering prompts or questions with written responses should be continued. Students need to learn to write in complete sentence answers all the time. Teachers have completed a book study of the 6+1 Traits of Writing and how to incorporate them into their classroom. The corporation has been offering training to teachers on the traits and using them effectively with our students. Teachers will need to

continue to learn how to effectively implement the 6+1 Traits of Writing during regular classroom instruction.

**ISTEP+ STANDARDS BREAKDOWN~ Percent Passing  
Wayne Center compared to East Noble School Corporation**

		2015				2015	
		WC	EN			WC	EN
<b>Number Sense</b>				<b>Literature</b>			
Gr. 3		59	66	Gr. 3		72	69
Gr. 4		73	66	Gr. 4		64	67
Gr. 5		72	69	Gr. 5		65	59
Gr. 6		63	64	Gr. 6		49	60
<i>Average</i>		66.75	66.25	<i>Average</i>		62.5	63.75
<b>Computation</b>				<b>Reading: Nonfiction &amp; Media Literacy</b>			
Gr. 3		65	66	Gr. 3		74	71
Gr. 4		67	63	Gr. 4		76	68
Gr. 5		72	66	Gr. 5		63	61
Gr. 6		63	63	Gr. 6		49	59
<i>Average</i>		66.75	64.5	<i>Average</i>		65.5	64.75
<b>Algebraic Thinking &amp; Data Analysis</b>				<b>Writing: Genres, Writing &amp; Research Process</b>			
Gr. 3		67	66	Gr. 3		74	73
Gr. 4		67	63	Gr. 4		70	67
Gr. 5		70	69	Gr. 5		63	62
Gr. 6		62	62	Gr. 6		47	60
<i>Average</i>		66.5	65	<i>Average</i>		63.5	65.5
<b>Geometry &amp; Measurement</b>				<b>Writing: Conventions of Standard English</b>			
Gr. 3		59	67	Gr. 3		72	71
Gr. 4		76	67	Gr. 4		67	67
Gr. 5		70	66	Gr. 5		59	59
Gr. 6		62	62	Gr. 6		51	60
<i>Average</i>		66.75	65.5	<i>Average</i>		62.25	64.25

Wayne Center performed at or above the district average in several of the standards areas. Lower passing rates at specific grade levels brought down the school's overall average. Wayne Center consistently had passing rates above the East Noble average in mathematics. In ELA, however, Wayne Center's average was only higher in nonfiction and media literacy.

In 2016, school averages in each category remained relatively the same as from the 2015 averages. In Nonfiction and Media Literacy we saw an overall 5% decrease in the passing rate. On the other hand, we saw a 3% increase in the



passing rate for Algebraic Thinking. All other averages were within a one percent change.

### **Overall ISTEP+ Implications:**

Some patterns seen in our ISTEP+ data include: students passing math in 6th grade is typically higher than the state average. Overall, our students perform better on the math portion of ISTEP+ than language arts. Performance on ISTEP+ varies by gender from grade with no clear cut trend over time. Some years boys outperform the girls on math; however, girls consistently outperform boys on language arts. Students who do not receive meal assistance outperform those who do. The achievement gap between gender and SES subgroups continues to exist and staff members should continue to seek ways to close the gap. Overall school passing rates had been on the incline from 2009 – 2011. Since then school passing rates have been on the decline. From 2009 – 2012 we were above the state average passing rate. In 2013-2014 this was not the case, and we dropped below the state average of students passing both math and language arts. In 2015 our passing rate was just above the state average.

Math and ELA ISTEP+ passing rates were consistently below those of the state average, mainly in the third and fourth grade; however, it was also seen at the fifth and sixth grade level recently. This suggests that staff members need to look closely at curriculum and instruction in every grade to determine what might be causing the lower scores and plan a course of action to raise student achievement. Supportive services such as our Tier 2 interventions will also need to be examined closely and adjustments will need to be made to better meet the needs of our students.

Writing needs to be a focus of improvement within our school. Our school needs to focus on teaching students the craft of writing across genres, especially with the addition of the new Indiana Academic Standards. More in-depth analysis of the students' writing prompts should also prove to be helpful in pinpointing areas for growth in our students.

Staff members should also collaborate with one another to share instructional strategies that have proven to be effective. Data from local assessments such as NWEA and Reading A-Z benchmarks should be used to drive instruction and monitor student progress. Through collaboration staff members can plan interventions to address the needs of all students and adjust classroom instruction.

## mCLASS and IREAD Assessment Data, Analysis, and Implications

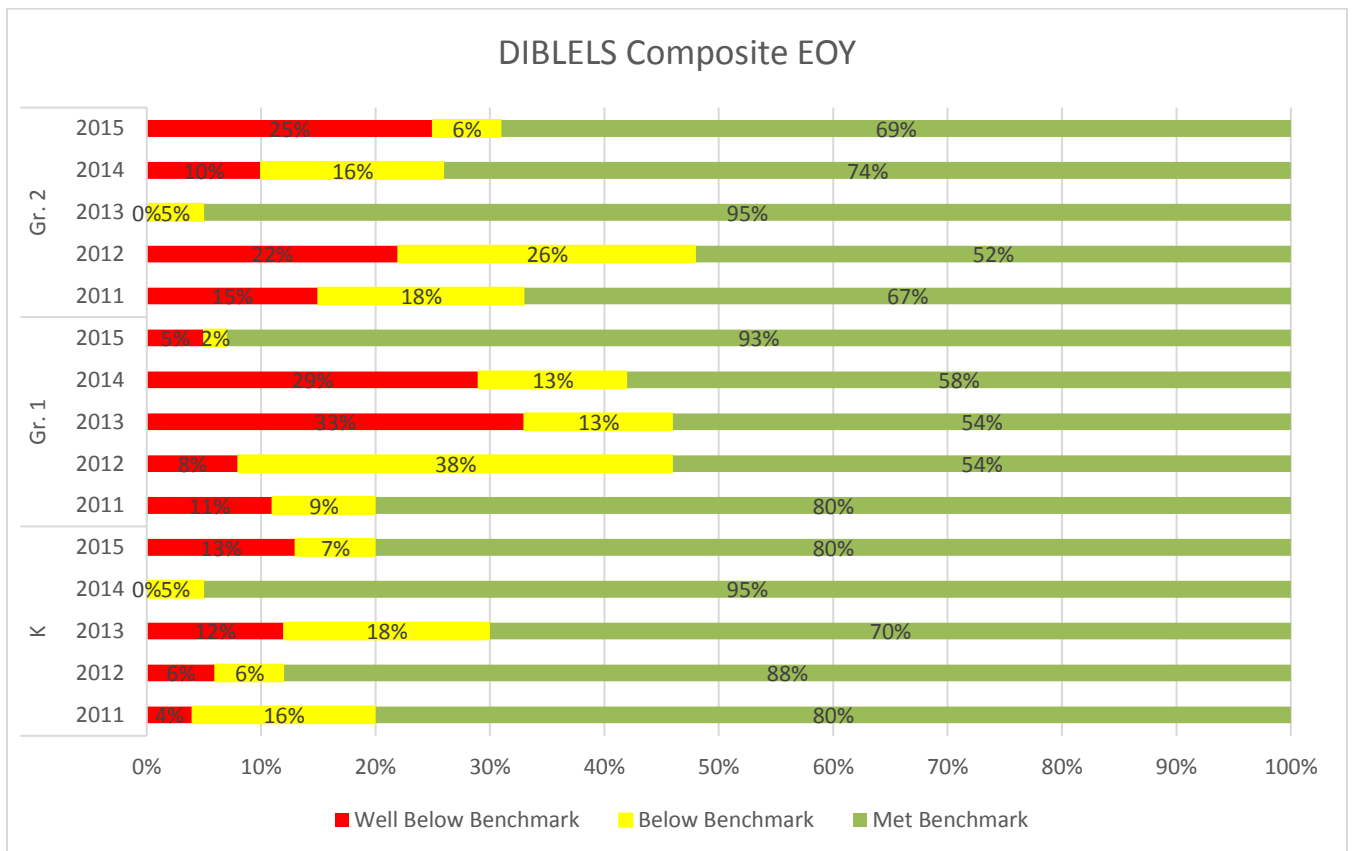
### Data Collection Instruments:

- mClass DIBELS and TRC 2010, 2011, 2012, 2013, 2014, 2015
- IREAD-3: 2012, 2013, 2014, 2015

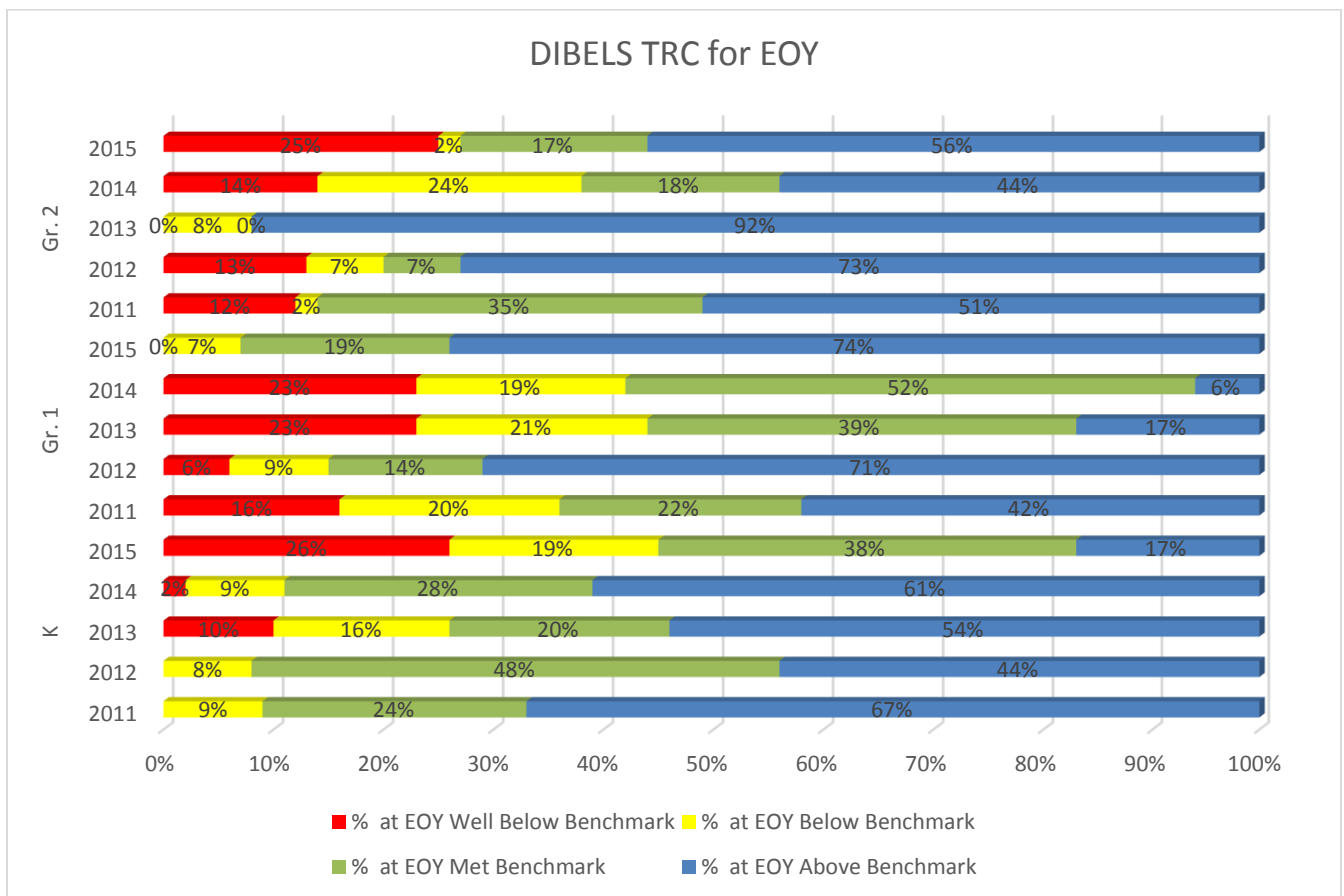
### Presentation of Data and Analysis:

Students in kindergarten through second grade were assessed using mCLASS DIBELS and text reading level a minimum of three times a year from 2010-2015. Students who fell below benchmark were progress monitored every two weeks in order to closely monitor their progress.

During the first two years of the test administration our kindergarten students had the highest performance rate on the DIBELS portion of the assessment which measures items such as letter naming and phonemic awareness. In 2013 our second grade had the highest performance rate on the DIBELS portion of the assessment and kindergarten did in 2014. In 2015 our first grade students had the highest over composite scores.



Scores for kindergarten were drastically inconsistent from EOY 2014 to EOY 2015 with going from 11% not meeting benchmark in 2014 to 45% not meeting benchmark in 2015. In kindergarten we have had a number of kids that need intensive support. First grade students had the highest rate of students meeting the text level benchmark by the end of the year 2015. The number of students not meeting benchmark decreased from 42% in 2014 to 7% in 2015. Our second grade decreased the number of students below benchmark by 9%. In 2014 it was 36% and in 2015 it was 27% below benchmark.



When looking at specific DIBELS measures, NWF (Whole Word) has the highest overall score out of the areas assessed. First grade had 95% pass the whole word test for nonsense words.

We believe that there is a correlation between the TRC and ORF scores. First grade had 93% at or above benchmark in TRC. Specifically, 74% were above grade level on that particular assessment. When looking at the ORF for first grade, they had 79% of all first graders at benchmark level for the

assessment. If we take a look at second grade in 2015, we had 73% at or above grade level in TRC. However, on the ORF assessment, we had only 52% of second graders meet benchmark. This would suggest that the DORF passages are written at a level to accommodate our above grade level readers.

<b>PSF at EOY</b>				
		<b>Well Below Benchmark</b>	<b>Below Benchmark</b>	<b>Met Benchmark</b>
<b>K</b>	2011	9%	6%	85%
	2012	2%	8%	90%
	2013	16%	4%	80%
	2014	0%	0%	100%
	2015	9%	2%	89%

<b>NWF (CLS) at EOY</b>				
		<b>Well Below Benchmark</b>	<b>Below Benchmark</b>	<b>Met Benchmark</b>
<b>K</b>	2011	6%	21%	73%
	2012	4%	35%	61%
	2013	10%	35%	55%
	2014	2%	7%	91%
	2015	11%	24%	65%
<b>Gr. 1</b>	2011	4%	20%	76%
	2012	11%	9%	80%
	2013	31%	19%	50%
	2014	25%	6%	69%
	2015	9%	12%	79%

<b>NWF (WWR) at EOY</b>				
		<b>Well Below Benchmark</b>	<b>Below Benchmark</b>	<b>Met Benchmark</b>
<b>Gr. 1</b>	2012	3%	9%	88%
	2013	12%	31%	57%
	2014	13%	15%	72%
	2015	0%	5%	95%

<b>DORF (fluency) at EOY</b>				
		<b>Well Below Benchmark</b>	<b>Below Benchmark</b>	<b>Met Benchmark</b>
<b>K</b>	2011	8%	38%	54%
	2012			
	2013			
	2014			
	2015			
<b>Gr. 1</b>	2011			
	2012	11%	11%	78%
	2013	31%	17%	52%
	2014	29%	15%	56%
	2015	5%	16%	79%
<b>Gr. 2</b>	2011	22%	26%	52%
	2012	24%	25%	51%
	2013	3%	24%	73%
	2014	16%	25%	59%
	2015	27%	21%	52%
<b>DORF (accuracy) at EOY</b>				
		<b>Well Below Benchmark</b>	<b>Below Benchmark</b>	<b>Met Benchmark</b>
<b>Gr. 1</b>	2012	11%	11%	78%
	2013	25%	17%	58%
	2014	29%	15%	56%
	2015	2%	7%	91%
<b>Gr. 2</b>	2012	13%	16%	71%
	2013	0%	11%	89%
	2014	12%	10%	78%
	2015	25%	10%	65%
<b>DORF (retell) at EOY</b>				
		<b>Well Below Benchmark</b>	<b>Below Benchmark</b>	<b>Met Benchmark</b>
<b>Gr. 1</b>	2012	0%	9%	91%
	2013	0%	27%	73%
	2014	0%	25%	75%
	2015	0%	0%	100%
<b>Gr. 2</b>	2012	7%	7%	86%
	2013	0%	0%	100%
	2014	4%	10%	86%
	2015	11%	11%	78%

In the first year of the IREAD-3 test administration, 14% of our third graders did not pass the test given in the spring. In the second year of the IREAD-3 test administration, 5% of our third graders did not pass after the summer test administration and the passing rate in 2014 was 97%. It was 91% in 2015. Supportive services need to continue in the earlier grades to address the needs of students.

Wayne Center has a significant number of students entering kindergarten who do not meet the beginning kindergarten benchmarks as measured by mCLASS DIBELS which measures the five components of reading. In the last four years of mCLASS assessments, we had between 48%-65% of our students below benchmark at the start of the school year. This sets them at a disadvantage in relation to their peers, especially knowing the demands of kindergarten have become more rigorous with the new Indiana Academic Standards. These students need to demonstrate a faster rate of growth in order to meet the grade level benchmarks as compared to others.

In addition to our kindergarten students entering with a great need for supportive services, we have also seen our DIBELS data and reading text level data fluctuate throughout the years. This in turn has had a negative impact on our third grade ISTEP+ scores as well as IREAD-3 as addressed previously. In the year 2015, end of the year DIBELS data shows that 31% of our second grade students are below benchmark while 7% of the students in first grade were. In overall trend in EOY show that 55% of our kindergarteners are at benchmark on DIBELS while 93% of first graders are and 73% of our second graders.

The gap for text reading level is more extreme. In 2015 our overall DIBELS composite scores show 80% passing the K assessment, 93% passing the first grade assessment, and 69% passing the second grade assessment.

### **Implications:**

Our data suggests that intervention services are needed for our students. It is particularly alarming that test scores fluctuate throughout the years and we are not seeing a steady increase in test results. All of that has a long-term impact on our students' achievement. The data we have collected through mCLASS testing three times a year, progress monitoring that occurs every two weeks for students below benchmark, and our annual performance on ISTEP+ shows that our students need additional support in all five of the reading components and core instruction must improve.

It will be important for staff members to analyze the data from mClass and Reading A-Z benchmarking and plan instruction based on that data. Progress monitoring data is crucial in assessing whether students are responding to

instruction and are on target to meet grade level standards. Overall school data suggests that instruction needs to focus on decoding strategies and vocabulary in order to build reading fluency and accuracy.

Lastly, what is taught in the primary grades needs to be examined to see if there are any gaps in the curriculum and/or instruction. The district ELA curriculum guide underwent revisions during summer 2016, and staff members will need to evaluate students' response to the revised curriculum and instruction carefully and make adjustments as needed.

## **Student Survey Data, Analysis, and Implications**

### **Data Collection Instrument**

- AdvancED student, parent, and staff survey (Fall 2015)

### **Presentation of Data and Analysis:**

#### **SURVEY ADMINISTRATION**

Links to the student, staff, and parent survey were distributed to stakeholders in several different ways. Links for the student surveys were distributed to classroom teachers who then emailed them to their students. All student surveys were conducted during school hours within the classroom setting.


Staff members received the link to the staff survey via email. Information regarding the surveys were provided both orally and in writing.

Lastly, parent survey information was distributed through written notice, posted on the school website, and sent via School Messenger. Parents without Internet access were encouraged to come to the school to complete the parent surveys. The school was also open two evenings for parents to come in to complete the surveys. In addition, laptops were set up during parent/teacher conferences and parents could complete the survey either before or after their child's conference time.

For all surveys, all stakeholders were invited and encouraged to participate in the survey. No random sampling was done.

While the response rate for student and staff surveys was high, only 30 parents completed the parent survey which is just a small sampling of our families. Please see the chart below for response rates.

## RESPONSE RATES

AdvancED™		Stakeholder Feedback Worksheet	
		v.101812	
Select this performance level on the Stakeholder Feedback Diagnostic:			<b>Level 3</b>
 Mouse over cells that have this icon in the upper right hand corner to see comments and directions.			
AdvancED Survey Name	Score	# Responses	Value (on a 5 pt scale)
Staff Survey	3.93	49	<b>3.93</b>
Parent Survey	3.85	30	<b>3.85</b>
Student Survey (Middle and High)	4.16	53	4.16
Student Survey (Elementary)	2.78	135	4.63
Student Survey (Early Elementary)	2.75	115	4.58
Combined Student Surveys (weighted)			<b>4.53</b>
<b>Note 1:</b> If results from more than one student survey are reported, the results of all student surveys will be averaged (using weighted averages) into one "student score." <b>Note 2:</b> This spreadsheet assumes your institution has met the minimum requirements for response rates and that all administration guidelines have been followed. If both of these criteria are not met, enter "1" on the Stakeholder Feedback Diagnostic.			

In spite of several attempts to have parents complete the parent survey, the response rate was low. The majority of staff members did complete the staff survey.

## PARENT SURVEY ANALYSIS

Overall scores on the parent survey indicated satisfaction with school operations. The highest scores were seen with resources available at our school. One area of resources that parents would like to see improved is support services for students, namely counseling and career services. Currently Wayne Center only has a part-time guidance counselor and it is felt that a full-time counselor would better meet students' needs.



Parents felt that the work given to their child is challenging and that there are high expectations for student learning. A sense of shared responsibility in educating the children was also reported. Parents feel that there are a number of opportunities for parents to be involved in the school and their child's learning and that school goals and activities are communicated well. Parents know what the purpose and direction is for the school, but more opportunities for parents to be involved in the review process was noted in the results.

Reports on student progress is a strength; however, one area to improve on is explaining how a child is being graded. Parents feel that they are informed of their child's progress. With changes in benchmarking, sometimes it is difficult for parents to understand what the benchmark scores represent.

Parents reported on the open-ended responses that the school has a welcoming environment and that the staff is caring and friendly. They also like that we have a part-time school resource officer on staff to help improve school safety.

## **STAFF SURVEY ANALYSIS**

Forty-nine out of fifty-two staff members took the staff survey. The staff feels we hold high expectations for our students and their learning. They also feel like we are working towards the same end goal and our purpose statement is focused on student success. Technology is a key part in our everyday instruction. The staff and students have updated technology that helps facilitate learning. The staff feel like they are able to interpret student data and use this information to plan meaningful lessons. We have resources and facilities that support student learning. New staff members feel there is a lack of training when starting their job. They feel like they are not trained enough in the evaluation process and how it is used. Our staff feels like we need more support staff in our classroom and a full time counselor. There is inconsistency in the survey and the open response questions. Staff are in strong agreement that they enjoy the people they work with but they feel a disconnect between the lower elementary and upper elementary. A factor that could contribute to this is the way our school facility is designed.

## **STUDENT SURVEY ANALYSIS**

Our student survey showed a trend across the grade levels. Students feel their teachers have high expectations for them and expect them to do their best. They also feel like they have resources that help facilitate their learning. The students enjoy using the technology that is provided for them to use in school and at home. The students feel safe in school and are comfortable in

their learning environment. The students feel that there is a lack of respect in our school. They feel like students do not respect adults, adults do not respect the students, and students do not respect each other or their items.

A high percentage of our students agreed that they love school, and 62% of them said that they would do more challenging work. Organization is expected and so is working with peers. Students believe they work hard and a high percentage of students say that they read at home. Fifty percent of the students agreed that school is boring. Staff members need to find additional ways to engage students in their learning to make learning not only fun, but challenging. Raising the bar will promote a culture of high expectations which is in line with our school mission and vision.

In terms of relevance, students do have opportunities to work with their peers. They feel they learn something new each day, and technology is used extensively. They believe that what they learn at school will help them at home. Application of their learning is an area for growth, however. By increasing relevance, students will be able to connect what they are learning to their own experiences. Interdisciplinary instruction with a focus on real-world application will engage students and provide more meaning into what they are learning.

A culture of respect and caring is important in developing strong relationships. Students report that teachers care about them. Teachers provide assistance to them when they need help and care if they participate in class. Students also help one another. The students felt that their teachers don't know them very well outside of the classroom. A high percentage of students felt that teachers did not know what their interests were or what they like to do in their free time. This is an area of growth needed for our staff.

### **Implications:**

Staff members need to continue to challenge themselves to find ways to increase rigor and relevance into their instruction. Staff members should build upon the curriculum and instruction that they currently use to make it more meaningful for students. Students will respond to high expectations as noted in their survey responses.

Relationships are key to building a culture of respect. A number of students responded that there are bullies in our school. Peer conflict/mediation techniques should be taught to students to help them become better problem-solvers and empower them to become independent. A more concentrated focus on Character Counts and Positive Behavioral Interventions and Supports will help build relationships and decrease inappropriate behavior that may take place at school. Teachers should also strive to get to know the interests of their students to better connect with them.

## RESPONSE TO INTERVENTION/INSTRUCTION

Wayne Center, like any school, has diverse learners. Our student population includes students who have significant disabilities to those who are highly gifted. Because of the various needs of our students, staff members recognize the need to provide differentiated instruction and services to students.

Students who have been identified for the High Ability/Gifted and Talented program are put into cluster groups within a classroom at each grade level. These cluster groups allow students to work with peers who have similar abilities and provides a means for teachers to provide appropriate instruction for the students. Students are selected for the program based on ISTEP+ scores, teacher recommendation, ratings from the Scales for Identifying Gifted Students (SIGS), and Otis Lennon assessment scores. Approximately 15% of our student population is enrolled in the High Ability/Gifted and Talented program.

Wayne Center also provides supplemental instruction for students who are not meeting grade level standards or are at risk of not meeting grade level standards in language arts. Assessment scores from reading benchmarking, ISTEP+, and NWEA as well as teacher recommendations are used in selecting students for intervention. Students work with one of our interventionists for supplemental small group instruction. Instruction varies from group to group depending upon student needs. For example, some groups work on letter identification and letter sounds while other groups work on decoding or reading comprehension. Groups are fluid in that students may be dismissed from intervention as appropriate, and students can be added when intervention is needed. Some of our students require long-term intervention and have received services for more than one year.

Students who have not met grade level standards in spite of interventions provided within the classroom and through our intervention program are referred for an educational evaluation. Services for students with a disability fall along a continuum of consultative services to 100% in a self-contained program. Individualized Education Plans are written based on the unique needs of each student and services are based on the goals that are written. Some students just have consultative services while others receive push-in support or pull-out services. Wayne Center also has a functional life skills program and two sections of special education preschool. A part-time speech/language pathologist provides services to approximately 15% of our students.

## SCHOOL IMPROVEMENT GOALS AND PRIORITIES

Based on our school data, there are five particular areas that are a priority in our school improvement efforts first of which is a focus on teaching students test-taking strategies. Upon review of students' classroom and standardized tests, it has been noted that students don't always:

- read the questions carefully;
- respond to each portion of multi-step problems;
- justify or explain their answers completely; or
- check their answers for careless mistakes.

These are all important skills that students should be able to do in order to demonstrate their knowledge and understanding of the skills and concepts being assessed. Students need to work on these skills starting in kindergarten to fully develop their test-taking skills so that their test-taking abilities do not negatively impact their ability to demonstrate their knowledge in any setting.

Along with test-taking strategies, students have shown difficulty with math problem-solving problems. Students are quick to pick out numbers they see within a problem and then perform a number operation without taking into account what the problem is actually asking. Students need to be taught to read the directions of multi-step problems closely, follow each step, and address what the question is asking. Much work in this area needs to be done with our students.

In the area of language arts, our students have shown low scores or slow growth in phonics, phonemic awareness, comprehension, and vocabulary as demonstrated on multiple measures. Growth in each area is crucial to helping our students become better readers. Students need to have a solid understanding of foundational skills in order to make the reading progress they need to meet today's reading standards. With the shift in language arts standards, our students also need to be reading more informational texts and at higher levels. They need to be able to read multiple passages and draw information and conclusions from all simultaneously in order to formulate responses at higher levels of thinking.

Our students also need to show growth in their writing skills. Writing convention scores tend to be higher than writing process and application scores as assessed on formative and summative assessments. Writing needs to be integrated throughout the curriculum and implemented in each classroom including non-core subject areas such as music, art, and physical education.

Additionally, through student, staff, and parent surveys, the need to address student behavior was indicated as a need for our school. A formal process to developing a schoolwide discipline plan with defined expectations began in the fall of 2015 to address this concern.

## Goals & Benchmarks

**Goal Statement:** All students will increase their level of achievement in language arts.

The passing rate on ISTEP+ for English/language arts will increase by a minimum of 7% on each of the spring assessments in the years 2016, 2017, and 2018.

**Goal Statement:** All students will increase their level of achievement in math.

The passing rate on ISTEP+ for mathematics will increase by a minimum of 3% on each of the spring assessments in the years 2016, 2017, and 2018.

**Goal Statement:** The percentage of students receiving a discipline referral will decrease to improve school climate and increase instructional time.

The percentage of incident referrals will reduce by a minimum of 5% as measured by the number of discipline referrals received each year in 2016, 2017, and 2018.

**SCHOOL IMPROVEMENT ACTION PLAN**  
**Wayne Center Elementary**  
**2014-2017**

<b>GOAL AREA: OVERAL STUDENT ACHIEVEMENT</b>	
<b>STRATEGY/INTERVENTION</b>	<b>TIMELINE</b>
<p>1. Test-taking strategies will be taught to all students and integrated into instruction throughout the school year. Assignments and tests will reflect different forms of assessment including short answer, constructed response, essays, multi-step problems, tech enhanced, and multiple choice.</p> <ul style="list-style-type: none"> <li>• Staff members collaborate with grade level partner to create or revise assignments and tests to reflect different forms of assessment.</li> <li>• Specific test-taking strategies are taught to students in PreK-6 2-3x per week. (January 2014)</li> <li>• Students will be required to answer questions in complete sentences daily.</li> <li>• Students will be taught to go back into the selected reading text to locate information to support their answers.</li> </ul>	2014-2017
<p>2. Tasks, assignments, and assessments will be developed and implemented at higher levels of DOK.</p> <ul style="list-style-type: none"> <li>• Staff members receive training in DOK and how to create tasks, assignments, and assessments at higher levels of thinking. (2014-2015)</li> <li>• Staff members collaborate on creating tasks, assignments, and assessments at higher levels of thinking. (2014-2017)</li> </ul>	2014-2017
<p>3. Data walls and student data folders/binders will be used to monitor student progress. Students will keep track of their own data.</p> <ul style="list-style-type: none"> <li>• Data walls implemented. (December 2013)</li> <li>• Student data notebooks/binders implemented and consistently used. (February 2014)</li> </ul>	2014-2017
<p>4. Staff members will investigate strategies to close the achievement gap between genders.</p>	2016-2017
<p>5. A focus on college and career readiness and a culture of universal achievement will be cultivated.</p>	2014-2016
<p>6. Seek additional ways to involve parents in their child’s learning.</p>	2016-2018
<p>7. A schoolwide discipline plan will be developed including universal expectations, a system for promoting positive behavior, implementing interventions and restorative practices to address specific needs, data collection and monitoring to improve practices, and celebrations for positive behavior following the PBIS model.</p>	2015-2018

<b>GOAL AREA: LANGUAGE ARTS</b>	
<b>STRATEGY/INTERVENTION</b>	<b>TIMELINE</b>
<p>8. A focus on phonics and phonemic awareness instruction will be done in PreK-2. Specific areas to target will be based on Reading A-Z data, classroom performance, and other assessment data.</p> <ul style="list-style-type: none"> <li>• Skill groups will be held for students who are below benchmark.</li> <li>• Teachers will collaborate to determine methods for addressing students’ needs.</li> </ul>	2014-2017

**SCHOOL IMPROVEMENT ACTION PLAN**  
**Wayne Center Elementary**  
**2014-2017**

9. Students' working vocabulary will be developed using a systematic approach in preschool through sixth grade.	2013-2016
10. A focus on improving reading comprehension will be done through teaching students specific strategies.	2014-2017
11. All staff members will utilize 6+1 Traits of Writing across the curriculum.	2014-2016
12. Students will be given opportunities to write under timed conditions and in a standardized manner. (Jan. 2014) Schoolwide writing prompts will be given at regular intervals to measure progress and inform instruction. (2016-2017)	2014-2017
13. Students will read an increasing number of information text (single and multiple passages) and answer text-dependent questions.	2014-2017

GOAL AREA: MATH	
STRATEGY/INTERVENTION	TIMELINE
14. Supplemental instruction in problem-solving will be provided with an emphasis on understanding what the problem is asking, using the information to solve the problem, and completing multi-step problems.	2014-2017
15. Instruction and practice on basic math facts will be done a minimum of three times a week using an appropriate grade level resource.	2014-2017

**Key:** Priority Strategy/Intervention

**Professional Development Plan**

Goal/topic Area	Professional Development Need	How
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Effectively teaching and implementing 6+1 Writing Traits across the curriculum</li> <li>• Assessing student writing and using the information to drive instruction</li> <li>• Management of writer's workshop</li> <li>• Conferring with students</li> </ul>	<ul style="list-style-type: none"> <li>• Staff collaboration and sharing</li> <li>• Support from instructional coaches</li> <li>• PD sessions</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• Teaching of reading comprehension strategies</li> <li>• Creating and implementing text-dependent questions</li> <li>• Close reading</li> </ul>	<ul style="list-style-type: none"> <li>• Staff collaboration &amp; sharing</li> <li>• Classroom visits</li> <li>• PD sessions</li> <li>• Book study</li> <li>• Support from instructional coaches</li> </ul>
<b>Math</b>	<ul style="list-style-type: none"> <li>• Multistep problems—integrating and design</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborate on how to incorporate multistep</li> </ul>

SCHOOL IMPROVEMENT ACTION PLAN  
Wayne Center Elementary  
2014-2017

		problems and work together to create them
<b>Overall Achievement</b>	<ul style="list-style-type: none"> <li>• Providing instruction that focuses on higher level thinking</li> <li>• Depth of Knowledge</li> <li>• Creation and implementation of tasks, assignments, and assessments at higher levels of thinking</li> <li>• Test-taking strategies to reflect new standards and assessments</li> <li>• Parent involvement book study</li> <li>• Developing schoolwide positive behavior interventions and support system</li> </ul>	<ul style="list-style-type: none"> <li>• PD sessions</li> <li>• Train the trainer w/PD sessions</li> <li>• Staff collaboration</li> <li>• Book study</li> <li>• Support from instructional coaches</li> <li>• Develop PBIS leadership team</li> </ul>

**ADDITIONAL STRATEGIES/INTERVENTIONS FOR SUBGROUPS**

**LANGUAGE ARTS**

SUBCATEGORY	STRATEGIES/INTERVENTIONS	IMPLEMENTATION TIMELINE
<b>Free-Reduced Lunch</b>	<ul style="list-style-type: none"> <li>• Provide instructional materials students can take home and complete with their parents (ex. Sight word flashcards, Uno cards, Candy Land sight word game, sentence strips)</li> <li>• Annual family literacy night that includes make it/take it materials</li> </ul>	<p>2014-2016</p> <p>2016-2017</p>
<b>Special Education</b>	<ul style="list-style-type: none"> <li>• Provide weekly tutoring</li> </ul>	2015-2016
<b>Limited English Proficiency</b>	<ul style="list-style-type: none"> <li>• Utilize resources from Reading A-Z and others as appropriate.</li> <li>• Provide language development instruction to ELL students with WIDA scores 1-4 through small groups or individualized instruction.</li> </ul>	2015-2017
<b>Bottom 25%</b>	<ul style="list-style-type: none"> <li>• Annual family literacy night that includes make it/take it materials</li> <li>• Weekly tutoring offered</li> </ul>	<p>2015-2016</p> <p>2016-2017</p>



**SCHOOL IMPROVEMENT ACTION PLAN**  
**Wayne Center Elementary**  
**2014-2017**

	<ul style="list-style-type: none"> <li>Use iPad to access books that can be read to them and to use phonetic word skills apps (in school and at home)</li> </ul>	2015-2018
<b>Top 75%</b>	<ul style="list-style-type: none"> <li>Hold book club/study groups to challenge students as readers</li> </ul>	2016-2017
<b>All</b>	<ul style="list-style-type: none"> <li>Classroom teachers and students set short-term goals to be achieved and then celebrating growth as they are mastered/achieved ex. Raising reading level, increasing RIT score on NWEA</li> </ul>	2015-2018

**MATH**

SUBCATEGORY	STRATEGIES/INTERVENTIONS	IMPLEMENTATION TIMELINE
<b>Free-Reduced Lunch</b>	<ul style="list-style-type: none"> <li>Provide instructional materials students can take home and complete with their parents (ex. Flashcards, dice, cards, idea sheets for math facts games)</li> </ul>	2014-2017
	<ul style="list-style-type: none"> <li>Annual family math night that includes make it/take it materials</li> </ul>	2015-2016
	<ul style="list-style-type: none"> <li>Study groups after school to help with the skills students are lacking</li> </ul>	2015-2016
<b>Special Education</b>	<ul style="list-style-type: none"> <li>Provide instructional materials students can take home and complete with their parents (ex. Flashcards, dice, cards, idea sheets for math facts games)</li> </ul>	2014-2017
	<ul style="list-style-type: none"> <li>Annual family math night that includes make it/take it materials</li> </ul>	2015-2016
	<ul style="list-style-type: none"> <li>Study groups/tutoring after school to help with the skills students are lacking</li> </ul>	2015-2017
	<ul style="list-style-type: none"> <li>Receive and utilize progress monitoring materials</li> </ul>	2016-2017
	<ul style="list-style-type: none"> <li>Receive training on working with students who have disabilities</li> </ul>	2015-2018
<b>Limited English Proficiency</b>	<ul style="list-style-type: none"> <li>Provide instructional materials students can take home and complete with their parents (ex. Flashcards, dice, cards, idea sheets for math facts games)</li> </ul>	2014-2017
	<ul style="list-style-type: none"> <li>Annual family math night that includes make it/take it materials</li> </ul>	2015-2016
	<ul style="list-style-type: none"> <li>Study groups after school to help with the skills students are lacking</li> </ul>	2015-2017

**SCHOOL IMPROVEMENT ACTION PLAN**  
**Wayne Center Elementary**  
**2014-2017**

	<ul style="list-style-type: none"> <li>Obtain and utilize vocabulary strategy resources that will help the students with the vocabulary they are lacking.</li> </ul>	2016-2017
<b>Bottom 25%</b>	<ul style="list-style-type: none"> <li>Provide instructional materials students can take home and complete with their parents (ex. Flashcards, dice, cards, idea sheets for math facts games)</li> </ul>	2014-2015
	<ul style="list-style-type: none"> <li>Annual family math night that includes make it/take it materials</li> </ul>	2015-2016
	<ul style="list-style-type: none"> <li>Study groups after school to help with the skills students are lacking</li> </ul>	2015-2017
	<ul style="list-style-type: none"> <li>Training for parents to inform them of how to work with their child at home; Invite them personally to the training; Provide electronic versions of the trainings and materials for parents to view and use at home</li> </ul>	2015-2018
<b>Top 75%</b>	<ul style="list-style-type: none"> <li>Provide instructional materials students can take home and complete with their parents (ex. Flashcards, dice, cards, idea sheets for math facts games)</li> </ul>	2014-2015
	<ul style="list-style-type: none"> <li>Annual family math night that includes make it/take it materials</li> </ul>	2015-2016
	<ul style="list-style-type: none"> <li>Utilize peer tutors for study groups after school</li> </ul>	2016-2017
	<ul style="list-style-type: none"> <li>Challenge high ability students through academic groups such as Math Bowl; Personally invite students to participate who need the challenge</li> </ul>	2014-2015
<b>All</b>	<ul style="list-style-type: none"> <li>Provide instructional materials students can take home and complete with their parents (ex. Flashcards, dice, cards, idea sheets for math facts games)</li> </ul>	2014-2015
	<ul style="list-style-type: none"> <li>Annual family math night that includes make it/take it materials</li> </ul>	2015-2017
	<ul style="list-style-type: none"> <li>Study groups and tutoring after school to help with the skills students are lacking</li> </ul>	2015-2017