

# **WEST GOSHEN ELEMENTARY TITLE I SCHOOLWIDE PROGRAM PLAN SCHOOL YEAR 2008-2009**

West Goshen Elementary is a kindergarten through grade five public school that currently houses four hundred and forty-five students, thirty-one instructional staff members and twenty-three support staff members. It is one of seven elementary schools in Goshen Community Schools. West Goshen Elementary is located in Goshen, Indiana.

Goshen is located in north central Indiana, about three hours east of Chicago, and three hours north of Indianapolis. This city of Goshen is home to 31,269 residents and is the county seat for Elkhart County. Goshen Community Schools encompasses all of Elkhart Township.

Goshen is an incorporated city, served by a mayor and city council. The city of Goshen encompasses 13.2 square miles. The 2001 annual budget was \$14,161,000.00. The city's primary source of revenue is approximately 85 percent property tax and 15 percent state tax. The tax rate per \$100 assessed valuation in the city of Goshen, Elkhart Township, is \$7.7582.

Goshen enjoys a diversified economy. The chief industries include recreational vehicle manufacturing, manufactured homes, a cancer treatment center, and a liberal arts college. In addition, Goshen hosts many agribusinesses: dairy, poultry breeding/processing, fruit, corn, and soy beans. The service industry is growing in this city. Recently, large chain and retail stores have entered the business market. These additions include Wal-Mart, Target, Lowes, Menards, Kohl's, and Sam's Club.

The varied economic opportunities have supported the population growth within this city. The type of employment available in Goshen attracts many young families with children. The median age of residents is 30.7 years with the largest percent of the population falling in the 25-44 age range. This young adult range composes 28.1 percent of the population. The second greatest concentration of residents is in the 45-64 range, which is 22.3 percent of the population. (STATS Indiana, 2004).

The Goshen Community School district comprises an area of 36 square miles and has a system-wide enrollment of 6247. The demographics of Goshen Community Schools are represented by 53 percent White, 37 percent Hispanic, 6 percent Multiracial, 2 percent Black, and 1 percent Asian. The socio-economic makeup for this school corporation is 45 percent paid lunch students, 43 percent free, and 12 percent reduced. In addition, there are 2299 language minority students with over 30 different languages spoken. The school corporation has seven elementary schools, one middle school and one high school, and two alternative schools. Other educational opportunities provided within the Goshen Community School district includes: in-patient school at Oaklawn mental health facility, special needs pre-school, Head Start, and two parochial schools: Bethany Christian School and St. John's Catholic School.

The residents of this school corporation are provided with a plethora of community resources. LaCasa helps families with housing, translation, and emergency assistance. The Maple City Health Clinic and the Center for Healing and Hope provide health care and health education classes. Goshen Hospital provides several health, nutrition, and educational opportunities for this school community. In addition to healthcare and housing, educational opportunities are enhanced through partnerships with Boys and Girls Club, Goshen College, and the Greencroft Retirement Community. Each of these agencies provides individuals and/or programs which augment the varied educational programs residing within Goshen Community Schools. From volunteers in the classroom to providing mentors and tutors for

students, these community resources are an integral part of our school community. These community resources provide a rich foundation for all students.

# 1. COMPREHENSIVE NEEDS ASSESSMENT

## ENROLLMENT

West Goshen Elementary is part of the Goshen Community Schools, one of seven school districts in Elkhart County. Goshen Community Schools serves approximately 6,247 students in seven elementary schools, one middle school, and one high school.

The facilities at West Goshen Elementary consist of 22 regular education classrooms, two special education rooms, two ENL mini-classrooms, three literacy intervention rooms, a speech room, a mobile computer lab, an art room, a music room, a gymnasium, a library, and a cafeteria.

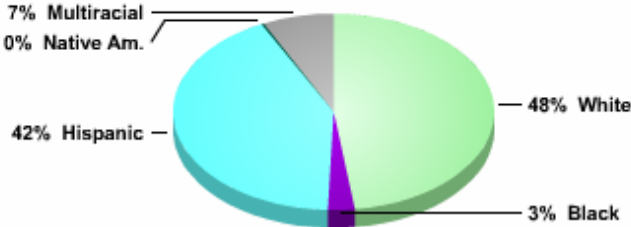
West Goshen Elementary’s current 2007-08 enrollment configuration by grade level is as follows:

Grade K	69
Grade 1	87
Grade 2	64
Grade 3	59
Grade 4	76
Grade 5	76

We have thoroughly examined our current students and anticipate that our new students will have similar demographics and educational needs.

## DEMOGRAPHICS

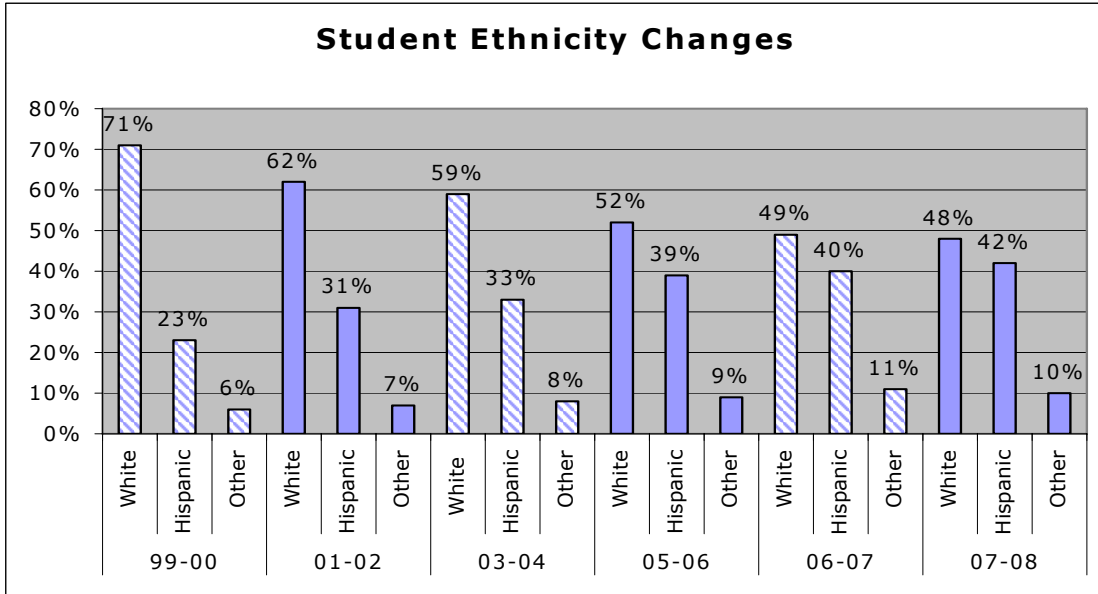
Ethnicity 2007-08



At the present time, the student enrollment at West Goshen Elementary is made up of 42 percent Hispanic, 48 percent Caucasian, 3 percent Black, 7 percent Multiracial, and less than 1 percent Asian and Native American, as shown in the pie chart above.

Over the past 6 years, our population has changed as shown in Chart 1. You can see the Hispanic population has steadily and rapidly increased while the Caucasian population is in decline. This is the first year with Caucasian students being in the minority.

**Chart 1: Student Ethnicity Changes 1999 -2007**

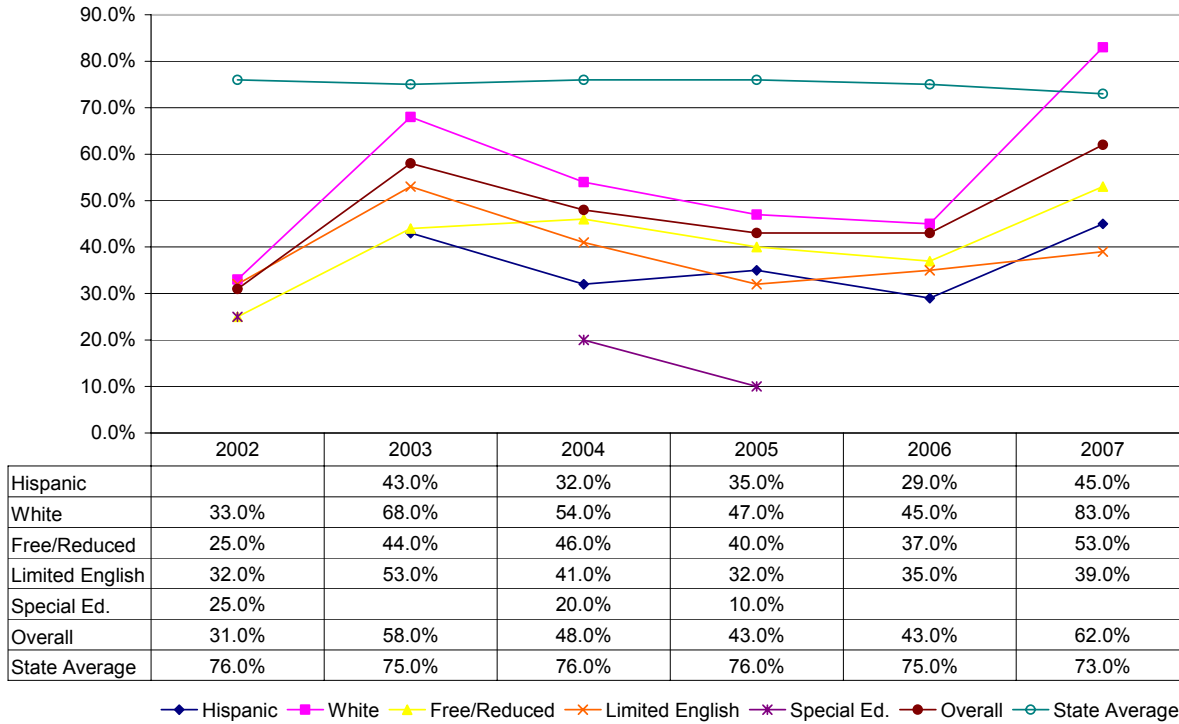


Seventy-two percent of the students qualify for free and reduced priced meals. This is a slight decline from last year, yet redistricting occurred. This is still up from fifty-eight percent in 2001. The student population is comprised of students with 3 home languages. These languages, in order of student enrollment, are English, Spanish, and Russian/Ukrainian. West Goshen has several funded programs which focus on helping “at risk” students and the special needs of all students. This assistance is provided by having both during and after-school programs with specialized instruction. West Goshen Elementary also has an English as a New Language program and a special needs educational program. Additionally, full day kindergarten has been in place at West Goshen for the past four years to some degree and will be serving 100% of incoming kindergartners next year.

The School-wide team examined many sources of data on our students, first was the ISTEP+ results from 2002 to the present. In order to better determine how our AYP subgroups performed, we broke out the scores for each year by grade level and sub group. Charts 2, 3, and 4 show the subgroups compared to the state average.

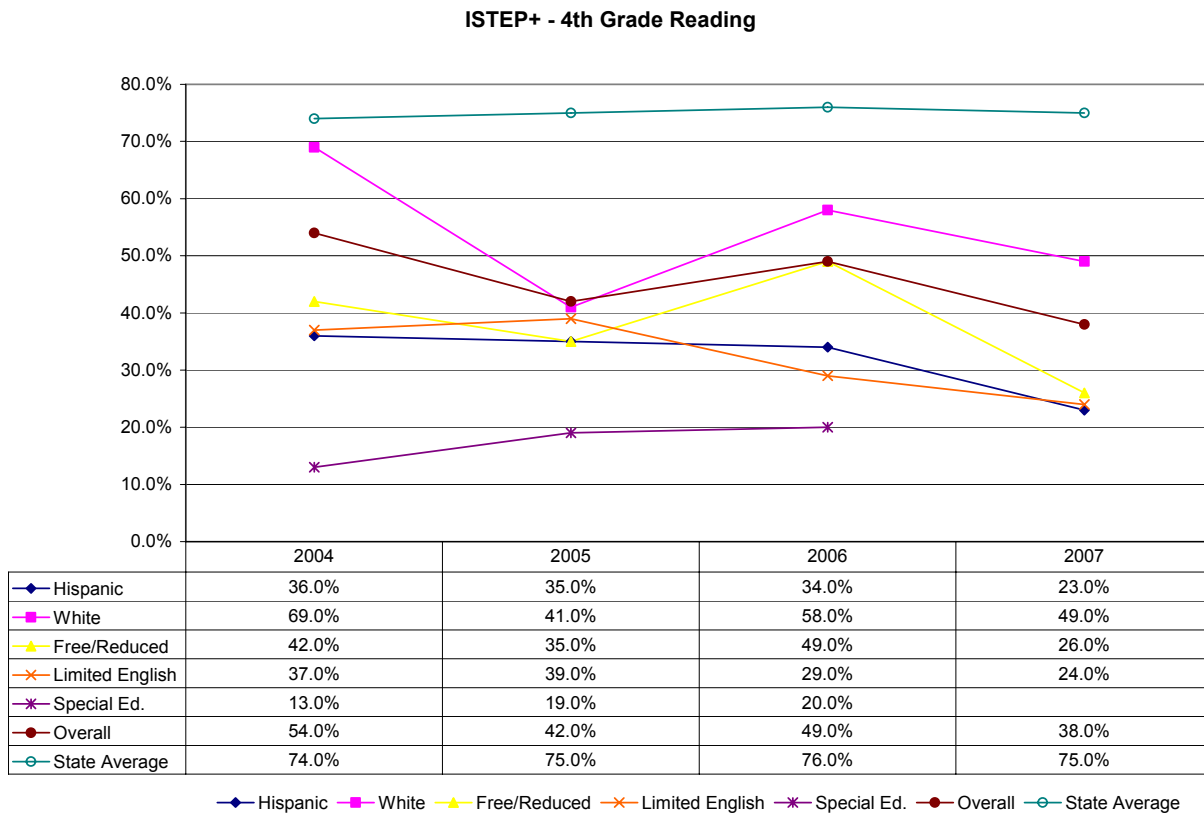
**Chart 2: ISTEP+ 3<sup>rd</sup> Grade Trends**

**ISTEP+ - 3rd Grade Reading**



Our ISTEP+ baseline reading data over the past six years indicates that the achievement gap has been widening in third grade, until 2007 when the third graders for that year made some positive gains in closing the gap; however, **Chart 2** indicates that gaps that continue to exist. Of our Free and Reduced population, 47% were still not proficient in fall of 2007. In addition 61% of our ENL population has yet to attain proficiency, and our special needs students are in the low performance category, but did not have a large enough population to be considered a subgroup.

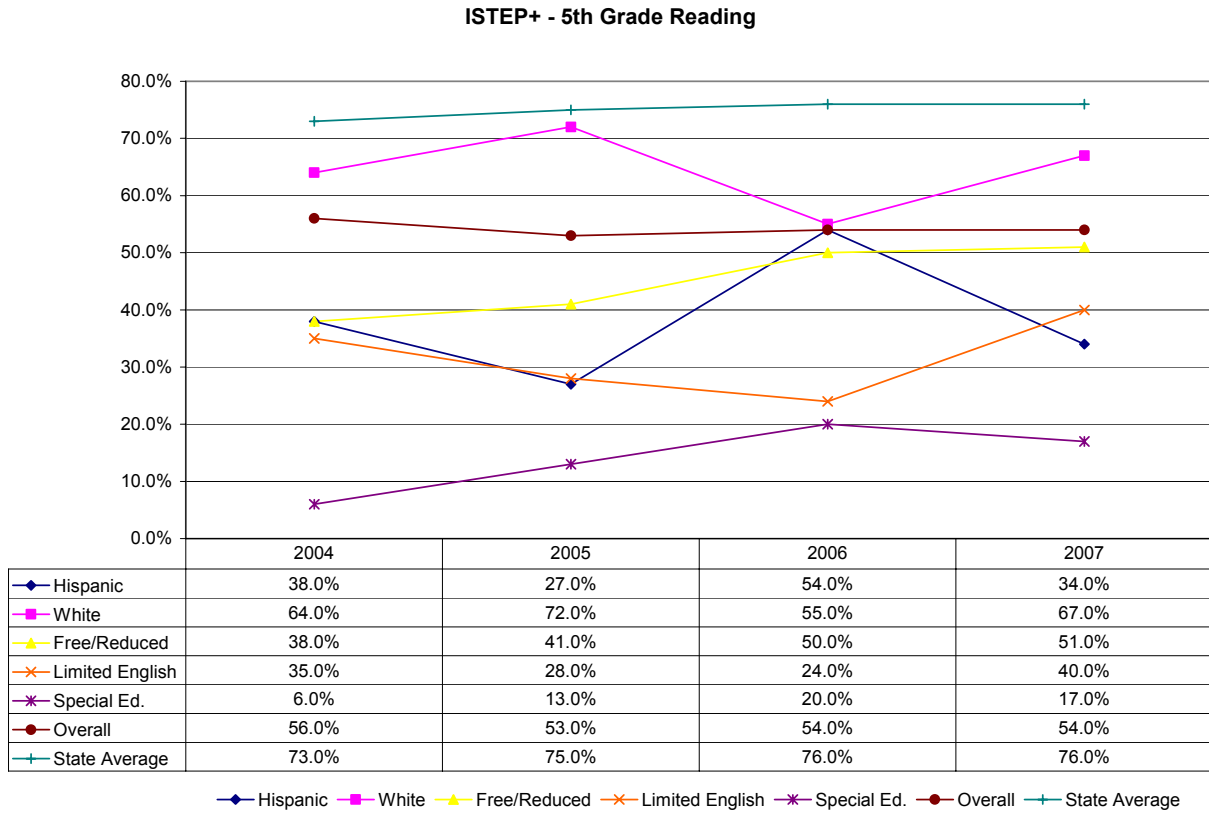
**Chart 3: ISTEP+ 4<sup>th</sup> Grade Trends**



The fourth grade ISTEP+ reading baseline data over the past four years indicates that fluctuations have been occurring from year to year. However, gap has been widened in 2007 when the fourth graders for that year had 62% of the overall population not meet proficiency. **Chart 3** indicates that gaps are happening. Of our Free and Reduced population, 74% were still not proficient in fall of 2007. In addition 76% of our ENL population has yet to attain proficiency, combined with 73% of the Hispanic subgroup not being proficient. The special needs students are in the low performance category, but did not have a large enough population to be considered a subgroup, however, from 2004 – 2006 the gap did narrow marginally.

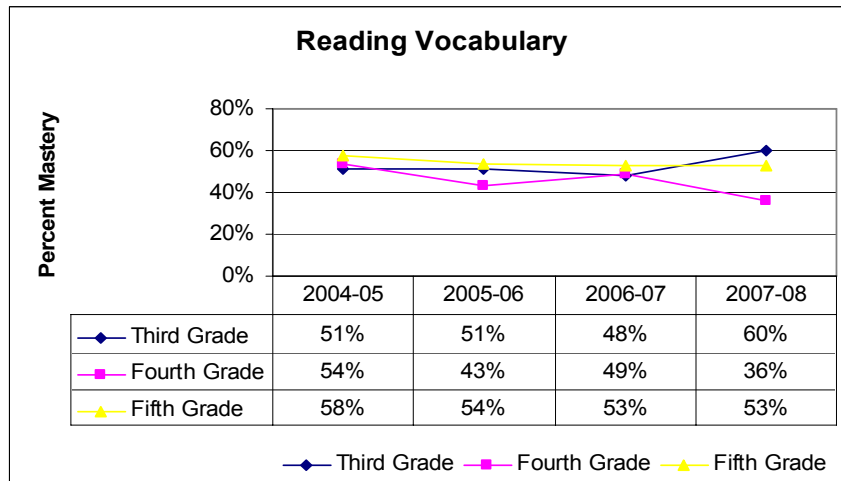
ISTEP+ reading baseline data for the 5<sup>th</sup> grade over the past four years indicates that while there have been fluctuations from year to year some sub groups have made progress in closing the achievement gap from there starting point in 2004. The Free/Reduced, ENL, White, and Special Ed. subgroups have all made some progress in narrowing the gap. However, progress must continue to be made in hope of narrowing it further. **Chart 4** indicates that gaps are still occurring. Of our Hispanic population, 66% were still not proficient in fall of 2007. The special needs students are in the low performance category, and continue to be the subgroup that performs the lowest.

**Chart 4: ISTEP+ 5<sup>th</sup> Grade Trends**



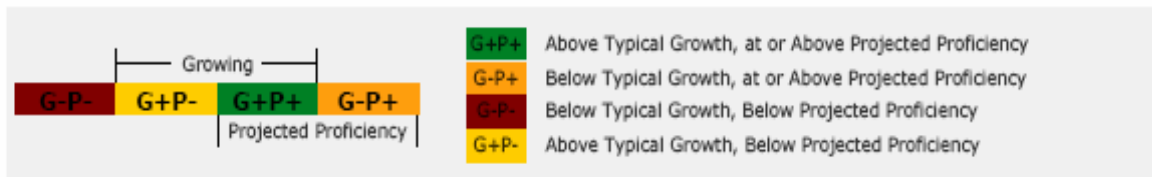
After reviewing the data for each subgroup and identifying our Hispanic, ENL, and Special Ed. populations as those in greatest need, the committee examined the data from the ISTEP+ to identify the sub-skill in which our students were lowest performing. Historically, it has been Reading Vocabulary, which as you can see in **Chart 5** has remained at approximately 50% of students attaining proficiency.

**Chart 5: ISTEP+ Sub-skill for Remediation**



**Chart 6** looks at data collected in May of 2008 to project performance on the ISTEP+ and to determine the number of students that have made at least a years growth from spring 2007. Grades 3 – 5 is projected to have a larger percentage of students passing ISTEP+ next fall. This year's third grade is projected to increase .7%, fourth grade is projected to increase by 14%, and fifth grade should increase by 7.8% above last years numbers.

**Chart 6: NWEA Data 2007-2008**



	Projected Performance and Growth Distribution				Growth		Projected Performance		Median
	Percent				Spring 07 - Spring 08		Fall 2008		Percent
	■	■	■	■	Count/Percent		Count/Percent		
Reading	29.7	13.5	39.1	17.7	192	52.6	274	56.2	28.8
2	-	100.0	-	-	2	100.0	64	48.4	23.4
3	23.6	12.7	40.0	23.6	55	52.7	59	62.7	30.5
4	34.4	18.8	28.1	18.8	64	46.9	75	52.0	25.3
5	31.0	7.0	49.3	12.7	71	56.3	76	61.8	35.5

Examining the data on the number of students that have demonstrated at least one year's growth from spring 2007 – spring 2008. An average of 51.9% of the students in third through fifth grades, have made at least a years growth. The NWEA data also shows that of the students that did not make at least full year's growth, that approximately 30% of them are not projected to pass ISTEP+.

## Survey Results

As part of the needs assessment staff, parents and students were surveyed to determine their perception of the school and identify areas that could be improved to better meet the need of our clientele. The survey consisted of 23 questions ranging from discipline to climate to academic matters. Charts 7, 8, and 9 show the areas of concern for each group surveyed.

The main areas that came out of the teacher surveys (**Chart 7**) concerned the involvement of families in the educational aspect of their students lives, the involvement of the school in the community, and goals and objective are not shared across the grade levels. These needs will be addressed through the early release schedule, teachers will be required to collaborate and contact parents in order to better coordinate with the families (see Action Plan).

**Chart 7**

<b>Teacher Survey- Strongest disagreement</b>		
<b>Survey Statements</b>	<b>disagree</b>	<b>agree</b>
Parents are involved in their children's learning at home.	13	6
The school is actively involved in the community.	10	9
Student learning goals and objectives are articulated across grade levels.	10	9
Families are involved in the creation, revision, and review of the school's mission and goals.	10	6

Chart 8 shows the parents' top concerns with West Goshen, 175 parent surveys were returned compared to the 440 that were sent out. This gives us a return rate of 39.7% of our parents responded. While a majority of parents were interested in pursuing a standardized dress code, this item was the highest rated with negative responses. If pursued in the future, we will have to be careful to communicate often with the parents. Next, parents did not feel that they were informed of state standards. West Goshen will try to better communicate these standards and expectations to our parents. The most concerning response is that while a majority of parents feel our staff is committed to the students, 22 responses have a negative feeling about how the staff responds to their children.

**Chart 8**

<b>Parent Survey- Strongest Disagreement</b>		
<b>Survey Statement</b>	<b>disagree</b>	<b>agree</b>
The school should investigate developing a standardized dress code.	52	116
I am aware of state standards.	23	151
Staff believe that all students can master both basic and more advanced skills.	22	149

The intermediate student survey indicates that students do not feel they are aware of the state standards and therefore the expectation that accompany them. This was the only academic concern that was significant for this survey. More troubling is the next to significant finding concern safety issues at the school. We will therefore investigate implementation of a school-wide behavior plan and try to be more proactive in our contacts with parents (as outlined in the Action plan).

**Chart 9**

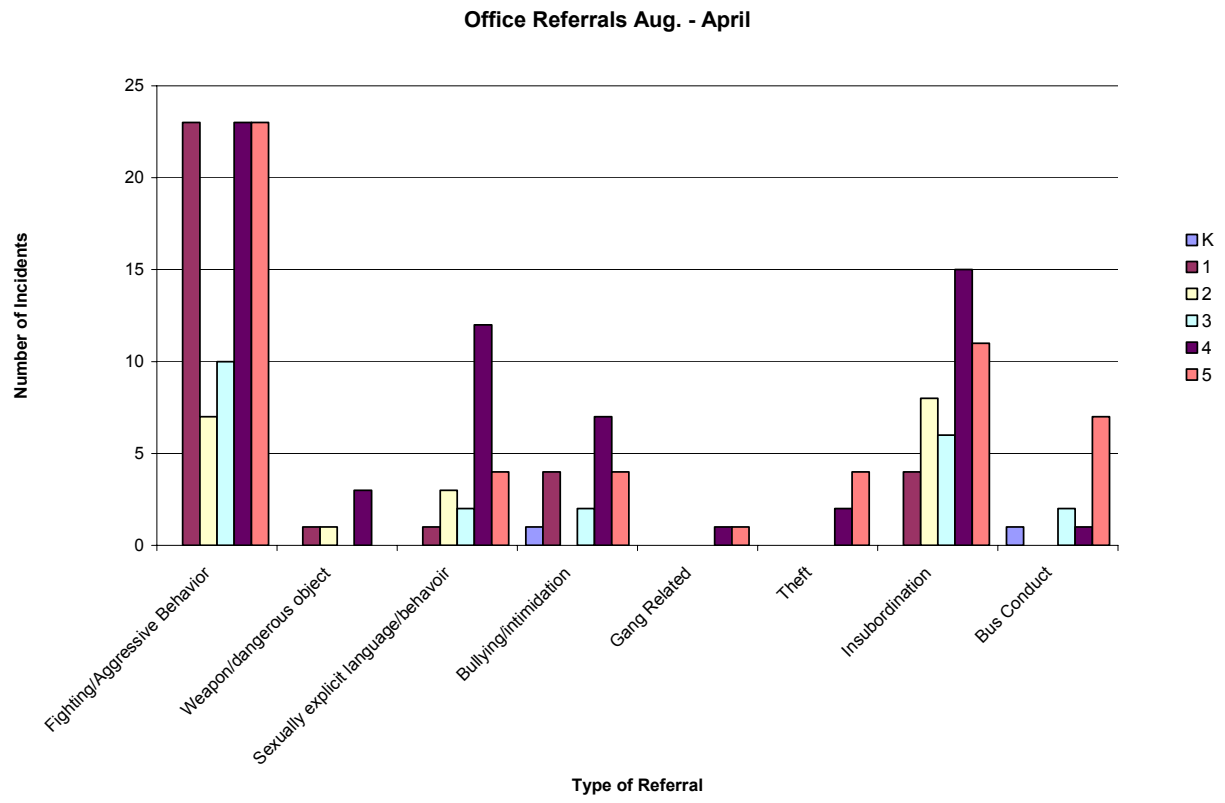
<b>Student Survey- Intermediate- Strongest Disagreement</b>		
<b>Survey Statements</b>	<b>disagree</b>	<b>agree</b>
I am aware of state standards.	25	15
Most students stay out of trouble at my school.	17	25
Drugs, alcohol, and weapons are not a problem at our school.	12	31



In order to better relate to the responses of the students, we graphed the types of incidents that were referred to the office. It should be noted that these were incidents in which an adult took the time to fill out a referral form and did not just send the student to the office. So while the forms give an idea of the types of incidents the number for each category is probably higher.

Fighting/Aggressive behavior and insubordination appear to be the most frequent reasons for referral. This seems to be consistent across the grade levels and reinforce the need for a better behavior plan.

**Chart 10: Office Referrals 2007-2008**



## 2. SCHOOLWIDE REFORM STRATEGIES

The academic program at West Goshen Elementary School provides opportunities for all students to meet the state's proficient and advanced levels of student academic achievement of the Indiana Core Standards through the use of effective methods and instructional strategies based on scientific research that:

- Strengthen the core academic program in the school.
- Increase the amount and quality of learning time
- Provide an enriched and accelerated curriculum.
- Include strategies for meeting the educational needs of historically underserved populations.

Our Balanced Literacy Framework provides the following interventions based upon scientifically based instructional strategies, practices, and materials proven effective in accelerating achievement; West Goshen's program also implements specific strategies for monitoring progress and making instructional decisions to support children who are struggling, falling behind their peers, or are failing to learn to read. We recognize that even when students have the benefit of a systematic, effectively coordinated reading program, some students will still need additional support in order to become proficient readers. Our program is founded on the premise that **all students can read and we will do whatever it takes** to see that they do. The implication of this professional learning community philosophy is that we must structure a system of interventions that will ensure our mission.

## **CURRICULUM**

Grade level curriculum is reviewed on a regular basis at the district and building levels. Essential Learnings, or minimal standards, have been identified in alignment with State Academic Standards and local needs. Most recently, common assessments have been developed in order to monitor the learning of these minimums more effectively.

West Goshen is moving to the standards-based curriculum that the corporation has developed over the past couple years. Copies of the curriculum are available at the corporation office and in the West Goshen Elementary office. Each teacher possesses a copy of the curriculum and scope and sequence for instruction and is required to follow each. This curriculum is aligned to the standards, vertically and horizontally articulated and includes the assessment and strategy information some of which is reflected in our plans. The curriculum (a.k.a. essential learnings) now guides instruction. This curriculum is the cornerstone to how textbooks and other resource materials are utilized. The curriculum was developed by K-12 committees to ensure the articulation.

## **English Language Arts**

West Goshen is moving towards implementing the Comprehensive Intervention Model (CIM) as part of our school-wide plan to reach all students. Intervention groups are small groups of students, uniquely grouped for specified periods of time to provide supplemental literacy instruction. Specially trained teachers provide an additional layer of literacy instruction and support beyond the daily, differentiated classroom literacy instruction. The goal of Intervention Groups is to serve the students for the shortest possible time while simultaneously providing the necessary support for independent performance within the classroom.

Students served in Intervention Groups are selected by the Intervention Team based on on-going assessments and teacher observations of student achievement and growth. The Intervention Team is comprised of classroom teachers, intervention teachers, and other school personnel who are critical in the academic success of students. Students, who have demonstrated a lag behind their peers, are new to the school and need support to perform alongside their peers, or who need additional assistance in acquiring effective literacy skills are considered in the Intervention Team Meetings. The Intervention Team collaboratively creates a plan of action for supporting each student's literacy learning.

Intervention groups occur regularly either within the classroom environment (push-in) or outside the classroom (pull out). The instruction is targeted to meet the needs of the students within the group. Typically, smaller groups (3-4 students) are able to make considerable progress over larger groups (5-7); however, concessions must be made to meet the diverse needs of students within any given school setting.

Intervention groups typically provide short, targeted lessons in reading and writing processes that align to the classroom curriculum in order to meet the goal of independent performance within the classroom. For this reason, most groups meet for 20 minutes. The shortened time frame allows the Intervention teacher to serve additional groups. While some groups specifically focus on reading and spend a majority of time re-reading familiar texts, participating in guided reading or discussing texts, other groups may focus on writing. Students requiring a mix of reading and writing experiences will often rotate reading and writing experiences from day to day or week to week to promote the reciprocal processes of reading and writing. These decisions are made within Intervention team meetings, in collaboration with classroom teachers and as a result of review of ongoing data collection and analysis.

Intervention groups include ongoing assessments and data analysis as well as classroom observations and teacher conferences.

Scheduling for Intervention groups is critical. Planning group “slots” requires careful consideration of the classroom literacy configuration, scheduling and dynamics. Students **MUST** receive initial and core instruction within the classroom in addition to the intervention. Intervention group instruction is typically scheduled during the independent work and/or literacy center time of the school day. The shorter blocks of time for Intervention Groups seem to enhance the ability to support additional students with a decrease in the interruption to regular classroom instruction. An indicator of the effectiveness of our program will be the numbers of students in need of substantial intervention; we expect that number to decrease as students are served by our core reading curriculum and our Title intervention services.

West Goshen’s comprehensive reading program provides a coherent instructional program that includes coordinated instructional sequences, ample opportunities for teacher-directed application, guided practice, and independent practice. This occurs during a 90-minute block of uninterrupted reading instruction in each classroom. We understand that instruction for younger students involves a combination of reading and writing experiences that help them learn the purposes of literacy, as well as how written language functions. Children learn the pleasure of reading and writing and become familiar with the text structure and vocabulary through hearing texts read aloud. Children learn lettersound relationships in several different ways, including direct lessons; active, “hands-on” guided practice; and application of this basic information in reading and writing.

## **INSTRUCTION**

The school incorporates team teaching by highly-qualified instructors in every grade and emphasizes learning performance based on the state standards.

### **Extended day and extended year strategies**

Our school day has been extended to 7:55 AM until 2:35 PM to give students more time for cohesive learning, and to provide a safe, structured environment while many parents are at work. We provide Kindergarten students with the opportunity to participate in an extended year Kindergarten program, and all students the opportunity to use the Library during the summer.

Students in our school who are eligible and choose not to transfer from West Goshen Elementary are also able to enroll in a free tutoring program, known as supplemental educational services. Tutoring programs may be offered before or after the regular school day, on weekends, or in the summer. The purpose of this assistance is to ensure that West Goshen Elementary increase their academic achievement in reading and math by receiving additional tutoring and instruction.

### **Strategies for meeting the educational needs of historically underserved populations**

Within the CIM framework described above, academic support services are provided for students as needed within the regular classroom during the literacy workshop minimizing the need to remove students from the regular classroom for support. More specifically, during the school day, low-performing students receive instruction with a literacy specialist within the general education classroom to sharpen their language skills and accelerate their reading fluency. This instruction supplements the regular classroom instruction. All students receive specific test taking strategies instruction and ISTEP+ preparation in a class called Smart Seven.

### **Support Services**

Students at West Goshen Elementary receive counseling support from Mrs. Martin, the school guidance counselor. Mrs. Martin teaches developmental lessons in each classroom throughout the school year. Topics of the lessons include conflict resolution, anger management, problem solving, career awareness, choices/consequences, formal/casual behaviors, etc. Mrs. Martin also conducts small groups that address specific areas that students may need additional support such as divorce.



She also works with students and families on individual concerns and helps families locate and obtain resources that are available in the community. Mrs. Martin doesn't stop there; she also coordinates the peer mediation program and PACT mentors. Finally, she is a part of our Child Study team, recently renamed School Wide Action Team (SWAT). This team provides interventions or strategies to help the teacher and child address areas of concern, either academic or behavioral. Some students may be recommended for special education testing during this process; however, that is not the sole

purpose of this team.

West Goshen's school nurses, Mrs. Elisabeth Vukovich and Mrs. Lisa Short, and home visitor, Mrs. Amparo Hernandez, work closely with Mrs. Martin and Dr. Metcalfe, principal, to address a variety of student needs, concerns, and behaviors.

### **Assessment to Determine if Needs Have Been Met**

In order for intervention strategies to take place, the faculty reviews the student's needs and determines approaches to be used for instruction, practice, motivation, and application. Each teacher develops plans using the state and system guidelines for reading. Classroom teachers use the results from the standardized tests, informal testing, observations, IRDA, and performance assessments to implement the curriculum to meet the needs of each student. The students' progress is monitored through observations, teacher made reports, oral reading, reading conferences, classroom and small group participation, presentations, special projects, reports, portfolios, and journals.

### 3. INSTRUCTION BY HIGHLY QUALIFIED TEACHERS

The staff at West Goshen Elementary include: 22 regular teachers, 2.5 Intervention Literacy Specialists, 2 special education teachers, 2.5 bilingual credentialed teachers, 2 fine arts teachers, one physical education teacher, and one guidance counselor. West Goshen is also served by 2 part time speech pathologists. Of the 33 certified staff members, 33 of them have NCLB highly qualified status. Although the average teaching experience at West Goshen is 9.1 years, 15 of the certified staff were at five or less years of experience. This youth, and dramatic yearly turnover, of staff has had its challenges.

Additional personnel include the school principal, two secretaries, head custodian, two additional custodians, media clerk, technology resource coordinator, six instructional assistants, four special education assistants, a home visitor, and food service workers. Several bus drivers and utility workers also provide services to students.

Other support personnel available to assist in meeting the needs of West Goshen students include the district psychologist, two part time school nurses, and district technology specialists. Currently our student/teacher ratio is 15.8:1.

### 4. PROFESSIONAL DEVELOPMENT

Faculty and administrators examine curriculum, instruction, and assessment to determine the professional development activities that are needed to provide instructional practices geared to challenging content standards and to creating a school environment conducive to high achievement in academic subjects.

Teachers will use two hour early releases every two weeks for collaborative planning and professional development. It is common for staff to visit classrooms informally and provide teachers with regular feedback. We are creating a culture where discussing teaching is not threatening to teachers but is, in fact, the norm.

#### **Planned PD activities include the following:**

- Each teacher team has collaboration time, and works with the Principal and Literacy Coordinators to use that time effectively. Activities include feedback on instructional techniques, critiques of lesson plans, shared reflection on student work, or research and discussion of new content or approaches.
- In addition, the summer and monthly professional development days allow the entire staff or specific groups to work together.
- Center for Literacy Education and Research at Purdue University will provide high quality professional development for teachers and administrators that will ensure all P-12 students are able to read and write independently, providing them with a strong foundation for academic preparation and lifelong learning.
- Teachers participate in mentoring activities with experts from other institutions on topics such as differentiated instruction, assessment strategies, curriculum development, and successful approaches to classroom management.

- One full day faculty training on the use of CTB Acuity and the benefits of data driven instruction.

## **5. STRATEGIES TO ATTRACT HIGHLY-QUALIFIED TEACHERS**

Goshen Community Schools diligently endeavors to hire highly qualified teachers. In addition to hiring practices where background checks and references are carefully checked, each teacher is selected on the basis of licensing and passing of the PRAXIS or other qualifying exams. We invest heavily in professional development and are designing and refining the process for focused professional development.

All paraprofessionals and instructional assistants in Title I schools, have either passed the ParaPro Exam and are certified, or have 2 – 4 years of college credit.

## **6. STRATEGIES TO INCREASE PARENTAL INVOLVEMENT**

A statement of written policies describing parent involvement, responsibilities and rights will developed by the school improvement team and be incorporated in the school's mission. Because of the large number of non-English speaking parents, communication must be done in both English and Spanish. The school will offer the following opportunities for involvement to parents:

### **Regular Communication**

Teachers regularly communicate with parents. Teachers contact parents via phone or email in a timely fashion if their child is having academic or other problems. Fourth and Fifth Grade teachers will keep the K-12 Planet website updated weekly. This website allows them to post current units, standards being worked on, due dates for homework, and unit performance tasks. Parents also receive a monthly newsletter concerning upcoming events and important community information.

### **Progress Reports**

Teachers send progress reports in the middle of every quarter to apprise parents of their children's status and identify areas in which they need help. West Goshen Elementary will work on developing information for parents on standards-based assessment so that they are prepared to read their child's quarterly assessment report and have a dialogue with their student about what they might have done to improve their work in order to meet standards. Parents will be required to sign individual end of quarter reports.

In addition to these reports, students with a current IEP or 504 plan will receive progress reports concerning their individual goals and services.

### **Student Plans**

Parents of students with disabilities are involved in the development of their child's IEP or 504 plan. Annual meetings are held for students that have an IEP or 504 plan and three-year re-evaluations are held for students with IEPs.

### **Parent-Student Conferences**

West Goshen would like to move to Student-led conferences to give teachers and parents an opportunity to assess student progress. Parents are encouraged to contact their student's teachers if they are concerned about their child's progress.

### **Inclusion in Community Affairs**

We encourage parents to participate in the school community through Parent Information Night (in the fall), participation in field trips, and Title I Parent Nights. We begin our school year with an open house where parents and their students visit the student's classroom and teacher. During this time, teachers extend an open invitation to parents to visit the classroom throughout the year. Each week, teachers send notes home in the primary language of the parents to update the parent/s on the student's individual progress. These notes generally appear in the student's homework folder which travels between school and home daily so that parents are able to communicate every day with the teacher should they need to do so.

Newsletters are sent home either monthly in the family's primary language. These newsletters identify the content and skills of that month's lessons and the direction of the upcoming month. Teachers provide literacy strategies for parents to use at home and other effective activities appropriate for home. Another strategy that increases parent involvement in cultivating literacy is individually scheduled parent-teacher conferences twice a year. We generally attain a 96% attendance rate at our elementary conferences. Along with our conferences, we hold our Scholastic Book Fair through which we promote literacy as students and parents select and purchase books together. Special areas and individual grade levels connect with parents in their own ways beyond our system-wide strategies to involve parents.

### **Student Support**

We expect parents to monitor their children's work and provide them with valuable feedback and support. We help parents learn effective ways to participate in their children's formal education. For instance, parents are expected to serve on review panels for student exhibitions and we train them in the use of rubrics. We also have made information about student work available on teacher web sites.

### **Teacher Support**

We expect parents to proactively communicate ideas and concerns to their children's teachers, and work with them to resolve problems. We invite parents to observe classrooms to understand our methods of instruction.

### **School Community Support**

We expect parents to reinforce the values and norms that support and maintain our school community. We inform parents of all rules and procedures and work with them to see that they are enforced... Parents are welcome to observe classrooms to understand our methods of instruction. We will regularly notify parents about volunteer opportunities in the school through postings on our website and announcements in the monthly newsletter.

### **Parent Surveys**

An annual survey is conducted to elicit feedback on a variety of issues related to the academic and social aspects of the school. School staff prepare questions that parents are in a position to answer, and the results of the survey are analyzed and prioritized for review.

### **Annual Meeting and Dissemination of Information**

West Goshen Elementary will convene an annual meeting early in each school year to provide an overview of the school's services, curriculum expectations, instruction, assessment, and opportunities for parent involvement. Much of this information is also included in newsletters, announcements at meetings, via e-mail, on the school's website, etc. As indicated above, teacher-parent-student conferences should be scheduled regularly as well as on an as-needed basis. Report cards and IEP progress reports are issued quarterly to inform parents of student progress.

The Goshen Community School Corporation notifies parents that they have a right to request information about the qualifications of teachers. The Executive Director of Personnel, through the school Principal, will notify parents if their child is taught for at least four consecutive weeks by a teacher who is not “highly qualified.”

## **7. PLANS FOR PRESCHOOL TRANSITION**

Students participating in Headstart will visit the school in the spring to prepare them for Kindergarten. Preschool IEP meetings are held with the preschool staff and the elementary staff to better prepare for the needs of these students.

Systematically, we host kindergarten round-up in the spring. Parents and future kindergarteners visit the school, and teachers share the expectations for kindergarten and offer suggestions for literacy development activities that can be completed at home in preparation for the upcoming kindergarten year. In the fall, parents and kindergarteners attend open house. They meet the student’s kindergarten teacher and revisit the expectations for the kindergarten year. Teachers provide handouts detailing ways in which parents can support the literacy development of their children. During the first few weeks of school, our counselor will spend significant time with the kindergarten students to help them establish a comfort level within their new environments.

## **8. MEASURES TO INCLUDE TEACHERS IN DECISIONS REGARDING THE USE OF ACADEMIC ASSESSMENTS**

To provide information on, and to improve, the achievement of individual students and the overall instructional program, teachers will be involved in the selection of assessment instruments, their interpretation and analysis to help improve the achievement of individual students and the overall instructional program. Teachers will be part of the needs assessment process and the development of strategies to address student needs and determine the success of those strategies. Teachers will meet on a regular basis for common planning and examination of student work to ensure that individual student achievement is continually addressed.

Teachers, principals, support staff, and other certified school personnel administer assessments, collect data, and analyze data. Teachers keep a folder on each student with all data and share routinely after each administering of assessments with the literacy coordinator. When the teacher and/or literacy coordinator sees a need for immediate intervention, they can schedule a conference and address the student’s needs.

West Goshen Leadership Team, including the elementary principal, teachers, the literacy coordinator, and the school improvement coordinator will meet monthly to monitor and evaluate all components of our comprehensive reading program. They also monitor data on any students considered at-risk of failing to learn to read or those with issues that may warrant intervention. All staff members are responsible for the continuous collection of student data including formal and informal assessments.

The team reviews running records and implementation logs in addition to the formal assessment achievement data as it is available in order to offer intervention and support to both students and staff



and to identify any needs. The leadership team also disaggregates data by gender, SES, major racial/ethnic groups, ELL, and special education while including participation rates.

## **9. ASSISTANCE FOR STUDENTS WHO EXPERIENCE DIFFICULTY IN ATTAINING THE PROFICIENT OR ADVANCED LEVEL OF THE ACADEMIC CONTENT STANDARDS**

All of our students will benefit from our curriculum and school-wide reform strategies described above in section 2. Those that will be most beneficial to students who are experiencing difficulty in attaining proficiency are:

**Extended Day:** Our school day runs from 7:55 AM until 2:35 PM, which is 15 minutes longer each day than the other schools in the Goshen district. This extra 15 minutes allows West Goshen to use the banked time to provide a series of two hour early releases, for collaboration and professional development. This will allow teaching teams time to gather and share information on student needs, in order to better individualize instruction.

Students in our school who are eligible are also able to enroll in a free tutoring program, known as supplemental educational services. Tutoring programs may be offered before or after the regular school day, on weekends, or in the summer. The purpose of this assistance is to ensure that West Goshen Elementary increase their academic achievement in reading and math by receiving additional tutoring and instruction.

**Extended opportunities:** West Goshen Elementary is a definite support base in the mentoring of students and has implemented a parent and community-wide program called iCare. Non-academic activities also occur after school at West Goshen. This is the third year West Goshen has partnered with the Boys & Girls Club and is hosting an extension on site after school daily. The governing body of the Boys & Girls Club has recognized the need for this extension in our school community and has incorporated its funding into its budget which guarantees its funding for the foreseeable future. West Goshen also offers scouts, 5<sup>th</sup> grade boys' and girls' basketball, 4<sup>th</sup> & 5<sup>th</sup> grade girls' volleyball, Park & Rec. activities, and chess club, just to name some of the activities.

**Academic Support:** Additional academic support is provided for students by a paraprofessional or special education teacher as needed within the regular classroom. In some cases students may receive individual or small group instruction in a separate reading or math class taught by a reading specialist or special education teacher.

**Home-School Contact:** Parents will be kept informed regarding student progress through quarterly progress reports, conferences, and participation in Title I parent nights.

## **10. RESOURCES/FEDERAL, STATE AND LOCAL PROGRAMS**

West Goshen Elementary School's fiscal resource, including Title 1, General Fund, and contributions/grants from donors, will remain separated for the 2008-2009 school year. During the 2008-2009 year, West Goshen Elementary School, along with the Superintendent's office, will

evaluate this coordination of all funds for future consideration of integrating funds to further support and benefit the students at this school.

Coordination of funding for professional development as follows:

- Title I balanced literacy professional development, RTI development, RTI support paraprofessionals
- Title II secondary literacy coach salary, professional books for middle school balanced literacy instructional model, professional development for math teachers K-6 to map curriculum and research best practices in math
- Title III literacy professional development
- Title II and School Improvement-fund teacher collaboration time

Coordination of funding for parent involvement as follows:

- Title I parent information and parent activity nights
- Title III parent information and parent activity nights
- Title II and School Improvement-fund parents to attend NCA conference with school improvement teams