

James H. Watson School Improvement Plan



2011-2012 Watson School Improvement/Student Achievement Committee

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James H. Watson Elementary School PL 221 Plan

1. Introduction

A. The School, the Community, and the Educational Programs

Watson School is located in Schererville, Indiana, in northwest Indiana, an urban fringe community with approximately 28,809 residents. In this community, over 94% of the adults have high school diplomas and over 27% hold college degrees. Parents of Watson students are a mix of blue and white-collar workers. Some work in nearby Chicago, Gary, and Hammond in large corporations; others work in local service industries. Thirteen point six (13.6%) percent of the students receive free or reduced lunch: ten point six (10.6%) percent free and three (3.0%) percent reduced lunch. The estimated per capita income in Schererville is \$34,211. The estimated median household income in Schererville is \$71,049. The household income distribution is as follows:

• Less than \$15,000	3.4%
• \$15,000-\$29,000	11.7%
• \$30,000-\$49,000	18.8%
• \$50,000-\$74,999	20.6%
• \$75,000-\$99,999	17.3%
• \$100,000-\$149,000	17.2%
• \$150,000 or more	11.0%

The ethnic composition of our school, like those in most urban fringe communities, is changing. Presently, our ethnic composition includes:

• Multiracial	6.8%
• American Indian	1.1%
• Asian or Pacific Islander	1.7%
• Hispanic	10.4%
• Black	3.0%
• White	77.0%

The school is part of the Lake Central School Corporation, a growing district that serves St. John Township, including Schererville, St. John, Dyer, and unincorporated areas of St. John Township. The total district population has increased over the past several years, from 9,728 to 10,159.

The district includes six elementary schools, three middle schools, and one high school. In January of 2008, the configuration of our district and our school changed. With the opening of Clark Middle School, all fifth grades moved into the middle schools. Therefore, our school became a K-4 building.

Watson School opened in 1979. It has 31 classrooms, a music room, a computer room, a gymnasium, a library, an office area, and several rooms designated for special services. Due to its central location within the corporation, Watson School houses the districts magnet programs for the two-year transitional kindergarten program and fourth grade full-time high ability program. The Lake Central School Corporation Elementary summer school programs are also held here. Watson, like all of the Lake Central Schools, implements full inclusion of students with special needs.

At the present time, 30 classes, pre-kindergarten through fourth grade, service 642 students.

Early Childhood Preschool – 2 half-day classes

Early Fives – 2 half-day classes

TK-1 – 2 full-day classes

Kindergarten – 3 full-day classes & 2 half-day classes

First – 5 classes

Second – 5 classes

Third – 5 classes

Fourth – 5 classes

Currently serving Watson School are 76 staff members. The instructional staff consists of 33 teachers, with an average of nearly 15 years of experience. Over 60% hold master's degrees. Support staff includes speech, occupational and physical therapists, secretarial and bookkeeping personnel, a registered nurse, a school psychologist, paraprofessionals, an instructional technology assistant, a librarian/media specialist, a social worker, custodial and food preparation personnel. Presently, a reading specialist, ELL tutor, and a reading tutor work with many Watson students, meeting their literary and ELL needs. Our Reading Specialist coordinates this literacy and tutoring program. Students in first through fourth grades receive 45 minutes of music, art, physical education, or library each day.

B. Description and Location of the Curriculum

The curricula of the Lake Central School Corporation are the Indiana State Standards. Each teacher has a copy of the entire set of standards in his/her classroom.

C. Titles and Descriptions of Assessment Instruments

- LAKE CENTRAL WRITING ASSESSMENT – This set of corporation-wide writing rubrics assesses specific required writing prompts at each grade level, 1-4.
- DIAGNOSTIC READING ASSESSMENT - The DRA's purpose is to enable primary teachers to systematically observe, record, and evaluate change in student performance and to plan for and teach what each student needs to learn next.
- SUCCESSMAKER ENTERPRISE (Pearson Digital Learning) – This computer courseware provides in-depth coverage in math, reading, and language arts

objectives, and aligns with state and local academic standards. In addition, students are able to access this courseware from home on their personal computers.

- **PERFORMANCE ASSESSMENTS** – These assessments show how well a student can demonstrate the desired activity.
- **PORTFOLIO ASSESSMENTS** – Teachers use collections of work that follow the students through a class.
- **BOOK TESTS** – Tests from the adopted series covering the studied material are given during each grading period.
- **TEACHER-MADE TESTS** – Tests constructed by teachers assess the material taught.
- **CLASS ASSIGNMENTS** – This is daily work that assesses, remediates, and enriches the curriculum taught in the classroom.
- **ORAL QUESTIONING** – An informal method of assessment is utilized by each teacher involving questions and answers.
- **TEACHER OBSERVATION** – This is an ongoing visual and auditory assessment of the students' progress in all areas.
- **KINDERGARTEN TESTING** – A brief screening device given to incoming kindergarten students in the spring.
- **GESSELL** – This is a developmental assessment given to some entering kindergarteners to measure school readiness.
- **DIBELS** – This is a paper based assessment that quickly identifies students at risk for reading failure in grades K-2.
- **GATES READING TEST** – Third grade students in the high ability screening pool take a Gates Reading Test, two years above level, as a part of the high ability identification process.
- **APTITUDE TEST** – Third grade students in the high ability screening pool take InView Test of Cognitive Skills from CTB.
- **HIGH ABILITY TEACHER CHECKLIST** – Teachers of third grade students in the high ability screening pool complete a checklist that indicates characteristics related to giftedness.
- **ENL TESTING** – Teachers recommend these tests for English proficiency.

2. Statement of Mission, Vision, or Beliefs

Mission Statement

The mission of the Lake Central School Corporation, as a family, community, and school partnership, is to ensure that each student becomes a self-directed learner and a contributing responsible citizen through an instructional delivery system that engages students to achieve their personal best.

School Vision

The Watson community will flourish as an inviting, safe, nurturing school with high expectations. We will provide the stepping-stones for self-directed, lifelong learning.

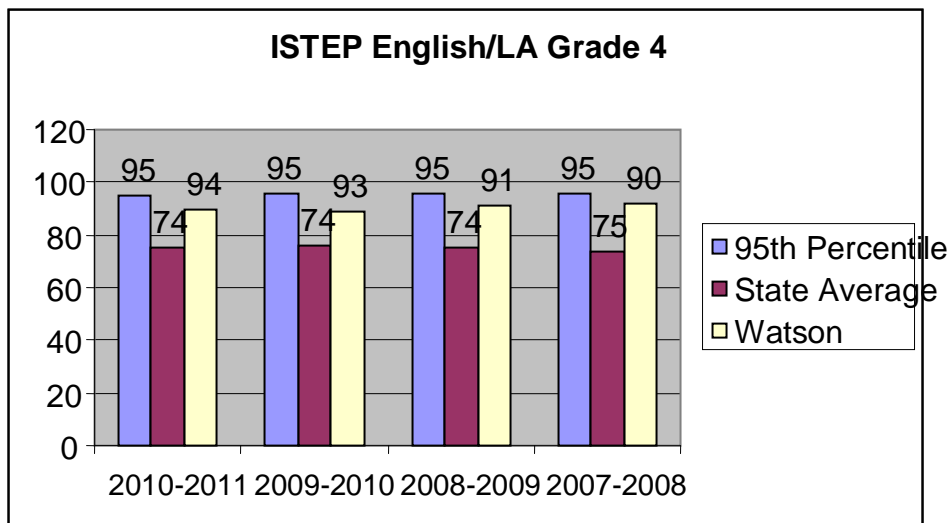
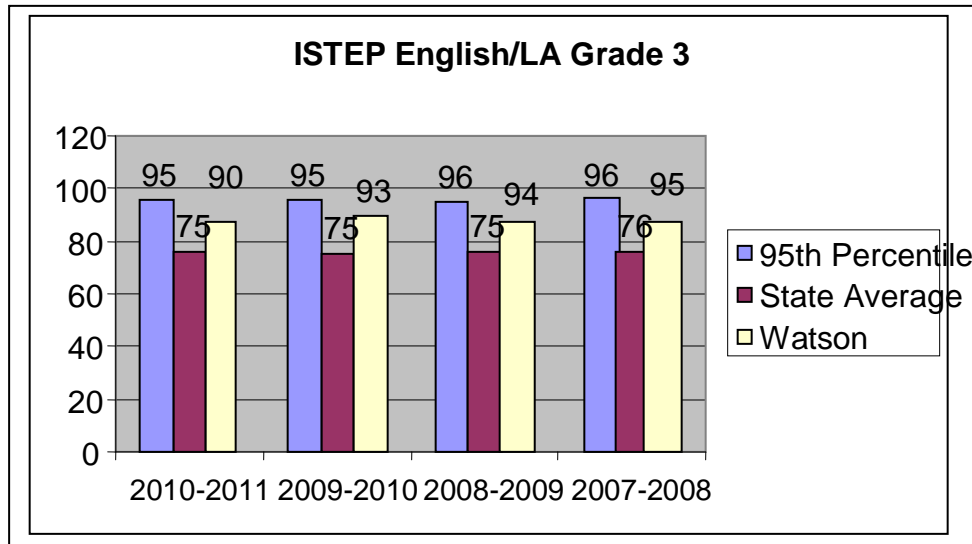
Shared Beliefs

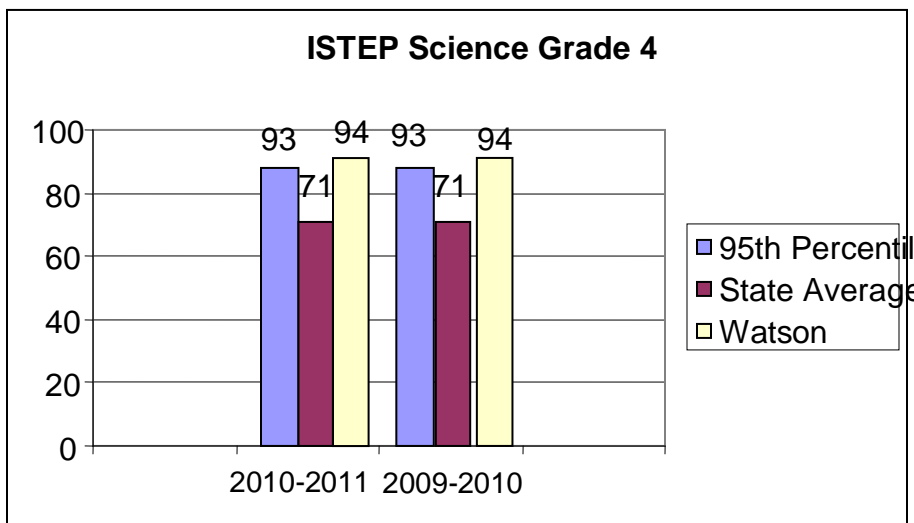
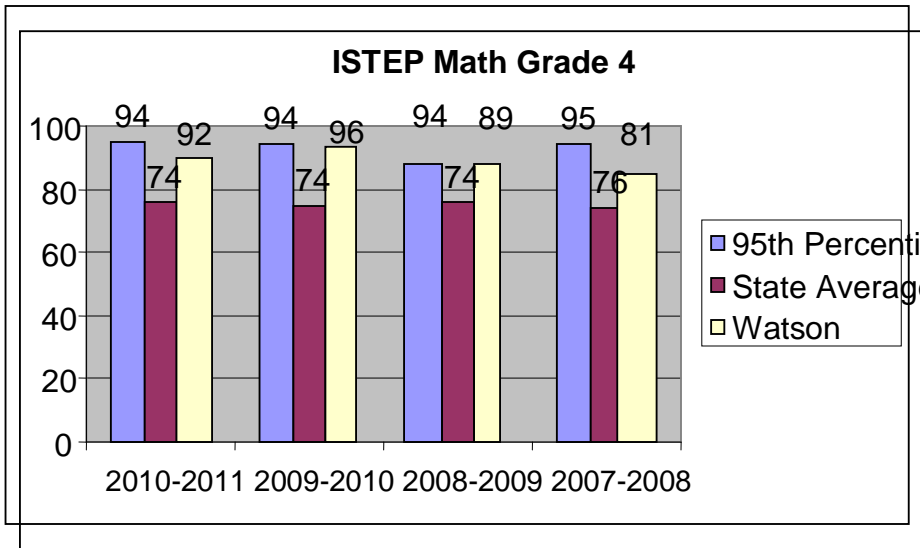
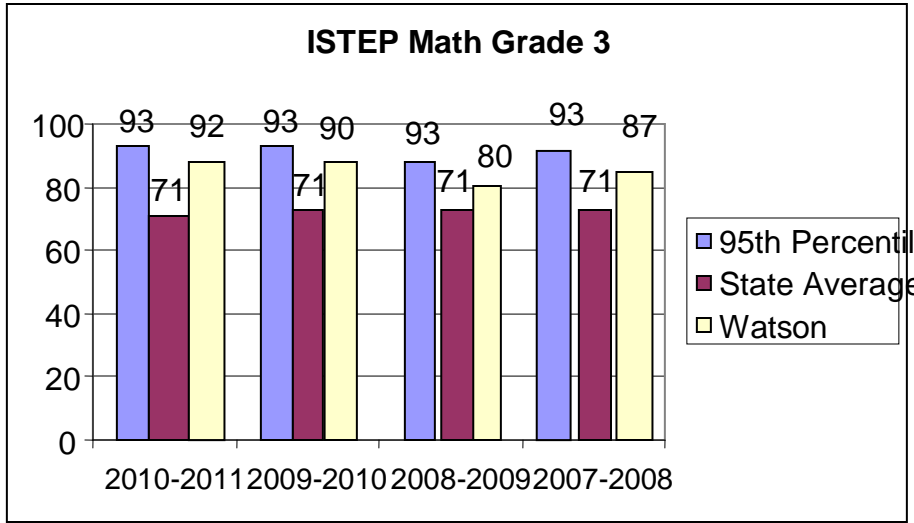
We believe:

- Each individual has dignity and worth.
- Students are our number one priority.
- Everyone can learn.
- People learn in different ways and at different rates.
- People are responsible for their actions.
- Success builds self-confidence.
- Students can succeed when parents and teachers work together.

3. Summary of Data

A. Data from Annual Performance Report





B. Data Related to Other Performance Indicators

Lake Central School Corporation Exit Outcomes, 2006-2007

Table shows percent of correct answers on tests measuring core requirements.

	Language Arts	Mathematics
Kindergarten	97%	89%
TK-1	94%	96%
First Grade	93%	94%
Second Grade	94%	88%
Third Grade	84%	90%
Fourth Grade	91%	81%
Fifth Grade	80%	85%

Lake Central Writing Prompts, 2006-2007

Table shows rubric score for two timed writing exercises per year, rounded to the nearest 0.5.

	First Semester	Second Semester
First Grade (5 points possible)	3.5	4.0
Second Grade*	4.0/3.0	5.0/3.5
Third Grade*	3.5/2.5	4.0/3.0
Fourth Grade*	4.5/3.0	4.5/3.5
Fifth Grade*	4.5/3.5	5.0/3.5

**These scores are based on a top score of 6/4, with the top score representing writing development and the bottom score representing conventions.*

C. Information About Educational Programming and Learning Environment

Students can participate in many programs geared to special interests or talents:

- ACCELERATED READER – A computerized curriculum management system that has been proven by scientific based research, to be effective in helping educators dramatically accelerate student reading growth. AR provides teachers with formative information feedback they need to improve their reading instruction, and comprise principles and practices endorsed by the National Reading Panel, other national reading studies, and the No Child Left Behind Act. AR supports all reading textbooks, programs, and curricula.
- READING INCENTIVE - Each year, students are given the opportunity to participate in a Reading Incentive program. Students who reach their monthly reading goals

receive recognition for their efforts. Guest readers and other incentives, including the Pizza Hut Book It! program, are incorporated into this program.

- **SUMMER SCHOOL REMEDIATION & ENRICHMENT** - Watson students have an opportunity to participate in corporation sponsored summer school remediation and enrichment classes. The following classes are offered during the summer school program: English/Language Arts, Mathematics, Science, and Arts & Crafts Summer Camp.
- **MATHATHON** - Students are encouraged to participate in a yearly Mathathon, which raises money for St. Jude's Hospital. Students gather pledges and collect donations for completing math problems.
- **SCIENCE FAIR** - The Lake Central Science Fair is held each year for fourth through twelfth grade students. Projects are exhibited for public viewing, and ribbons/trophies are awarded.
- **CAREER WEEK** - Career Week gives students an opportunity to learn about different types of careers. Parents are invited to give short presentations about their jobs, and students are encouraged to pose questions and gain insight into what each career entails.
- **YOUNG AUTHORS** - Young Authors is a school-wide project where students are asked to write and illustrate a book. Students are rewarded with a ribbon for participation.
- **NWIAA** - Art students also participate in the Northwest Indiana Arts Association exhibition. Each year Watson School submits 20 works of art.
- **GUEST SPEAKERS** - Guest speakers are utilized throughout all grade levels to provide an opportunity for students to learn by connecting school with real world experiences.
- **ART IN ACTION** - Art in Action is a program conducted by the Watson PTO parent volunteers. A famous painting is brought into the classroom on a monthly basis. The painting and the artist are discussed. Through this program, students gain an appreciation and understanding of art.
- **FIELD TRIPS** - Classes at all grade levels take field trips connected to units of study. These trips provide an educational experience for the students, and further enrich and enhance the curriculum.
- **JUMP ROPE FOR HEART** - Jump Rope for Heart is an event held each November to raise funds for the American Heart Association. Students collect pledges for jumping

rope. They are placed into teams the day of the “jump.” Poster and poetry contests are also held in conjunction with this activity.

- ENVIRONMOBILE - The Environmobile is a government-sponsored program that services many grade levels with grade appropriate activities about the environment.
- SPELL BOWL – This program gives fourth grade students the opportunity to participate in a state-wide spelling competition.
- AFTER-SCHOOL SPORTS – This after-school program gives third and fourth grade students the opportunity to participate in various sports.
- STUDENT COUNCIL – Third and fourth grade students may be selected for the student council. The Watson student council serves the school and community through a series of civic and philanthropic projects.
- SIX FLAGS 600 MINUTE READING CLUB – Students participate by reading at least 600 minutes and then receive an admission ticket to one of their theme parks.
- PIZZA HUT BOOK-IT READING CLUB – Students participate by reading a prescribed amount of books and then receive a coupon for a free personal pan pizza.
- LAKE COUNTY SOIL & WATER CONSERVATION PROGRAM - An environmental education program that comes to the elementary schools to teach children how to protect the environment.

4. Conclusions About Current Educational Programming

A. How the School’s Curriculum Supports the Indiana Academic Standards

The curricula of the Lake Central School Corporation are the Indiana Academic Standards.

B. How the School’s Instructional Strategies Support the Indiana Academic Standards

Textbooks are adopted around these standards, classroom activities are planned around the standards, and report cards are written to reflect the standards.

C. Analysis of Student Achievement Based on ISTEP+ Scores

The Watson School Improvement Committee developed a set of color-coded criteria to better analyze its data.

INCREASE GREATER THAN OR EQUAL TO 3% OR ABOVE 90%

INCREASE LESS THAN OR EQUAL TO 2% OR ABOVE 85%

NO CHANGE

DECREASE LESS THAN OR EQUAL TO 2%

DECREASE GREATER THAN OR EQUAL TO 3%

**Percentage of Students Passing ISTEP
Comparing Same Grade Level**

Grade	06-07	07-08	08-09	09-10	10-11	06-07	07-08	08-09	09-10	10-11
	(LA)	(LA)	(LA)	(LA)	(LA)	(M)	(M)	(M)	(M)	(M)
3	90%	95%	94%	93%	90%	75%	87%	80%	90%	92%
		→					→		→	
4	89%	90%	91%	93%	94%	90%	81%	89%	96%	92%
		→					→		→	
5	89%	88%	88%	NA	NA	94%	88%	94%	NA	NA
		→					→		→	
								→		

**Percentage of Students Passing ISTEP
Comparing Cohort Groups**

Grade	06-07 (LA)	07-08 (LA)	08-09 (LA)	09-10 (LA)	10-11 (LA)	06-07 (M)	07-08 (M)	08-09 (M)	09-10 (M)	10-11 (M)
3	90%	95%	94%	93%	90%	75%	87%	80%	90%	92%
4	89%	90%	91%	93%	94%	90%	81%	89%	96%	92%
5	89%	88%	NA	NA	NA	94%	88%	NA	NA	NA

The language arts scores tended to start higher in third grade, remain stable in fourth grade, and diminish in fifth grade. In math, the scores begin lower in third grade and increase in fourth and fifth. Analysis of specific skills areas provided a better picture of the school's strengths and weaknesses.

Reading Vocabulary

	2004/2005	2005/2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Third Grade	92	89	94	92	97	92	91
Fourth Grade	94	89	89	89	94	94	94
Fifth Grade	86	83	91	87	NA	NA	NA

Overall, the percentage of students meeting the ISTEP standard for reading vocabulary begins high in third grade and falls off in fourth and fifth grades. This shows that the reading vocabulary program is stronger in grades K-2 than in 3-4.

Reading Comprehension

	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011
Third Grade	93	89	90	94	99	94	92
Fourth Grade	93	92	88	88	93	93	93
Fifth Grade	84	84	88	90	NA	NA	NA

The percentage of students passing the reading comprehension portion of ISTEP generally begins high in third grade and falls off in fourth and fifth grades. Therefore, the reading comprehension program may be stronger in K-2 than in 3-4.

Literary Response and Analysis

	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011
Third Grade	92	88	92	92	96	92	89
Fourth Grade	92	93	90	91	93	92	88
Fifth Grade	86	83	89	87	NA	NA	NA

The percentage of students meeting the ISTEP standards for literary response and analysis begins high in third grade, increases in fourth grade, and declines by fifth grade. This indicates that the instruction of literary response and analysis is stronger in grades K-3 than in grade 4.

Writing Process

	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011
Third Grade	90	90	90	96	97	92	93
Fourth Grade	91	91	89	90	92	92	94
Fifth Grade	83	86	91	83	NA	NA	NA

The percentages of students meeting the ISTEP standards for the writing are generally high. However, the percentage tends to drop from fourth to fifth grade. Further research indicates that writing scores have improved significantly since the district writing program began.

Writing Applications

	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011
Third Grade	87	88	95	94	95	95	89
Fourth Grade	91	89	88	88	92	92	93
Fifth Grade	86	86	89	87	NA	NA	NA

The percentages of students meeting the ISTEP standards for writing applications appear relatively stable.

Language Conventions

	2004/2005	2005/2006	2006-2007	2007/2008	2008-2009	2009/2010	2010/2011
Third Grade	92	88	92	94	94	95	89
Fourth Grade	91	91	88	89	93	91	94
Fifth Grade	88	83	90	86	NA	NA	NA

The percentages of students meeting ISTEP standards for language conventions remain relatively stable.

Number Sense

	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011
Third Grade	81	82	77	86	91	91	91
Fourth Grade	88	93	90	81	95	95	92
Fifth Grade	86	84	92	83	NA	NA	NA

The percentage of students meeting ISTEP standards in number sense increased significantly from third to fourth grade; however, the pattern from fourth to fifth is erratic.

Computation

	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011
Third Grade	82	79	74	88	88	91	86
Fourth Grade	85	93	90	84	96	97	89
Fifth Grade	88	86	94	87	NA	NA	NA

The percentage of students passing the computation section of ISTEP is significantly higher in fourth and fifth grades. We notice weakness in computation as the students enter third grade. Two years of third grade scores below 80% indicate that this is the weakest area for grades K-2; however, with the gains made in third and fourth grade, our fifth graders are well prepared.

Algebra & Functions

	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011
Third Grade	81	83	75	84	90	88	90
Fourth Grade	83	92	91	84	93	95	88
Fifth Grade	90	88	93	87	NA	NA	NA

The percentages of students passing ISTEP in the areas of algebra and functions increases from third to fourth and fifth grades.

Geometry

	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011
Third Grade	87	85	75	89	83	90	86
Fourth Grade	84	94	80	83	94	98	90
Fifth Grade	81	85	93	85	NA	NA	NA

With one exception, the percentage of students passing the geometry section increases after third grade.

Measurement

	2004/2005	2005/2006	2006-2007	2007/2008	2008-2009	2009/2010	2010/2011
Third Grade	82	85	78	88	90	90	93
Fourth Grade	81	90	88	78	96	97	92
Fifth Grade	85	87	96	86	NA	NA	NA

The percentages of students passing the measurement section of ISTEP tend to increase after third grade.

Problem Solving

	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011
Third Grade	80	87	80	81	89	91	92
Fourth Grade	85	88	88	84	93	95	91
Fifth Grade	87	86	93	87	NA	NA	NA

The percentages of students passing the problem solving section of ISTEP increase after third grade.

From these analyses, we can draw three conclusions: (1) reading instruction is strong in grades K-2 but weaker in grades 3-4, (2) writing and language conventions remain relatively strong in all grade levels, and (3) math instruction is relatively weaker in grades K-2 and stronger in grades 3-5.

**Third Grade Math ISTEP
Comparison to State Average**

Standard Measured	2009-2010	2010-2011
Number Sense	+18.0	+19.0
Computation	+16.0	+18.0
Algebra & Functions	+18.0	+14.0
Geometry	+11.0	+17.0
Measurement	+16.0	+16.0
Problem Solving	+17.0	+16.0

**Fourth Grade Math ISTEP
Comparison to State Average**

Standard Measured	2009-2010	2010-2011
Number Sense	+24.0	+22.0
Computation	+25.0	+23.0
Algebra & Functions	+22.0	+19.0
Geometry	+23.0	+25.0
Measurement	+25.0	+20.0
Problem Solving	+24.0	+15.0

The Watson School ISTEP+ math scores compared to the state averages support the same conclusions drawn from comparison within our school: math instruction in the primary grades is weaker than in the intermediate grades.

**Third Grade Language Arts ISTEP
Comparison to State Average**

Standard Measured	2009-2010	2010-2011
Reading Vocabulary	+ 22.0	+20.0
Reading Comprehension	+23.0	+21.0
Literary Response & Analysis	+20.0	+17.0
Writing Process	+21.0	+18.0
Writing Applications	+19.0	+20.0
Language Conventions	+19.0	+21.0

**Fourth Grade Language Arts ISTEP
Comparison to State Average**

Standard Measured	2009-2010	2010-2011
Reading Vocabulary	+ 20.0	+15.0
Reading Comprehension	+19.0	+13.0
Literary Response & Analysis	+19.0	+15.0
Writing Process	+18.0	+12.0
Writing Applications	+17.0	+11.0
Language Conventions	+19.0	+11.0

The comparison of Watson School ISTEP+ language arts scores to the state averages show that language and reading instruction in the primary grades is slightly stronger than in the intermediate grades.

D. Parental Participation in the School

Parent volunteers are frequently used in classrooms. The parents help with classroom activities, centers, technology projects, writing activities, Accelerated Reader, clerical duties, and crafts. They make presentations, stock science kits, put together memory books, run classroom stores, and help with room parties. In addition, parents act as chaperones on field trips.

Watson School enjoys an active PTO. The functions they support include:

- Funding Factory (cell phones and ink cartridge recycling)
- Market Day
- Labels for Education
- Box Tops for Education
- Holiday Bazaar
- Evening with Santa
- Book Fair
- Ice Cream Social

Family Photo Night
Fun Fair
Mardi Gras
Sale of Spiritwear
Taffy Apple Sale
Recycling Contest
Pumpkin Decorating Contest
Classroom Parties
Various additional fundraising projects

E. Technology as a Learning Tool

Watson School has a fully equipped computer lab with 31 computers and a full-time Instructional Technology Assistant. This lab is mainly used for Success Maker (individual-paced math and language arts instructional software). However, some classes also use Type to Learn for keyboarding skills, as well as Internet research and projects. Each class (first through fourth grade) is scheduled for two 25-minute computer times per week.

Each classroom has one teacher computer and as many as five student computers. Teachers use their computers for word processing, e-mail, Internet searches, electronic grading, and much more. Students use computers for learning games and sites, Accelerated Reader, Internet research, word processing, multimedia presentations (Power Point and Hyper Studio), and ties to the reading program.

A media retrieval system connects each classroom to the library system. Using this system, teachers can tune in videos from the library on their classroom televisions. The televisions are also used to view various computer-driven programs, such as online current events, Brainpop, and other online videos.

Alpha Smarts portable keyboards are used for typing in the classrooms. Student work may then be printed and displayed.

F. Safe and Disciplined Learning Environment

Safety and efficiency provide an effective learning environment at Watson School. The following components (and more) make our school run safely and efficiently:

- Watson School has a safety committee that meets regularly.
- The school has hired a greeter who sits at the front door to welcome (and screen) each visitor.
- All school doors are locked.
- A new School Messenger messaging system immediately sends out telephone calls and e-mails in the case of an emergency.
- Announcements are only made at the beginning of the school day; otherwise, the classrooms are not interrupted by the intercom.
- The bells are unobtrusive (quiet and infrequent).
- Schedules are well coordinated.

- Fire, tornado, and code red (lockdown) drills are conducted regularly and efficiently.

The primary focus of the building is learning. Everything about the school lets visitors know that it is serious about student learning. The children in each classroom are on-task; the halls and classroom walls display student work. The secondary focus is on safety of the students. The building is run efficiently, and every possible safety consideration is covered. Other programs include character education and anti-bullying. A wide range of services is available for students experiencing any type of difficulty.

The school has a serious learning environment. In the classrooms, students are busy going about the business of learning. In the halls, academic student work is displayed. In the newsletters, emphasis is placed on hints for parents to provide additional academic experiences at home, as well as study skills.

G. Professional Development

Teachers participate in a variety of professional development opportunities. A survey indicated that teachers participate in an average of two professional development activities per year. These range from half-day workshops to graduate courses. During the past few school years, teachers reported participation in the following staff development activities:

College Courses	CRISS Training
High Ability Seminars	Rocket Math Training
Money Bus Training	Gessell Training
Mentoring	Science Workshops
Special Education In-services	Disruptive Child Training
Ages and Stages	Strategies for Early Childhood
Reading Workshops	Financial Literacy Fair
Book Study	Indiana Kindergarten Screening Workshop
DIBELS Training	RTI Training
DRA Training	Wilson Training
Six + 1 Traits of Writing	mClass (K-2 nd)
Acuity (3 rd -4 th)	

5. Student Achievement Objectives

A. Attendance Rate

Average daily attendance at Watson School will be at or near 97%. (See #9, Proposed Interventions Based on School Improvement Goals, Goal # 5.)

B. Percentage of Students Meeting Academic Standards Under ISTEP+

A minimum of ninety percent of Watson students will pass the ISTEP language arts section at each grade level. (See #9, Proposed Interventions Based on School Improvement Goals, Goal # 2.)

A minimum of ninety percent of Watson students will pass the ISTEP math section at each grade level. (See #9, Proposed Interventions Based on School Improvement Goals, Goal # 3.)

6. Specific Areas Where Improvement Is Needed Immediately

Areas we have chosen to address immediately include staff development, mathematics, attendance, and technology.

Staff Development

- Form a staff development committee.
- Survey teachers to determine staff development needs.
- Offer preliminary peer training sessions.
- Hold a mandatory staff sharing session.
- Offer the first two of ten technology training workshops.

Mathematics

- Compare the adopted program to the Indiana state standards to determine which standards are not being addressed.
- Disseminate papers regarding best practice in mathematics to the entire teaching staff.
- Provide standards checklists for all teachers to help determine when math instruction must be supplemented.
- Create a new schedule to allow primary teachers more time for coordinated activities and grade level collaboration.

Attendance

- Congratulate the class with best attendance for the week on the announcements.
- Offer a traveling trophy for the class with the best attendance in the grading period per grade level.
- Explore formation of a “Pride Club.”
- Place memos in parent newsletters to encourage good attendance.
- Create a standard letter from the principal regarding vacations during the school year.

Technology

- Survey teachers about needs for technology training
- Offer up to ten technology training workshops.
- Add an additional computer lab.
- Request funds for additional computer software and site licenses from PTO.

7. Benchmarks Toward Continuous Improvement

Watson School will use its academic and attendance goals as benchmarks each year:

- A minimum of ninety percent of Watson students will pass the ISTEP language arts section at each grade level.
- A minimum of ninety percent of Watson students will pass the ISTEP mathematics section at each grade level.
- Average daily attendance at Watson School will be at or near 97%.

8. Academic Honors and Core 40 – not applicable

9. Proposed Interventions Based on School Improvement Goals

Goal #1: A minimum of 90% percent of Watson students will pass the language arts section of ISTEP at each grade level.

Interventions

1. Teachers will use standards checklists, **district curriculum documents**, and/or state curriculum maps to determine the scope and sequence of language arts instruction.
2. The School Improvement Committee will investigate and initiate opportunities for speakers, conferences, peer training, and auxiliary materials that will address specific language arts topics.
3. Acuity and mClass will be used to determine students' strengths and weaknesses. This data will drive individual remediation and whole class instruction.
4. Through the school's R.T.I. program, teachers will investigate and secure opportunities for individual and/or small group language arts/reading instruction for students reading below grade level.
5. *Study Island, Reading Eggs, Success Maker, Accelerated Reader, My Reading Coach*, and educational websites will be used to address individual reading growth.
6. Plan time will be coordinated to facilitate the 90-minute reading block, R.T.I., and grade level collaboration.
7. **Before-school tutoring will be offered twice weekly.**

Goal #2: A minimum of 90% of Watson students will pass the mathematics section of ISTEP at each grade level.

Interventions

1. Teachers will use standards checklists, **district curriculum documents**, and/or state curriculum maps to determine the scope and sequence of their mathematics instruction.
2. The School Improvement Committee will investigate and initiate opportunities for speakers, conferences, peer training, and auxiliary materials that will address specific math topics.
3. Acuity and mClass will be used to determine students' strengths and weaknesses. This data will drive individual remediation and whole class instruction.
4. Through the school's R.T.I. program, teachers will investigate and secure opportunities for individual and/or small group math instruction for students below grade level.
5. *Study Island, Success Maker*, and educational websites will be used to address individual math growth.
6. Plan time will be coordinated to facilitate the 60-minute math block, R.T.I., and grade level collaboration.
7. **Before-school tutoring will be offered twice weekly.**

Goal #3: Watson School will promote curricular and instructional excellence through collegiality and staff development opportunities.

Interventions

1. A school improvement meeting will be held monthly. At this meeting, representatives will discuss progress on school improvement goals. Minutes from this meeting will be disseminated to staff members to keep everyone on target with goals and interventions.
2. Roundtable meetings will be scheduled to allow teachers to ask questions and interact on a series of topics, such as Response to Instruction, Common Core State Standards, etc.
3. A series of staff development opportunities will be held. These may include:
 - Peer Training Sessions – brief, after-school sessions to share instructional strategies and resources
 - Sharing Sessions – after-school meetings that allow staff members or others to share information about curriculum or strategies for instruction
 - Webinars – online presentations to inform/educate staff members
 - Seminars – professional training opportunities outside the building
4. Instructional teams will meet to collaborate on curricular and instructional topics.
5. Information sessions will be scheduled to address state mandates.

Goal #4: Staff and students will utilize technology to promote student learning and professional growth.

Interventions

1. The technology committee and PTO will work with the administration to determine additional technology needs.
2. Technology training opportunities will be made available to staff members..
3. The staff will work with a technology trainer to move each individual to a proficient or expert level of technology use.

Goal #5: Average daily attendance at Watson School will be at or near 97%.

Interventions

1. After ten absences in a semester, a letter will be sent to parents.
2. Attendance reminders and perfect attendance will be published in the school newsletter.

10. Professional Development – See #9, Proposed Interventions Based on School Improvement Goals, Goal #1.

11. Statutes and Rules to Be Waived - none

12. Three Year Timeline for Improvement

September/October 2011

The school improvement committee will meet monthly to continue our mission of high expectations; pinpoint strengths and weaknesses, employ focus group information, student achievement data, and demographics; write goals; and determine interventions.

The two assessment tools – mClass for K-2nd & Acuity for 3rd & 4th, will be utilized along with Star Reader to help with placement of students new to Watson.

With teachers changing to an 8-hour day, there will opportunities for professional development and the tutoring of students.

The 90-minute reading block will be implemented in grades K-4.

The school improvement committee will review and analyze ISTEP+ scores and report the analysis to the staff. Goals and interventions will be revised accordingly.

Student achievement data analysis and school improvement progress will continuously be shared with the staff, and they will provide further input.

November/December 2011

The principal will continue to share the capital projects list with the staff.

The school improvement committee will revise and update school committees to align with school improvement goals.

Peer training sessions will begin with a series of after-school differentiation workshops, technology training and a half-day session on student research. A flyer will encourage teachers to share their talents.

Cares and concerns will be added to the teacher announcements.

A technology training survey will be distributed to teachers. After-school training sessions will be tailored to meet the teachers' needs.

An after-school get-together will be held to celebrate the completion of the school improvement document.

January/February 2012

Continue with attendance initiatives that went into effect two years ago.

A half-day in-service will be dedicated to comparing the math program to the Indiana state standards and determine which standards are not being addressed. Each teacher will receive checklists to keep track of standards taught, as well as lists of recognized best practice for language arts and mathematics.

Continue with monthly school improvement meetings.

Collegiality/staff development survey will be administered again.

An additional computer lab will be set up for flexible classroom use.

Technology training will continue.

March/April 2012

A mandatory after-school staff meeting will be held. Each teacher will share one effective strategy for teaching math.

The staff development committee will investigate and initiate opportunities for speakers, conferences, peer training, and auxiliary materials that will address specific deficiencies in the present instructional programs.

Requests for additional computer software and site licenses will be made to PTO.

Additional peer training session(s) will be available.

May/June 2012

The staff development committee will conduct a collegiality/staff development survey.

Grants will be written to obtain a classroom set of laptop computers.

Fall 2012/Spring 2013

The principal will share capital projects requests with the staff each September.

Monthly school improvement meetings will be held to keep the staff focused on our vision, mission, and goals. Committees will support school improvement efforts. Continuous evaluation of programs and practices will provide insight for new goals and strategies.

Data and demographics will be analyzed each year; results may alter some interventions for subsequent years.

Peer training sessions will be held a minimum of three times per year.

Technology training opportunities will be offered at least four times per year.

Other initiatives will be continued as listed in the plan.

Staff will continue DRA and PM Benchmark training.

Implementation of Lake Central's RtI program will continue in grades K-4.

The school improvement committee will review and analyze ISTEP+ scores and report the analysis to the staff. Goals and interventions will be revised accordingly.

The staff development committee will investigate and initiate opportunities for speakers, conferences, peer training, and auxiliary materials that will address specific deficiencies in the present instructional programs.

James H. Watson School Improvement Plan

