



East Allen County Schools

# New Haven Intermediate School

*A National Blue Ribbon School  
A Family Friendly School*



## **School Improvement Plan**

### **2020-2023**

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Principal – Mr. Steve Snodgrass

# New Haven Intermediate School 2020-21

## School Leadership Team Members

Kelly Andrews-Teacher Representative  
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Mandy Baker- Instructional Coach  
Alicia Carter- Student Assistance Specialist  
Steve Snodgrass- Principal  
Heather Gibson- PTO President/Community Representative  
Aleesha Wolf- Teacher Representative  
Stacey Johnson- Teacher Representative  
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### **Profile Data**

New Haven Intermediate School, one of 15 East Allen County Schools, is located in New Haven, Indiana. The school, which opened in 2019, is a two story 150,000 square foot building. New Haven Intermediate School (NHI) was reconfigured from an elementary school serving students in grades 3-5 to an intermediate school, serving students in grades 3-6 beginning with the 2019-20 school year. New Haven Intermediate School is primarily a suburban school that draws a diverse population. Besides being a neighborhood school, students come from several outlying areas that include both rural and urban areas. Before coming to New Haven Intermediate, students attended New Haven Primary and our students feed into New Haven Junior High. The New Haven attendance area schools are named: New Haven Primary, New Haven Intermediate, New Haven Junior High and New Haven High School. We are all Bulldogs and all school colors are purple and gold.

August 2020 demographic data reflects an enrollment of 569 students. The ethnic make-up of the student body is 71.3% White, 12.8% African American, 6.0% Hispanic, 8.8% Multi-Racial, and 1.2% Asian. 63.0% of the students who attend New Haven Intermediate are qualified for free or reduced lunch. Only 1.2% are English Learners and 17.9% have a disability. NHI houses one of two district special needs and emotionally disabled programs.

### **Description and Location of Curriculum**

New Haven Intermediate staff members follow the core curriculum set forth by East Allen County School Corporation for grades K-12 in language arts and in math. This curriculum is aligned and supported by the academic standards set forth by the state of Indiana which may be accessed at <http://www.doe.state.in.us/>. East Allen County School's core curriculum may be viewed by staff in the district share drive, in the district learning management system (Canvas), and in the school Data Room. The district mandated Core Curriculum is provided to teachers and the educational programs (listed below) used to teach the curriculum provide a foundation for instructional strategies that can be used inclusively across the curriculum.

### **Description of the Educational Programs, Professional Development, Assessments, and Instructional Strategies in Addition to ILEARN**

**Professional Development (PD) & Collaboration:** NHI believes that professional development is vital to school improvement and has three weeks (40-60 minutes per week) of PD per month. This PD is set around new initiatives and staff identified needs from any of the following areas. The main new initiative of the 2020-21 school year is the gradual release of Fountas & Pinnell Reading Series Adoption. Past PD initiatives are tracked in the NHI data room. At least 30 minutes of every week is given to grade level collaboration for teachers to talk to each other about learning.

**SEL Instruction:** NHI's strong belief in Social Emotional Learning (SEL) and character education is even more important than ever following the state mandated school shut down of 2020. NHI offers components of the Character Counts and Kindness Challenge curriculum to address our student's need for character development. Additionally; we are a Positive Behavior Intervention School (PBIS). PBIS has allowed us to

focus on three school-wide expectations: We are Respectful, We are Responsible, We are Engaged. These lessons are initially taught by the principal and are addressed on a daily as needed by teachers and all staff. In 2020 NHI will be launching a school wide SEL program focusing on the sensory motor integration and regulation, the foundational competencies of the Indiana Department of Education SEL Wellness Program.

**NWEA:** This assessment is given three times a year (BOY, MOY, EOY). This assessment allows all staff to: differentiate instruction for every student, pinpoint intervention and enrichment needs, accelerate students' academic growth and achievement, maximize classroom instructional time, staff resources, and target instructional and professional development time and resources. This formative assessment tool provides the day by day, week by week insight teachers need to make adjustments in instruction based on where students are at a given moment.

**Moby Max:** Moby Max's adaptive curriculum creates a unique, individualized education plan for each student, allowing gifted students to progress at a more advanced level and/or pace, while simultaneously ensuring that remedial students get the extra instruction they need. Moby Max identifies deficiencies in math skills with a quick, efficient placement test and continually updates each student's progress during skills practice and review to identify students' current progress level. Placement tests are given three times a year to make sure we are constantly meeting students' needs.

**Lexia Reading:** Lexia supports educators in providing differentiated literacy instruction for students of all abilities in grades pre-K–5. Lexia's research-proven program provides explicit, systematic, personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge, and providing teachers with the data and student-specific resources they need for individual or small-group instruction. Lexia engages and motivates students in a game-like environment, and provides progress-monitoring student data without a test. This program is accessible via iPad, Chromebook, or browser

**IXL:** IXL is an NHI purchased online personalized learning platform used by over 400,000 teachers worldwide. It combines curriculum, individual guidance, and real-time analytics to help teachers differentiate instruction for each of their students. IXL has over 7,000 skills to support public school or virtual learners with a range of needs, abilities, and grade levels. IXL is fully aligned to the IN state standards. For any objective, teachers are able to find the exact skill to support their teaching. Within each skill there are up to 12 levels of finely-tuned scaffolding that students' progress through, ensuring they are always challenged at the right level.

**District Writing Prompts:** Writing prompts are used three times yearly (BOY, MOY, EOY) to document growth in each student's writing. It allows teachers to plan mini-lessons that focus on student's areas of weakness in writing. The student's prompt is scored using the state's writing rubric.

**Balanced Math:** This is a district adopted model. Balanced math instruction respects and addresses the needs of all learners, views teachers as informed decision makers, is flexible, and is research based. This approach to math instruction provides a balance between teacher centered and student centered activities and between procedural fluency and conceptual understanding. A balanced approach to reading and writing is incorporated into math lessons on a daily basis.

**Guided Math:** This is a practical approach to teaching mathematics that integrates proven literacy strategies for effective instruction. This strategy maximizes the impact of instruction through the use of whole-class instruction, small-group instruction, and Math Workshop. Guided Math incorporates the use of ongoing assessments to guide instruction and increase student learning along with the use of hands-on, problem-solving experiences in small groups to encourage mathematical communication and discussion. Guided Math

supports the College and Career Readiness and other state standards. NHI's basis for guided math is based on Laney Sammons' *Guided Mathematics: A Framework for Mathematics Instruction*. This book and our plan for instituting guided math continues to be the framework for our professional development plans for the 2019/20 school year as we work to improve our math scores.

**Balanced Literacy:** This is a district adopted model. Balanced Literacy instruction respects and addresses the needs of all learners, views teachers as informed decision-makers, is flexible, and is research based. A balanced literacy approach to instruction provides students with daily opportunities to engage in various reading and writing activities to help them communicate more effectively. In a balanced literacy framework, students participate in read-alouds, shared reading, guided reading, independent reading, and systematic word study. In addition, they engage in modeled writing, shared writing, interactive writing, guided writing, writers' workshop, and independent writing. The 2020 adoption of Heinemann's Fountas and Pinnell Reading Series will significantly strengthen our approach to balanced literacy.

**Guided Reading:** This is an instructional approach that involves a teacher working with a small group of students who demonstrate similar reading behaviors and can all read similar levels of text. Students at the intense level receive small group instruction 4-5 times per week for 15-20 minutes, strategic student groups 2-3 times per week for 15-20 minutes, and benchmark/above students 1-2 times per week for 15-20 minutes. Students not making adequate growth in the Focus Targeted subgroups receive small group instruction within classrooms daily.

**6+1 Writing Traits:** 6+1 Writing Traits instruction is a district wide initiative designed to help teachers understand the skills students need to become better writers and develop powerful lessons for creating a writing environment. In addition, the lessons and vocabulary used to develop these skills allows teachers and students to communicate and understand writing using a common language. Students develop a better understanding of the traits needed for good writing and begin to develop those skills over time. The assessment tools used by the district are based on ISTEP+ and the Six Traits writing rubrics.

**Daily 5:** This is a district adopted approach. The Daily 5 is a series of literacy tasks (read to self, read to someone, writing, word work, and listening to reading) which students complete daily while the teacher meets with small groups and confers with individuals.

**Café:** Is a suggested District initiative that is used by New Haven Intermediate teachers. The Café breaks each component of reading into significant strategies that support each goal. Strategies are then posted on the classroom menu and built throughout the year. It is a visual reminder of whole-class, small group, and individual instruction.

**8 Step Process:** The 8 Step Process is a system-wide approach for school improvement. It encompasses the following 8 steps:

Step 1 Data Disaggregation: Analyze student performance data to inform instruction

Step 2 Instructional Calendars: Establish a timeline to teach the identified essential knowledge and skills

Step 3 Instructional Focus: Direct instruction to students with a focus on specific skills and standards

Step 4 Assessment: Assess student progress on the standards using formative and summative assessments

Step 5 Tutorials: Provide time to re-teach those students who have not yet become proficient

Step 6 Enrichment: Provide enrichment opportunities for students who are proficient

Step 7 Maintenance: Provide on-going maintenance to ensure students retain mastery of the standards

Step 8 Monitoring: Monitor progress of students through data meetings, collaboration and focused leadership

#### **4 Week Scantron Assessments:**

4-week assessments are aligned with the State Academic Standards and the school's Instructional Calendar. The formative assessments are designed to reflect the format and rigor of the state's ILEARN and ECA tests. These short, frequent assessments allow teachers to: Check for understanding, tell which students are learning and which need more help, chart student progress, adjust teaching methods to achieve better results, and modify the Instructional Calendar as needed for re-teaching or acceleration.

#### **Project Lead the Way (PLTW):**

This proven curriculum helps students prepare for adulthood and develop the skills that they will need in a technology-driven world. PLTW provides a hands-on connection to science, technology, engineering, and math (STEM) education. PLTW provides a connection to STEM that will keep students engaged and instill a passion for developing life skills that can be applied well beyond school. The curriculum takes a comprehensive approach to implementing activities and projects that spark students' excitement about what they are learning and allows them to apply what they know. The Launch program, which is for students in kindergarten through 5th grade, helps young students to become better problem solvers. Each student is evaluated by certified instructors at the end of a 32-hour module through projects they create and the problems they solve. NHI has been recognized 2 years in a row as PLTW distinguished school.

**Vision Statement:** New Haven Intermediate School is a learning community that nurtures academic excellence for all students and demonstrates leadership in character development.

**Mission Statement:** New Haven Intermediate School's mission is to create a safe and productive learning environment where teachers can teach and students can learn.

#### **Beliefs**

##### *Students*

- All students will learn and achieve excellence in a safe, disciplined environment where students feel trusted, supported and have a sense of belonging.
- All students will accept responsibility for setting high academic and character goals and work to give their best effort in achieving those goals.
- All students will encourage each other and work together to create a sense of belonging and commitment to community.
- All students are accepted at their current academic, cultural, social, and emotional levels.
- All students will learn contemporary academic standards and will be challenged to reach their full potential.
- School attendance is required for students to be successful.
- School is a place where self-confidence is fostered and each student is valued for his or her uniqueness.
- Acquiring literacy, communication, technological, and problem solving skills is essential to be a productive citizen.
- Developing positive social interactions will help a student to be successful.

##### *Staff*

- All staff members will create and maintain a learning environment that is safe, motivating, student centered and focused on state academic standards.
- All staff members will meet the whole group and individual needs of students which will foster a love of lifelong learning.
- All staff members will encourage each other and work together to create an atmosphere of collegiality and collaboration in all grade levels.

### *Parents*

- All parents will play an active role in the academic achievement and character development of students.
- All parents will monitor their student's academic progress and character development while communicating their needs to the school.
- All parents will volunteer time or service in support of the school's vision, mission, and beliefs.

### **STAKEHOLDER SURVEYS:**

In spring of 2019 administrative staff, teachers, other professional personnel, parents/guardians, and 5th grade students were asked to respond to an online survey designed to gauge their school's initial status on the first level Marzano's High Reliability Schools (HRS) framework (for a more thorough discussion of HRS, see Marzano, Warrick, & Simms, 2014). A survey was not conducted in the spring of 2020 due to the state ordered quarantine, an updated stakeholder survey will be conducted during the 2020-21 school year. Level 1 has eight leading indicators, which address factors considered to be foundational to any substantive improvement within a school:

Leading Indicator 1.1: The faculty and staff perceive the school environment as safe and orderly.

Leading Indicator 1.2: Students, parents, and the community perceive the school environment as safe and orderly.

Leading Indicator 1.3: Teachers have formal roles in the decision-making process regarding school initiatives.

Leading Indicator 1.4: Teacher teams and collaborative groups meet regularly to interact and address common issues regarding curriculum, assessment, instruction, and the achievement of all students.

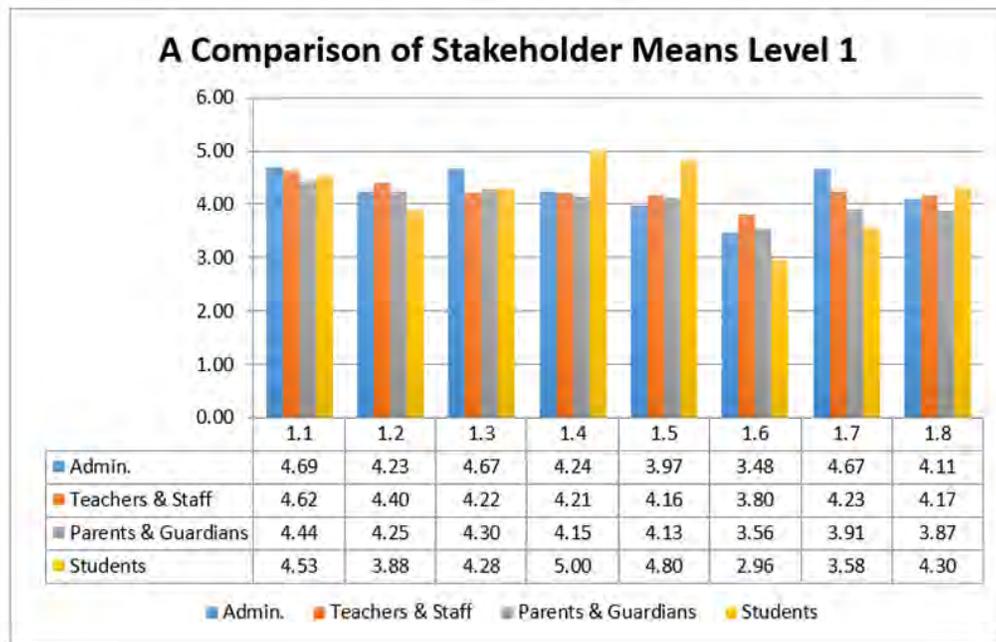
Leading Indicator 1.5: Teachers and staff have formal ways to provide input regarding the optimal functioning of the school.

Leading Indicator 1.6: Students, parents, and the community have formal ways to provide input regarding optimal functioning of our school.

Leading Indicator 1.7: The success of the whole school, as well as individuals within the school, is appropriately acknowledged.

Leading Indicator 1.8: The fiscal, operational, and technological resources of the school are managed in a way that directly supports teachers.

These eight leading indicators provide guidelines for schools wishing to work on the first level of the HRS framework and which are progressing through that level. Individuals were asked to anonymously rate their level of agreement with statements related to each leading indicator. The survey had five response choices ordered from greatest disagreement to greatest agreement (numeric values noted in parentheses): strongly disagree (1), disagree (2), neither disagree nor agree (3), agree (4), and strongly agree (5). Individuals were allowed to respond to any statement with a rating of "no knowledge."



**Implications of Surveys:**

The overall survey results were very positive for NHI. The leading indicators had the following combined averages:

- 1.1- 4.57
- 1.2- 4.19
- 1.3- 4.36
- 1.4- 4.4
- 1.5- 4.26
- 1.6-3.45**
- 1.7- 4.09
- 1.8- 4.11

Clearly, indicator 1.6 (students, parents, and the community have formal ways to provide input regarding optimal functioning of our school) is our lowest overall area. The school leadership team acknowledges this weakness and is beginning to discuss ways to improve this weak area. Ideas for giving stake holders a voice centered on having a suggestion box in the school for students/visitors/parents and encouraging stakeholders to contact the principal through the NHI webpage & NHI social media. The principal took a significant role in direct communication with stakeholders during the quarantine.

Other categories that were rated lower than a 4 by the parent sub group are 1.7, the success of the whole school, as well as individuals within the school, is appropriately acknowledged, and 1.8 the fiscal, operational, and technological resources of the school are managed in a way that directly supports teachers. In terms of 1.7 the PBIS team is always looking to increase opportunities for positive acknowledgement. In 2018 the PBIS team began to recognize students who made the honor roll with a breakfast reward. In 2019-20 NHI internal successes were recognized by the principal through weekly acknowledgements of success in the staff memo and on the school’s social media accounts. The concerns with 1.8 cannot be addressed at the building level, budget decisions are made at the corporation level.

**Safe and Disciplined Learning Environment**

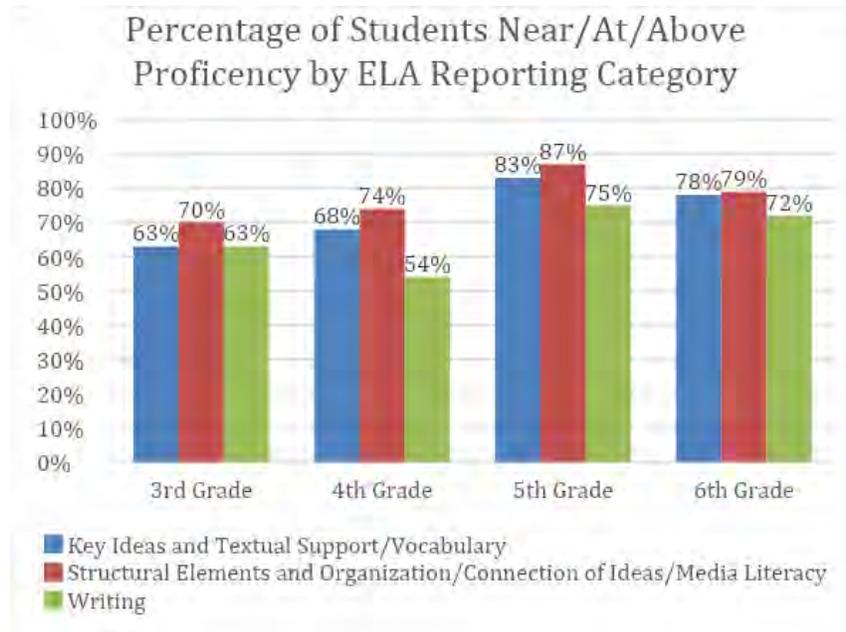
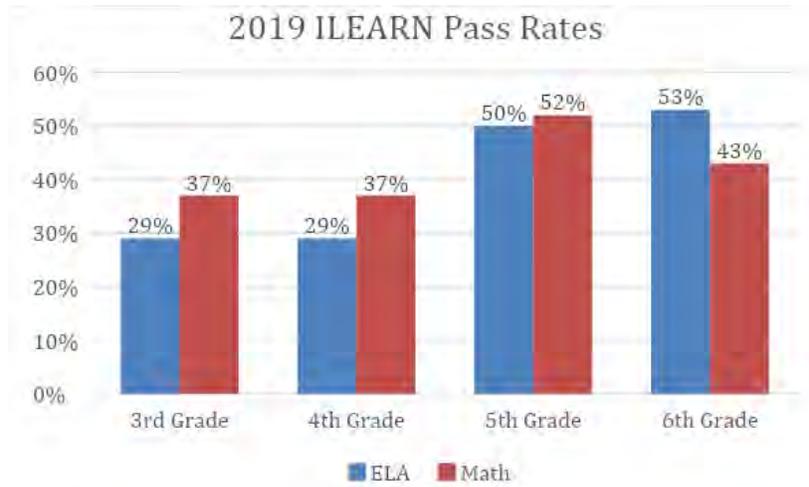
Discipline records are kept of conferences, in-school suspensions, out-of-school suspensions, and expulsions. A referral is documented whenever a student is spoken to by an administrator. More accurate identification of discipline issues gives the school PBIS team a better gauge to evaluate why learning might not be occurring and what we can try and do to improve these numbers.

School Year	Referrals	OSS	Expulsions	Bus Referrals
2016-2017	49	20	1	251
2016-2017	82	18	2	240
2017-2018	238	50	1	264
2018-2019	216	68	0	77
2019-2020	263	24	1	70

Transportation referrals and suspensions account for a significant percentage of our discipline issues. Suspensions from the bus do not normally affect the classroom or the academic performance of the students. The variance in bus referral numbers beginning in 2018 is due to the school administration team handling more bus discipline issues. 2019 data is not an accurate reflection of the entire school year discipline due to the reconfiguration and addition of 150 students and the state ordered quarantine which shut down school operations in March 2020.

### **ILEARN Testing Data**

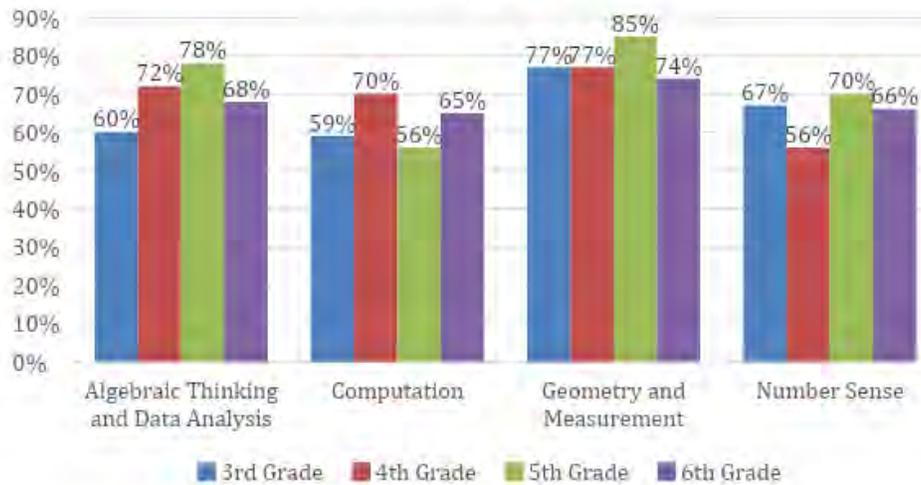
Standardized testing was given to all NHI 3rd-6th graders. New Haven Intermediate has implemented the use of various universal screeners including: NWEA in grades 3-6, IREAD-3 in grade 3, and ILEARN in grades 3-6. 2019 ILEARN data is attached.



Our 2020-21 focus on increasing Literature and Vocabulary will revolve around two new initiatives. The 2020 school year will be NHI's 4<sup>th</sup> year studying Hattie's *Visible Learning*. Before the quarantine NHI had begun writing success criteria for the critical standards from the Indiana Language Arts Curriculum. Writing success criteria involves identifying key vocabulary, writing better learning intentions, and a process for students to clearly state what they have learned and how it is applied to the real world. This process improves teacher clarity which will improve student learning. Additionally, NHI is very excited for the Heinemann Fountas and Pinnell Reading Series adoption. NHI professional development focusing on Fountas and Pinnell's comprehensive and systematic design for literacy instruction, insightful assessments, effective interventions, and essential classroom resources will redefine and elevate our literacy teaching and learning. A small number of NHI staff members received summer training in the Orton Gillingham Approach and this direct, explicit, multisensory, structured, sequential, diagnostic, and prescriptive way to teach literacy when reading, writing, and spelling will be used as an intervention to struggling readers. NHI will continue to expand our digital collaborative learning stations across all grade level classrooms. These collaborative stations focus on emphasizing the high effect sizes of communication-based learning strategies identified

from Hattie’s *Visible Learning*. In terms of writing, NHI is going to continue to train teachers using Smeken’s Education instructional strategies for implementing text-based writing (the use of various passages to include text-based evidence to support writing in various genres). This continual shift in our writing expectations is needed due to the writing components of the ILEARN test.

Percentage of Students Near/At/Above Proficiency by Math Reporting Category



Over the past three school years significant professional development has been given to Parrish’s *Number Talks* (five- to fifteen-minute classroom conversations around purposefully crafted computation problems that are solved mentally) and Sammon’s *Guided Math* (small group instruction, manipulatives, and conferences are used to connect learners to math in their own lives). The digital collaborative learning stations and the communication-based learning strategies identified from Hattie’s *Visible Learning* are extremely powerful combined with the communication emphasized in *Number Talks*. In addition to this basic plan, NHI plans to continue to increase their writing about math in math journals that are a component of guided math stations used in every classroom. These math journals are specifically connected to the different ways to potentially solve problems and having students provide a justification for their reasoning. NHI believes that these previously mentioned initiatives need further time to fully develop. We will continue to hone and finetune our math teaching within these strategies. At the conclusion of our Language Arts success criteria writing initiative we will begin the process for the critical standards of the Indiana Math Curriculum which we predict to be the next multiyear step in our goal to improve our mathematical scores.

**Technological Instructional Data**

Over the past 6 months technology has become front and center in educational practices at NHI. Zoom subscriptions, a school wide See-Saw Pro account, extra ipads, microphones, ipad stands, and collaboration on virtual instruction have become daily tools and occurrences. All teachers have been trained on how to enter information on CANVAS and send weekly newsletters in order to provide parents and stakeholders with an overview of the materials covered by the teacher during the week. All teachers have been trained on how to enter attendance and grades into our student management system (SMS). Special education staff have been trained on how to access and complete Individualized Education Plans (IEP) for their students on the

IIEP program provided by the state. All teachers have iPADS and classroom teachers have an Apple TV and a 70" smart touch screen TV. All students have 1-to-1 iPads. These items have become an integral part of curriculum and instruction. Additionally, our students use technology in PLTW. Use of iPads will be a daily occurrence in the PLTW curriculum. During the 2018/19 school year NHI introduced cooperative learning digital stations in numerous classrooms. Each station consists of a monitor and an Apple TV. These stations will give students the ability to collaborate and problem solve together on a digital platform. Collaboration and communication are some of the highest effect strategies identified by Hattie's *Visible Learning*.

### **Attendance**

We expect that attendance will be stable this year, 95.18% in 2019/20 and an approximate 95.8% average over the previous 7 years, as we constantly strive to our goal of 97%. We will review this information quarterly and address concerns as they arise. Our stable rate will be attributed to the policies and procedures listed below:

- Teachers record attendance electronically and send it to the office.
- Daily phone calls are made to all absent students.
- The staff member responsible for attendance sends 5, 8, and 10-day letters to the parents concerning the student's excessive absenteeism.
- After the 10-day letter, counselors make phone calls to schedule a conference with the parents. If the parent does not call, an administrator makes a home visit.
- Administrators visit homes of students who have not called the school by 1:00p.m. to report an absence.

### **Academic Standards identified to improve:**

**The following goal was chosen as Student Performance Goal # 1:**

***New Haven Intermediate students will improve in reading comprehension of literature and vocabulary across the curriculum.***

This goal was chosen based on the data from the sources which included the following:

- ILEARN Key Ideas & Text Support Reporting Category
- NWEA Assessments
- Scantron Bundle Assessments

**The following goal was chosen as Student Performance Goal # 2:**

***New Haven Intermediate students will improve in math computation and number sense across the curriculum.***

This goal was chosen based on the data from the sources which included the following:

- ILEARN Number Sense Reporting Category
- NWEA Assessments
- Scantron Bundle Assessments

### **Request of Waivers**

No waivers exist for New Haven Intermediate.

### **Parental Participation**

New Haven Intermediate continues to search for different avenues to increase parental involvement. Currently, we offer a variety of communications to and from home which include the following:

- District and School Website
- Administrator and Teacher Newsletters
- PTO (Parent/Teacher Organization)

- Newsletters
- Parent Surveys
- Parent Access to Electronic Grade Book
- CANVAS
- Weekly parent email from teachers
- Facebook
- Twitter
- Weekly emailed progress reports

During the school year, the school provides many opportunities for parents/guardians to visit and become involved in their children's education. Some of the events that support parental involvement include the following (various components are on a short-term hiatus due to the COVID):

- Family Picnic
- Spring Fling – Family Dance Event
- Grandparent's /Special Person Day
- Field Trips
- PTO Meetings
- Parent / Teacher Conferences
- Lunch With Their Children Special Tables
- Lunch Buddy Program
- Copy Room Sign-up (Teacher/Parent system for helping in/with the classrooms)
- Volunteers or Chaperones for Field Trips
- Book Fair
- Field Day
- McTeacher Nights

**Family Friendly Schools Status:**

In the spring of 2020 NHI was designated once again as a Family Friendly School. We were one of two schools in Allen County; the other was our feeder school, New Haven Primary School. This is the 4th year our school has earned this distinction.

Goal: New Haven Intermediate students will improve in reading comprehension of literature and vocabulary across the curriculum. Benchmark: New Haven Intermediate students will demonstrate a 4% improvement in the overall English/Language Arts score on the ILearn with targeted instruction in comprehending non-fiction and informational texts. EL students will improve 1 WIDA ACCESS level.						
Support Data (List sources from profile used in selecting the goal): Staff Survey			Standardized Assessments: ILearn Scores, Scantron, NWEA, IAM		Local Assessments: F&P Assessments, Moby Max, NWEA, Lexia	
Intervention # 1: Students will receive instruction in the use of comprehension strategies in a variety of settings across the curriculum.				Research/Best Practice: Balanced Literacy Model (Ohio State), Research-based District Curriculum, PLTW		
	Activity	Person(s) Responsible	Timeline		Resources	Monitoring Activities
			Beginning	End		
1	Staff will implement the reader's workshop framework that is appropriate for their grade level.	Staff	2020	2023	District Curriculum, Guided Reading Books, Chart Paper, etc.	Walk-Throughs, Observations, Audits
2	Staff will provide the students with opportunities to respond to literature in verbal and written form.	Teachers and Instructional Coach	2020	2023	District Curriculum, Book Talks	Walk-Throughs, Observations, Audits, Monthly Displays
3	Students will be given the opportunity to use Lexia & IXL as an electronic tutorial in the area of reading.	Staff	2020	2023	iPads	Classrooms
4	Students will form reading goals with teachers during NWEA test talks at the start of the year. Goals will be revisited before each assessment.	Staff	2020	2023	Assessment Data & Goal Sheets/Data Folders	Test Talks & Data Folders
5	Staff will participate in training/collaboration with the instructional coach regarding the District curriculum for Language Arts & Fountas & Pinnell Resources.	Staff	2020	2023	District Curriculum, Professional Resources, Data	Walk-Throughs, Observations, Audits, meeting agendas, collaboration reports
6	Designated staff will work with small groups of struggling and special needs students on reading comprehension strategies using the following programs: LLI and Lexia.	Special Ed, Instructional Coach, & Rtl	2020	2023	Program materials, Teacher resources, etc.	Walk-Throughs, Observations, Audits, Data Collected
7	Designated staff will work with focus-targeted sub groups with the Orton Gillingham Approach to improve overall reading skills.	Staff	2020	2023	Teacher resources, Professional resources, Data, District Curriculum	Walk-Throughs, Observations, Audits, Data Collected
8	Staff will use the WIDA can do descriptors in order to teach content standards to EL students.	Teachers and District EL teacher	2020	2023	District Curriculum (WIDA is embedded)	Walk-Throughs, Observations, Audits, Data Collected

Goal: New Haven Intermediate students will improve in reading comprehension of literature and vocabulary across the curriculum. Benchmark: New Haven Intermediate students will demonstrate a 4% improvement in the overall English/Language Arts score on the ILearn with targeted instruction in comprehending non-fiction and informational texts. EL students will improve 1 WIDA ACCESS level.						
Support Data (List sources from profile used in selecting the goal): Staff Survey			Standardized Assessments: ILearn Scores, Scantron, NWEA, IAM		Local Assessments: F&P Assessments, Moby Max, NWEA, Lexia	
Intervention # 2: Students will receive instruction and opportunities to practice on how to use vocabulary to improve reading comprehension.				Research/Best Practice: Balanced Literacy (Ohio State), Core Vocabulary (Kristina Smekens), PLTW		
	Activity	Person(s) Responsible	Timeline		Resources	Monitoring Activities
			Beginning	End		
1	Staff will provide regular opportunities for students to learn and use new vocabulary including the core vocabulary words developed by the District Curriculum Team.	Staff	2020	2023	District Curriculum, Core Vocabulary,	Observations, Audits, Walk-Throughs
2	Designated staff will work with small groups of struggling or special needs students on vocabulary strategies using the following programs: Lexia, LLI, and Readworks	Special Education Staff, Staff	2020	2023	Program Materials	Observations, Audits, Student Data
3	Designated staff will work with focus-targeted sub groups on vocabulary strategies during intervention and success time.	Staff	2020	2023	Teacher resources, Professional resources, Data, District Curriculum	Walk-Throughs, Observations, Audits, Data Collected
4	Staff will provide regular opportunities for students to incorporate physical activity into their academic day by implementing scheduled Brain Breaks.	Staff	2020	2023	Hernandez's <i>Activate</i> Bookstudy	Student Data
5	Staff will provide daily Guided Reading Groups for students to receive reading instructional at their reading level.	Staff	2020	2023	Teacher resources, Professional resources, Data, District Curriculum	Walk-Throughs, Observations, Audits, Data Collected
6	Staff will train students in Comprehension Strategies and Daily Café.	Staff and Instructional Coach	2020	2023	Teacher resources, Professional resources, Data, District Curriculum	Walk-Throughs, Observations, Audits, Data Collected

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Support Data (List sources from profile used in selecting the goal): Staff Survey		Standardized Assessments: ILearn Fiction Sub Scores Sub Scores, Scantron, NWEA, IAM		Local Assessments: F&P Assessments, Moby Max, NWEA, Lexia		
Intervention # 3: Students will receive opportunities to participate in a variety of reading programs with incentives which promote reading comprehension.				Research/Best Practice: Scantron Bundle Assessments		
	Activity	Person(s) Responsible	Timeline		Resources	Monitoring Activities
			Beginning	End		
1	Staff will set reading goals with their students to encourage reading in the home which will be rewarded monthly through the Tin Caps Reading Program	Staff, Students, Parents	2020	2023	Tin Caps Goal Setting/Tracking Sheets, Books	Staff will keep a chart of student progress (months completed)
2	Students will participate in the Harry Potter Day. During this day, staff will plan exciting activities to encourage reading.	Staff	2020	2023	Internet, Books, Activities	Student and Staff Participation
3	Students will complete a daily reading log to demonstrate their completion of the expected 20 minutes per day of reading outside of school and or participate in the 40 book challenge.	Staff	2020	2023	Books	Reading Log will be checked for completion.

Goal: New Haven Intermediate students will improve in reading comprehension of literature and vocabulary across the curriculum. Benchmark: New Haven Intermediate students will demonstrate a 4% improvement in the overall English/Language Arts score on the Ilearn with targeted instruction in comprehending non-fiction and informational texts. EL students will improve 1 WIDA ACCESS level.						
Support Data (List sources from profile used in selecting the goal): Staff Survey			Standardized Assessments: ILearn Fiction Sub Scores, Scantron, NWEA, IAM		Local Assessments: F&P Assessments, Moby Max, NWEA, Lexia	
Intervention # 4: Students will receive assistance with reading comprehension from their parents and community members as information and resources are provided.				Research/Best Practice: Parental Involvement, Allen County Public Library Summer Reading Program		
	Activity	Person(s) Responsible	Timeline		Resources	Monitoring Activities
			Beginning	End		
1	The school will provide information regarding the local summer reading program at the Allen County Public Library.	Administrator & Local Library	2020	2023	Program Materials	Schedule of program information
2	Students are given the opportunity to create their own stories which will be shared with families, parents, staff, and other students. Six students can be chosen to represent and share their books at the local Young Author's Conference. (During years available to grades 3 – 5)	Reading Specialist	2020	2023	Young Author Conference Information	Completed Books, Schedule for Young Author's
3	Third grade students will participate in a Real Men Read Initiative in partnership with United Way. Men from the community will come for several sessions to read to the students and discuss the importance of learning to read.	3 <sup>rd</sup> grade teachers, Administrator	2020	2023	Student books	Schedule of dates

Goal: All New Haven Intermediate students will improve in math computation and number sense across the curriculum. Benchmark: New Haven Intermediate students will demonstrate a 4% improvement in the overall Math score on the ILearn in computation and number sense.						
Support Data (List sources from profile used in selecting the goal): Staff Survey		Standardized Assessments: ILearn Math Scores, Scantron, NWEA, IAM		Local Assessments: Textbook Chapter Tests, Daily Math Review, Problem Solving Rubrics, Moby Max, NWEA		
Intervention # 1: Students will receive instruction in the use of math problem solving strategies in a variety of settings across the curriculum.				Research/Best Practice: Marcy Cook, Balanced Math Program, Research-based District Curriculum, PLTW, Moby Max, Guided Math, Number Talks		
	Activity	Person(s) Responsible	Timeline		Resources	Monitoring Activities
			Beginning	End		
1	Staff will provide the students with opportunities to respond to math problems in verbal and written form.	Staff	2020	2023	District Curriculum, Daily Review & Math problem solving sheets, PLTW	Walk-Throughs, Observations, Audits
2	Students will be given the opportunity to use Moby Max as electronic tutorials in the area of math.	Staff	2020	2023	Moby Max	Computer Lab Schedule
3	Staff will participate in training/collaboration with the instructional coach regarding the District curriculum for Math, Parrish's <i>Number Talks</i> , and Sammon's <i>Guided Math</i>	Staff	2020	2023	District Curriculum, Professional Resources, Data	Walk-Throughs, Observations, Audits, meeting agendas
4	Staff will provide students with opportunities to learn and use the 9 problem solving strategies as outlined in the District Curriculum.	Staff	2020	2023	District Curriculum, Professional Resources, Symbol Posters Ilearn Countdown Calendars, PLTW	Walk-Throughs, Observations, Audits
5	Designated staff will work with small groups of struggling and special needs students on math problem solving strategies using the following programs: Touch Math, Equals, and other identified RTI interventions.	Staff, Special Education	2020	2023	Program materials, Teacher Resources, Problem Solving Posters	Walk-Throughs, Observations, Audits, Data Collected
6	Staff will provide the students with weekly opportunities to practice problem solving strategies.	Staff	2020	2023	Program materials, Teacher resources, PLTW	Walk-Throughs, Observations, Audits, Data Collected
7	Designated staff will work with focus-targeted sub groups on math problem solving strategies during intervention and success time.	Staff	2020	2023	Teacher resources, Professional resources, Data, District Curriculum	Walk-Throughs, Observations, Audits, Data Collected

**Results-Based Staff Development Plan  
New Haven Intermediate**

Intervention:	Students will receive instruction in how to respond in writing and apply the comprehension strategies in a variety of settings across the curriculum. (Intervention # 1)
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Staff Development Outcome	Measure of Effectiveness	Student Outcome
Staff will strengthen the implementation of comprehension strategies with the students.	The staff will be able to identify and teach the comprehension strategies to their students. Administrator will observe teachers using the strategies during observations and walk-throughs as well as surveying the staff on their comfort level.	The students will show growth in the sub scores on student achievement tests.

Level	Activity	Person Responsible	Evidence of Attainment	Resources	Timeline
Knowledge	Our school assigned instructional coach will collaborate and/or train the staff in the use of application of the comprehension strategies.	Instructional Coach	Attendance Collaboration Report	Professional Resources	2020-2023
Model/ Demonstration	Staff, as well as the instructional coach will demonstrate these strategies in their classrooms and then share successes during collaboration and grade level curriculum meetings.	Staff, Coach, Administrator	Collaboration forms Observations	Books Student Work	Weekly Curriculum Meetings
On-the Job Practice	Administrators & coach conduct walk-throughs and give feedback to staff. Grade level collaboration.	Administrator, Coach	Walk-through dates and feedback	Feedback Forms	2020-2023
Follow Up	Staff will reconvene when ILearn scores are available to review student responses on ILearn to review growth in written response at data meetings.	Staff, Administrator	Date of Meeting Surveys	Data Sheet DATA ROOM	2020-2023
Long Term Maintenance	Instructional coach will work with new and continued staff to model and assist with training of the strategies.	Instructional Coach	Meeting Sign-In Sheets	District Curriculum & Resources	2020-2023

**Results-Based Staff Development Plan  
New Haven Intermediate**

Intervention:	Students will receive instruction and opportunities to practice on how to use vocabulary to improve reading comprehension with written response. (Intervention # 2)
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<b>Staff Development Outcome</b>	<b>Measure of Effectiveness</b>	<b>Student Outcome</b>
Staff will receive additional instructional strategies and activities on the use of vocabulary to improve reading comprehension.	The staff will use vocabulary strategies in their classrooms. Administrator will observe teachers using activities/strategies to build the vocabulary of their students during observations and walk-throughs.	The students will show growth in the sub scores on student achievement tests.

<b>Level</b>	<b>Activity</b>	<b>Person Responsible</b>	<b>Evidence of Attainment</b>	<b>Resources</b>	<b>Timeline</b>
Knowledge	The school instructional coach will provide in-service opportunities in the area of vocabulary development.	Instructional Coach	Dates of Trainings and Attendance	District Curriculum Kristina Smekens	2020-2023
Model/ Demonstration	Staff will demonstrate the use of vocabulary strategies/activities in their classrooms. The experiences will be shared during collaboration. Samples of activities will be shared with the staff during staff meetings.	Staff, Coach	Collaboration Forms Documenting the Discussions	Activities Student Samples	Weekly Curriculum Meetings
On-the Job Practice	Administrators & coaches will conduct walk-throughs and provide feedback.	Administrator	Walk-throughs	Feedback Forms	2020-2023
Follow Up	During grade level collaboration with the instructional coach, teachers will share a strategy/activity that they tried with their students. (Weekly)	Staff, Coach	Dates of Collaboration Meetings	Collaboration Forms & Materials for Activities	2020-2023
Long Term Maintenance	The instructional coach will work with new and continued staff members in the building.	Instructional Coach	Collaboration Forms	District Curriculum & Core Vocab.	2020-2023

**Results-Based Staff Development Plan  
New Haven Intermediate**

Intervention:	Students will receive opportunities to participate in a variety of reading programs with incentives which promote reading comprehension and written response. (Intervention # 3)
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Staff Development Outcome		Measure of Effectiveness		Student Outcome	
Staff will develop and maintain reading programs and incentives which promote reading comprehension and vocabulary development.		The staff will keep track of completed Tin Caps Goal/Tracking Sheets.		The students will show growth in the sub scores on student achievement tests.	
Level	Activity	Person Responsible	Evidence of Attainment	Resources	Timeline
Knowledge	Administrators will provide all staff with the necessary forms and parent communications regarding the reading programs in the building.	Administrator	Date of Meeting Attendance	Forms	2020-2023
Model/ Demonstration	Staff will strongly encourage all students to participate in the reading programs.	Staff, Coach, Administrator	Student Forms/ Charts	Forms Charts	2020-2023
On-the Job Practice	Incentives will be given by staff as goals are met.	Staff	Classroom Accountability Forms	Forms Prizes	2020-2023
Follow Up	Staff will meet at the end of each semester to determine the effectiveness of the programs.	Staff	Agenda from Staff Meeting	Not Applicable	2020-2023
Long Term Maintenance	Effective Programs will continue.	Staff	Meetings and Information Sent Home	Information Packets	2020-2023

**Results-Based Staff Development Plan  
New Haven Intermediate**

Intervention:	Students will receive instruction in how to use math problem solving strategies in a variety of settings across the curriculum. (Intervention # 1)
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<b>Staff Development Outcome</b>	<b>Measure of Effectiveness</b>	<b>Student Outcome</b>
Staff will strengthen the implementation of problem solving.	The staff will be able to identify and teach the problem solving strategies to their students. Administrators will observe teachers using the strategies during observations and walk-throughs as well as surveying the staff on their comfort level.	The students will show growth in the sub scores on student achievement tests.

<b>Level</b>	<b>Activity</b>	<b>Person Responsible</b>	<b>Evidence of Attainment</b>	<b>Resources</b>	<b>Timeline</b>
Knowledge	Our school assigned instructional coach will collaborate and/or train the staff in the use of application of math problem solving strategies.	Instructional Coach	Dates of Trainings and Attendance	District Curriculum, Professional Resources	2020-2023
Model/ Demonstration	Staff, as well as the instructional coach will demonstrate these strategies in their classrooms and then share successes during collaboration. Student samples will be reviewed to determine student progress.	Staff, Coach	Collaboration forms documenting the discussions	Books Student Work	Weekly Curriculum Meetings
On-the Job Practice	Administrators conduct walk-throughs and give feedback to staff. Teachers conduct peer observations during their special area times.	Administrator	Walk-through dates and feedback	Feedback Forms	2020-2023
Follow Up	Staff will reconvene when ILearn scores are available to review student responses on ILearn to review growth in math problem solving.	Staff	Date of Meeting, Surveys	Data Sheet	2020-2023
Long Term Maintenance	Instructional coach will work with new staff to model and assist with training of the strategies.	Staff, Coach	Dates of Meetings	District Curriculum	2020-2023

**Stakeholder Involvement in SIP Process for  
New Haven Intermediate**

Please list the names of all faculty members and indicate their involvement in creating your school improvement plan.

Name	Involvement
Steve Snodgrass, Principal	Facilitator, Gathered Data, Typist of Plan, Survey Creator, Presenter of All Data (staff and parents), Scheduled Meetings
Amber Wagner, Teacher	EAEA Building Rep
Aleesha Wolf, Teacher	SIP Teacher Leader
Kelly Andrews, Teacher	SIP Teacher Leader
Stacey Johnson, Teacher	SIP Teacher Leader
Kelle Price, Teacher	SIP Teacher Leader
Mandy Baker, Instructional Coach	SIP Teacher Leader, Data Support, Scheduled Meetings
Alicia Carter, Student Assistant Specialist	SIP Team Member, Student Assistance Specialist
Heather Gibson	PTO President
Whole Staff at In-service	Reviewed Report and gave feedback.

\* Whole staff does include: Special Ed., Speech Pathologist, Instructional Coaches, Guidance Counselor, Classroom Teachers, Special Area Teachers, and Paraprofessionals

10.2.19

**2020 School Improvement Plan - PL 221 Checklist – New Haven Intermediate School**

<b>Present</b>	<b>Item</b>	<b>Page #</b>
	Narrative description of the school, the community, and the educational programs	3
	Description and location of curriculum	3
	Titles and descriptions of assessment instruments to be used in addition to Ilearn	3
	Statement of mission, vision, or beliefs	6
	Summary of data derived from an assessment of the current status of educational programming, including the following: <ul style="list-style-type: none"> <li>• Data, including graphs, from the annual performance report</li> <li>• Data related to performance indicators other than those included in the annual performance report</li> <li>• Other information about educational programming and the learning environment</li> </ul>	9-11
	Information about how the school's curriculum supports the achievement of Indiana Academic Standards	3-5
	Information about how the school's instructional strategies support the achievement of Indiana Academic Standards	3-5
	Conclusions about student achievement, based on information from Ilearn and other assessment strategies	11
	Parental participation in the school (planning, reviewing the SIP)	22
	Technology as a learning tool	10
	Safe and disciplined learning environment	8
	Professional development	3, 19-22
	Student achievement objectives/goals, derived from an assessment of the current status of educational programming on Attendance rate	11
	Student achievement objectives/goals, derived from an assessment of the current status of educational programming on Percentage of students meeting academic standards under the Ilearn program	9-11
	Student achievement objectives/goals, derived from an assessment of the current status of educational programming on graduation rate (for secondary schools).	N/A
	Specific areas where improvement is needed <i>immediately</i>	11
	Benchmarks for progress that specify how and to what extent the school expects to make continuous improvement in all areas of the educational system	14-20
	Graduation rate (HS only)	N/A
	Proposed interventions (strategies) based on student achievement objectives/goals	14-18
	Professional development that: <ul style="list-style-type: none"> <li>• emphasizes improvement of student learning and performance.</li> <li>• supports research-based, sustainable school improvement efforts.</li> <li>• aligns with the core principles of professional development 23-28</li> <li>• includes methods to improve the cultural competency of teachers, administrators, staff, parents, and students.</li> </ul>	3, 19-22
	Statutes and rules to be waived	11
	Three (3) year time line for implementation, review, and revision	14-22
	Cultural Competency <ol style="list-style-type: none"> <li>(1) identify the racial, ethnic, language-minority, cultural, exceptional learning, and socioeconomic groups that are included in the school's student population</li> <li>(2) incorporate culturally appropriate strategies for increasing educational opportunities and educational performance for each group in the school's plan; and</li> <li>(3) recommend areas in which additional professional development is necessary to increase cultural competency in the school's educational environment.</li> </ol>	14-22



EAST ALLEN COUNTY SCHOOLS

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### Elementary Education

1000 Prospect Avenue New Haven, IN 46774  
Telephone 260-446-0100 Fax 260-446-0126

I support the implementation of the 2020-21 School Improvement Plan for New Haven Intermediate.

By my signature, I attest to my willingness to support implementation of the plan.

Name	Position	Signature
Steve Snodgrass	Principal	
Kelly Andrews	Teacher	
Amber Wagner	EAEA Rep	
Mandy Baker	Instructional Coach	
Alicia Carter	Student Assistant specialist	
Heather Gibson	PTO	
Aleesha Wolf	Teacher	
Stacey Johnson	Teacher	
Kelli Price	Teacher	