

**Delaware Trail Elementary
3680 Hornaday Road
Brownsburg, Indiana**



Vision Statement for Delaware Trail Elementary

As a staff at Delaware Trail Elementary, we believe that all students deserve:

- To have a safe, structured, and disciplined environment
- A caring and dedicated staff
- A rigorous curriculum taught by differentiated techniques including real life applications
- To be treated as individuals who are noticed and respected
- To be held to high expectations for their social, character, and academic development so they become positive citizens of their community, state, and world
- A voice in the decision making process of their education

Committee Members

Phil Utterback	Principal
Carla Schubert	Assistant Principal
Stacey Ginder	Counselor
Allison Moyes	Fifth grade teacher
Jill Holstein	Media Specialist
Tammy Esenwein	Secretary/Treasurer – Classified Staff
Barb Nichols	Parent

Delaware Trail Elementary Certified Staff

Principal: Phil Utterback Assistant Principal: Carla Schubert Counselor: Stacey Ginder

Kindergarten: Julie Esterline Carole House Laura Daniel Peggy Thompson
First Grade: Jill Wilson Audrey Cope Emily Stephens Julie Sinclair
Second Grade: Mary Moss Amanda Watson Deb Sprinkle Tracy Scott
Third Grade: Nancy Hobson Jerri Grubb Bridget Bieberich Elizabeth Spenner
Fourth Grade: Lori Wood Allison Moyes Meggen Lepper Kristi Love
Fifth Grade: Matt Moore Carrie Williams Allison Whisman Kristie Love
Speech: Tisha VanCuren Lorraine Jeter
Two/Three High Ability: Lindsay Terry
Four/Five High Ability: Jael Sylva
Special Education: Nicole Rogers Laurie Cole
Media Specialist: Jill Holstein
Physical Education: Sandy Hopkins
Music: Shannon Dziadosz
Art: Natalie Shetler

Delaware Trail Elementary Classified Staff

Administrative Assistant/Treasurer: Tamara Esenwein
Administrative Assistant: Mindy Ragan
Corporation Aides: Sandy Lee, Cindy Dowell
Nurse: Jane Fite/Kristen Jackson
Classroom Aides: Susan Robisch, Diane Washburn, Roberta Shafer, Monica Gading,
Diann Mayfield, Lois Pritchard, Deb Wilson, JoAnn Turk, LeeAnn Collier, Katie
Benner, Lynette Eggers, Janice Joseph, Beth Ford, Jennifer Edwards,
Custodians: Wilma Lewis, Pat Morrison, Carol Smith, Mike Hensley
Cafeteria: Angie Jones, Melanie Allen, Jennifer Barker, Hanh Callahan, Marybeth Carr,
Robin Duncan, Heidi Heckart, Debbie Osborn, Sherri Sigmund, Chrissy Smith,
Amy Wentz, Helen West, and Becky Wojcik.
Building Technician: Tim Matthews

UNIQUE LOCAL INSIGHTS

COMMUNITY PROFILE

Brownsburg is a rapidly growing town about seven miles west of Indianapolis in Hendricks County. The two townships, which comprise the Brownsburg Community School Corporation, Brown and Lincoln, have a combined population of about 32,000. The population of the town of Brownsburg is about 14,500.

Most of the people who live in Brownsburg commute to jobs in Indianapolis. Members of the community like the small town atmosphere that Brownsburg offers, and those who live in Brownsburg are typically very family oriented. They value education and they support our schools.

According to the Indiana Employment Security Division, the largest employers in Hendricks County include: Hendricks Regional Health, Duke Energy and Bright Point Distribution Center. The largest employers within the Brownsburg School District are: Brownsburg Schools, Wal-Mart Retail and O'Reily Raceway Park. The latest data released by the State Board of Tax Commissioners in 1998 showed that 80.7% of the property taxes were paid by homeowners, 1.8% agricultural, 15.2% commercial and 2.3% industrial. This set of percentages illustrates a major reason for the higher than average property tax rates in the community. School and town improvements that are funded by property tax revenues are paid primarily by the homeowners. As the community population continues to increase, so does the school corporation enrollment. From 2000-2004, Brownsburg School Corporation was the sixth fastest growing school corporation in Indiana.

THE ROLE THE COMMUNITY PLAYS IN THE SCHOOL

The following is a list of some of the community stakeholders who have been involved with Delaware Trail Elementary:

- Career Day speakers
- Character Education speakers
- Basic Aid Training instructors
- Brownsburg Firefighters
- Brownsburg Police Department
- Parent and Grandparent volunteers
- Young Audiences performers
- Guest speakers in classes include:
 - Eli Lilly representative
 - Hendricks Power Cooperative
 - Speakers for Black History Month
 - Veterans
- Career Day speakers from various businesses

THE ROLE THE SCHOOL PLAYS IN THE COMMUNITY

In order for our students to be productive citizens, they need to be made aware of the community around them and the importance of being involved. Delaware Trail provides a variety of opportunities for students to contribute to the Brownsburg community as well as to other communities in need. The following is a list of some of the ways that Delaware Trail Elementary is involved in community projects:

- Scout meetings
- Cheer Drive
- YMCA

Brownsburg Junior Basketball League Recycling center Race for the Cure
Student Council community activities Valentine letters and cards for Armed Forces

THE ROLE PARENTS PLAY IN THE SCHOOL

Delaware Trail offers many opportunities for parental participation. Parents, grandparents, and other relatives of students who have a willingness to share their time to create a positive school environment and improve student achievement are welcome to volunteer in our school.

Activities during school hours are classroom volunteers, bus helpers, lunchroom helpers, library volunteers, chaperones for field trips, Bookleggers, and homework helpers.

Activities available outside of school hours are book fairs, movie nights, Spring Fling, music programs, PTSG, CaRE, and Family Enrichment Nights.

SCHOOL PROFILE AND EDUCATIONAL PROGRAMS

Delaware Trail is one of five elementary schools located in Brownsburg, Indiana. It is in its sixth year of operation and is uniquely designed in conjunction with Cardinal Elementary. The two schools are physically attached in mirror image, sharing one entire kitchen and HVAC system. Although each school functions independently, we have the luxury of supporting each other with staffing issues, sharing of facilities and equipment, and easy collaboration due to the close proximity.

The building is currently a kindergarten through fifth grade school. With an average enrollment this year of 635, our classroom configuration is comprised of four kindergarten classrooms (two all-day/alternate day program and two all day everyday for at-risk kindergarten students), five classrooms of grade one, four classrooms of grades two through five, a grade 2/3 high ability classroom, and a grade 4/5 high ability classroom. Our Special Education program supports mildly mentally handicapped, autistic, OHI, speech and hearing disabled, and learning disabled students. Depending on the needs of the student, services are provided through direct support in the resource room, pull-out services (Speech, OT/PT), or inclusion in the general education classrooms. Two classrooms, one in grade two and one in grade five, are designed for at-risk students and focus on intensive remediation in language arts and math.

According to William Daggett, “technological literacy is becoming a fundamental goal of curricula throughout the country. To be able to function in the future, today’s students need a basic familiarity with computers and the ability to conduct research on the Internet. There is also a strong argument for including basic information and strategies regarding financial planning in the curriculum. It is important that students are able to adapt to new developments, apply their knowledge to new situations, and acquire new knowledge and skills as necessary.” (A Total Solution Approach to School Reform, Model Schools Conference booklet pg. 20)

Delaware Trail offers a variety of technology for student use. Some of the available technology includes classroom computers, two computer labs, portable laptops, smart boards, video conferences, and Smart Sympodiums. Students are expected to use the Internet to gather information and use in research. Through the teaching of math, students learn personal banking skills, problem solving, and computation skills that students will need for future success. To apply classroom skills as well as gain new

insights through real world experiences, students are provided opportunities such as Exchange City, Challenger Learning Center, career day, and special area field trips.

Other educational opportunities provided for our students are cluster grouping, New York Writing, flexible grouping for math, After-School Study Club, Conflict Managers, Body Safety program, Reader's Workshop, Olweus Bullying program, ISTEP Prep, ISTEP Remediation, Reading Counts, CaRE, Reading Buddies, Four Block. LiPS, Character Education, and Differentiated Instruction to meet students' needs.

Delaware Trail also offers: full time principal, assistant principal, counselor, nurse, music, art, physical education, speech pathologist, and media specialist.

DESCRIPTION AND LOCATION OF CURRICULUM

To access the Brownsburg Community Schools' curricular guides on the Internet go to Brownsburg's website (<http://www.brownsburg.k12.in.us>). Left click on "Elementary Curriculum". Left click on your desired curricular subject. Then left click on desired grade level. This can be done for each curricular subject and grade level. The curricular guides can also be found at the Delaware Trail Elementary Media Center. These are located in the "Professional" section on the top shelf of the fifth bookcase. They are in white binders labeled with each curricular subject area including: Mathematics, Fine Arts, Technology, Science, Social Studies, Health, Physical Education, Social Studies, and Language Arts.

SAFE AND DISCIPLINED LEARNING ENVIRONMENT

Delaware Trail has a safe and secure learning environment. At the start of the school year, the assistant principal and counselor visit every classroom and share with the students the high expectations that we have for every student and discuss the consequences for students who make poor choices. We have a student behavior report in place where staff members document the student's behavior and actions that have been taken. It also allows the administrator the opportunity to document his/her action and better inform the classroom teacher and parents of the student involved. Our school counselor meets with every grade level to discuss bullying and teaches the students strategies to help students not be bullied. The counselor and assistant principal then conduct follow-up sessions in each classroom reinforcing what was already presented, along with talking about the consequences of bullying. The counselor created a "bully box" where students can write a note to the counselor about a bully situation which is then followed up by the school counselor and assistant principal. Our school also has a conflict management program in place where fourth and fifth grade students are trained to assist with conflicts at recess. Each month classroom teachers select Personal Best Buddies to reward well-behaved students.

During the 2003-2004 school year, 97% of our students understood and were able to apply rules of safety in our school. During the 2004-2005 school year, that percentage increased to 98.4%.

STAFF SURVEYS

In the fall of 2004, Delaware Trail Elementary distributed the INSAI created surveys to staff, students, parents, and members of the community. The staff survey was given to all full-time certified teachers.

The statements receiving the strongest indicators of agreement for staff are as follows:

- 96% of teachers believe they have high expectations of students
- 96% of teachers feel they provide a safe learning environment

- 96% of teachers have several ways that they involve parents in their children's education
- 92% of teachers utilize varied teaching methods

The statements receiving the lowest indicators of agreement for staff are as follows:

- 16% of teachers meet regularly with business community about real world applications
- 50% of teachers believe all students can pass hard classes if they had extra help or time
- 58% of teachers meet to discuss education and career goals with students
- 62% of teachers believe it is the school's responsibility to help all students pass hard classes
- 62% of teachers believe the school's funding priorities support high achievement for all students

Analysis:

This survey indicates that teachers have high expectations, believe Delaware Trail Elementary has a safe and disciplined learning environment, vary methods for communication with parents, and differentiate instruction. Even though teachers use real world applications in their teaching, the business community is not a strong component found within Delaware Trail Elementary. Teachers do believe that all students can learn, but realize that they learn at different paces. Teachers strongly believe that it takes the teacher and family at home to assist students in being successful. Due to the economic trend of Indiana, a limited budget is felt at the local school level. Thus, teachers are seeing a decrease in the funding that supports student achievement.

Implications for Change:

Since the 2003-2004 school year, fifth grade students have participated in the Junior Achievement program, "Exchange City". This program partners businesses and Junior Achievement to create a real world experience for students. This is one step Delaware Trail has taken to forming a partnership with the business community. With the Brownsburg Educational Foundation and the Delaware Trail Elementary Parent/Teacher Support Group, teachers continue to write grants, so that the funding in the classroom will not be a road block to student achievement.

PARENT SURVEYS

In the fall of 2004, Delaware Trail Elementary distributed the INSAI created surveys to staff, students, parents, and members of the community.

The statements receiving the strongest indicators of agreement for parents are as follows:

- 100% of parents say that they discuss their child's educational progress on a regular basis with their child's teachers
- 100% of parents say that, in general, student behavior in their child's school supports learning
- 100% of parents say that their child's school helps students pay for classroom materials and school expenses when they can't afford them
- 100% of parents say that their child's school provides a physically and emotionally safe learning environment
- 100% of parents say that their community has high expectations of its young people

The statements receiving the lowest indicators of agreement for parents are as follows:

- 19% of parents say that their child meets with an adult at school on a regular basis to discuss his/her educational and career goals
- 50% of parents say that the attendance policies in my child's school support learning and are applied fairly
- 50% of parents say that the guidance program at their child's school helps their child with educational planning, career development, and personal social skills
- 56% of parents say that students at my child's school can get additional time when they are having difficulty learning hard material
- 56% of parents say that my child's school provides counseling for students having problems that interfere with learning

Analysis:

Parents believe that communication about each child's progress is open between the student and teacher. Parents also are aware that teachers have high expectations for their children. Parents agree with the staff that Delaware Trail is a safe and disciplined learning environment. Parents believe that Delaware Trail provides support financially for those families in need. Parents were not seeing their children set goals for themselves with the assistance of teachers. Our corporation policy for "perfect attendance" does not allow for children to miss any part of the school day. This was a change in policy during the 2003-2004 school year. Parents may not be aware of the counseling programs and after-school sessions available for their children.

Implications for Change:

The data collection and goal setting process at our school is developing and progressing. Students currently have data folders and set goals for improvement with NWEA scores. The results and folders will be on display during the Portfolio Night in April of 2006. Opportunities for social skill groups and after-school help will be advertised throughout the year in our school newspaper.

STUDENT SURVEYS

In the fall of 2004, Delaware Trail Elementary distributed the INSAI created surveys to staff, students, parents, and members of the community. The statements receiving the strongest indicators of agreement for students are as follows:

- 100% of students have used a computer and the Internet at school.
- 100% of students believe their parents expect them to do a great job at school.
- 96% of students say that their teachers expect them to do a great job at school.
- 93% of students expect themselves to do a great job at school.
- 92% of students who have problems believe they can get help at school.

The statements receiving the lowest indicators of agreement for students are as follows:

- 46% of students feel the students behave well in their school.
- 50% of students feel that their community expects them to do a great job at school.
- 50% of students say that they have a plan for doing better at school.
- 58% of all students believe they can do hard work if they get extra help.
- 63% of students believe they do "hands on" projects and activities at least once a week in their classrooms.

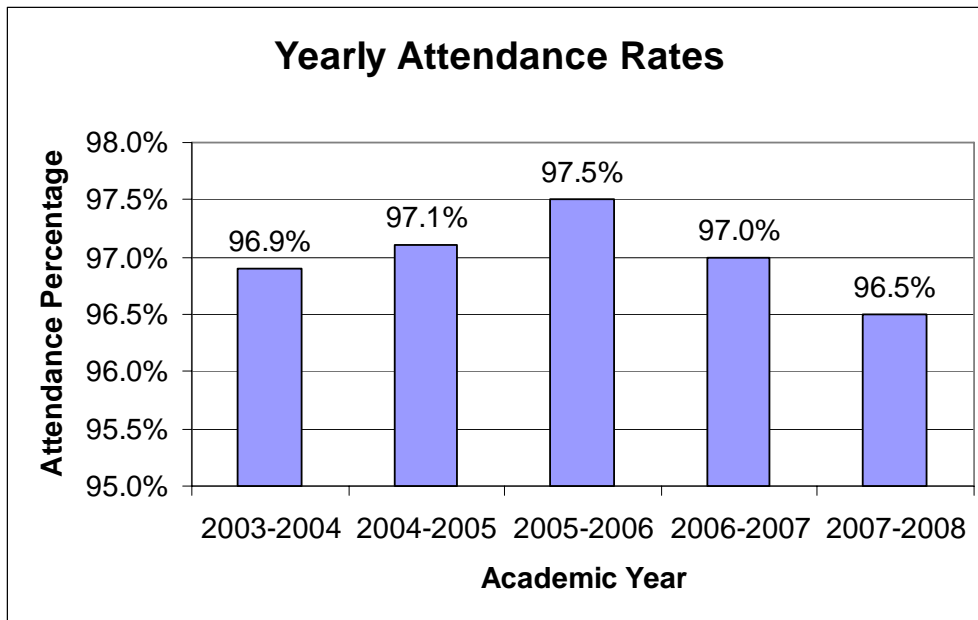
Analysis:

Students are aware of and utilize our vast amount of technological tools at Delaware Trail. Students realize their parents and teachers want them to succeed, and thus, have the desire themselves to achieve. The students feel that there are opportunities to get help at school when they have problems. Students feel that the behavior of all students is not at an acceptable level. They do not understand the community’s expectations for them. Students do not feel they have a formal plan for improving in school. Challenging work is not something that students feel they can achieve, even when given extra help. Students feel there needs to be more hands-on activities in their classroom

Implications for Change:

Students need access to their data folder so that they may refer back to their individual plans for improvement. The art, music, and physical education teachers implemented a behavior system within their classrooms this school year. The classroom teacher communicates with the special area teacher about daily behavior.

**Existing Student Data
Delaware Trail Elementary**



Benchmark Goal for Attendance 2006-2007: 97.7% 2007-2008: 98.0% 2008-2009: 98.3%

**ISTEP+ Scores
Percentage of Students Passing Test**

YEAR	GRADE	LANGUAGE ARTS	MATH
2002-2003	3	84%	81%
2003-2004	3	76%	74%
2004-2005	3	86%	89%
2005-2006	3	86%	85%
2006-2007	3	86%	82%
2007-2008	3	82%	79%
2004-2005	4	86%	82%
2005-2006	4	88%	97%
2006-2007	4	91%	92%
2007-2008	4	85%	79%
2004-2005	5	87%	57%
2005-2006	5	82%	83%
2006-2007	5	90%	93%
2007-2008	5	88%	83%

All Students Passing Language Arts and Math

2003-2004	grades 3-6	80%
2004-2005	grades 3-6	84%
2005-2006	grades 3-5	87%
2006-2007	grades 3-5	89%
2007-2008	grades 3-5	83%

Benchmark Goal for All Students Passing Language Arts and Math on ISTEP:

2006-2007: 90% 2007-2008: 93% 2008-2009: 95%

All Students Passing Both Language Arts and Math

ISTEP Test Performance					
Year	Grade	Pupils Tested	Percent Passing Both English/LA and Math	Total Battery NCE	Test of Cognitive Skill
2005-06	3	102	77%		
2005-06	4	92	89%		
2005-06	5	101	77%		
2006-07	3	102	76%		
2006-07	4	98	86%		
2006-07	5	92	88%		
2007-08	3	104	75%		
2007-08	4	104	73%		
2007-08	5	94	78%		

The above chart is an addition to the 221 plan for Delaware Trail.

Reading Baseline Data fall 2005-2006:

	First Semester % of students on grade level		Second Semester 05-06	
	SRI	NWEA	SRI	NWEA
First grade	27%	NA	48%	53%
Second grade	78%	72%	79%	79%
Third grade	82%	76%	72%	87%
Fourth grade	95%	90%	84%	95%
Fifth grade	94%	70%	85%	84%

Reading Baseline Data Fall 2006-2007

	First Semester % of students on grade level		Second Semester 06-07	
	SRI	NWEA	SRI	NWEA
First Grade	9%	NA	56%	NA
Second Grade	40%	44%	79%	80%
Third Grade	52%	71%	77%	90%
Fourth Grade	68%	74%	78%	90%
Fifth Grade	82%	85%	85%	92%

Both SRI and NWEA reading scores improved from spring to fall.

Reading Baseline Data Fall 2007-2008

	First Semester 07-08 % of students on grade level		Second Semester 07-08	
	SRI	NWEA	SRI	NWEA
First Grade	10%	NA	52%	71%
Second Grade	45%	42%	69%	81%
Third Grade	53%	54%	77%	70%
Fourth Grade	71%	72%	88%	93%
Fifth Grade	71%	68%	90%	95%

Language Conventions Action Plan

Goal:

All Delaware Trail Elementary students will improve in language conventions across all curricular areas.

Essences:

Punctuation, Capitalization, Spelling, Parts of Speech, Subject/Verb Agreement

Supporting Data:

The IPI scores for the average score relative to the minimum passing score on the ISTEP+ skills tests for Language conventions has been consistently low for the years of 2003-2005.

Grade Level	Language Conventions ISTEP+ IPI		
	05-06	06-07	07-08
Third	7.5	7.4	6.1
Fourth	14.5	11.8	10.7
Fifth	12.1	16.6	11.8

The NWEA scores for the year 2005-2006, our first year for the NWEA tests, show that student achievement in the Language conventions is sporadic.

Grades 2-5 Spring 2006			
Category	Low	Average	High
• Write strategies & skills	23	29	49
• Conventions	17	30	54
• Conventions/ Mechanics Of Writing	21	27	53

Grades 2-5 Fall 2006			
Category	Low	Average	High
• Write strategies & skills	31	28	42
• Conventions	27	25	49
• Conventions/ Mechanics Of Writing	27	29	44

Grades 2-5 Spring 2007			
Category	Low	Average	High
• Write strategies & skills	18	30	52
• Conventions	15	28	58
• Conventions/ Mechanics Of Writing	15	32	54

As you compare the spring 2007 scores to the fall 2006 scores, all of the low scores decreased by about 50%. The average scores increased by 2 or 3 points and the high scores increased by 10 points in each category.

Grades 2-5 Fall 2007			
Category	Low	Average	High
• Write strategies & skills	32	26	42
• Conventions	27	28	45
• Conventions/ Mechanics Of Writing	28	30	42

Grades 2-5 Spring 2008			
Category	Low	Average	High
• Write strategies & skills	20	30	50
• Conventions	17	32	51

- Conventions/
Mechanics Of Writing 18 29 53

As you compare the spring 2008 scores to the fall 2007 scores, all of the low scores decreased. The average scores increased by 4 points except the ‘conventions’ and the high scores increased by 8, 6, and 11 points respectively in the categories.

Summative Assessments:

- Standardized: ISTEP+, NWEA
- Local: Write Traits Rubric, ISTEP+ Rubric

Formative Assessment:

Teachers will use the NWEA assessment for Language conventions in April.

Local Assessments:

- Teachers will use writing rubric for all writing assessing punctuation.
- Teachers will use daily assignments to assess punctuation.
- Students will record punctuation data to follow achievement.

Research:

- Graves, Donald. *A Fresh Look at Writing*. Heinemann
- Cunningham, Patricia and James, and Moore, Sharon and David. *Teachers in Action*. Longman
- Zelman, Steven and Daniels, Harvey and Hyde, Arthur. *Best Practices*. Heinemann
- Spandel, Vicki. *Books, Lessons, and Ideas for Teaching the Six Traits*. Great Source Education Group
- Spandel, Vicki. *Creating Writers*. Pearson Education

Interventions:

Students will use appropriate capitalization in all writings.

Kindergarten:

- The teacher will model capitalization during writer’s workshop mini-lesson.
- The teacher will praise students who use capitalization and show it to class as a model.

1st grade:

- The teacher will type sentences without capitalization. The students will go back and add capital letters.
- The students will help make a proper noun chart.
- The teachers will use McGraw-Hill overheads to correct punctuation together.
- The students will complete Daily Oral Language.
- The students will write Read the Zoo reports with proper capitalization.

2nd grade

- Students will use their highlighter marker to high-light capital letters in dictation sentences and writing activities.
- Teachers will provide writing across the curriculum to practice using various capitalization rules.

- Teachers will provide daily language lessons and weekly grammar lessons to practice various capitalization rules.

3rd grade

- Students will participate in peer editing.
- The teacher will present mini-lessons related to Write Traits- conventions.
- The students will participate in whole group editing with teacher
- The teacher will use literature to model examples of capitalization
- Students and teacher will model capitalization through letter writing

4th grade

- Teachers will plan and create mini-lessons on rules of capitalization in a craft study.
- Students will participate in a craft study of conventions and mechanics to learn from real authors.
- Teachers and students will utilize individual writing conferences to review rules and improve use of capital letters.
- Teachers will require students to write in complete sentences in all content areas.
- Teachers and students will utilize Daily Oral Language or Mountain Language for daily morning work to review rules of capitalization.

5th grade

- Teacher will create letter writing mini-lessons with emphasis on correct capitalization.
- Students will practice capitalization and punctuation in isolation using the English book.
- Students will apply strategies taught by teacher using the Grammar book to accurately edit and peer edit their paper and other students' paper.
- Students will practice using correct capitalization for proper nouns using Mountain Language or Daily Oral Language.

Interventions:

Students will use appropriate parts of speech in all writings.

Kindergarten:

- The teacher will model correct use of parts of speech in all writing
- The teacher will ask “does it sound right?” or “does it make sense?” when a student does not use correct parts of speech.
- The teacher will encourage students to reread their writing.

1st grade:

- The students will say the Shurley jingles
- The students and teacher will use overhead transparencies to color code the parts of speech.
- The students will help make a poster for each part of speech
- The teacher will make sentence hand poster that list the parts of a sentence.
- The student will use the hands when writing a sentence.
- The student will make noun collages.

2nd grade:

- Students will participate in charades to practice parts of speech such as action verbs, nouns, and adjective.
- Teachers will provide students with weekly grammar lessons to practice the correct use of various parts of speech.
- Teachers will instruct students on the proper use of the grammar check tool in word processing programs on the computer.
- Teachers will incorporate grammar rules into New York City writing mini-lessons in each of the genre studies.
- Students will complete Daily Oral Language activities to practice the correct use of various parts of speech.

3rd grade:

- The teacher will introduce parts of speech by using textbook/mini-lessons
- Parts of speech will be reinforced through Daily Oral Language with students circling nouns, underlining verbs, etc.
- Teachers will create posters for different parts of speech.
- Students will use literature to locate parts of speech.
- Students will review parts of speech when working with word choice (Write Traits).

4th grade:

- Teachers will utilize Mountain Language or Daily Oral Language for morning work to review parts of speech.
- Students will review parts of speech by completing Mountain Language or Daily Oral Language for morning work.
- Teachers will instruct rules and examples for parts of speech by using the English textbook and grammar portions of reading series.
- Students will learn parts of speech through activities in the English book and grammar portion of the reading series.
- Students will review parts of speech through technology by using the software Grammar Rock.

5th grade:

- Students will dissect and diagram sentences in order to pick parts of speech in a sentence.
- Students will practice parts of speech by locating subject and predicate in example sentences.
- Students will practice parts of speech in isolation using the Grammar book.

Interventions:

Students will use appropriate spelling in all writings.

Kindergarten:

- The students will be expected to spell lightning words correctly.
- Students will use environmental print to spell words correctly.
- Teacher will model correct spelling during writer's workshop mini lessons

1st grade:

- The students will chant the wall words
- The students will play Sparkle.
- The students will play Wordo.
- The students will create sentences using spelling words (write in spelling notebooks or type in computer lab)
- The teacher will teach spelling rules (ex: when 2 vowels go walkin' the first one does the talking')
- The students will use spelling notebooks to write words, put them in ABC order, write spelling words in sentences and play spelling games.

2nd grade:

- Teachers will provide Four Block letter cards to complete weekly Making Words activities using spelling words.
- Teachers will provide spelling contracts for the students to complete various spelling activities to practice their spelling words through different modalities.
- Students will use Mr. or Mrs. Potato Head to play spelling games, such as Hangman to reinforce spelling words.

3rd grade:

- Students will identify misspelled words in Daily Oral Language.

4th grade:

- Students will play spelling games like Sparkle and Spelling Bee and use a tactile approach with Rainbow Spelling, playing with Play-Doh, and utilizing alphabetical magnetic letters to review weekly spelling list.
- Students will create crossword puzzles and word searches by utilizing the website puzzlemaker.com to review weekly spelling list.
- Students will review basic concepts in spelling and fourth grade wall words by completing Mountain Language each morning and participating in teacher created stations.
- Teachers will create stations by using activities such as Making Words, Brand Name Phonics, and What Looks Right to review fourth grade wall words.

5th grade:

- Students will practice and apply spelling words in isolation using the spelling book.
- Students will participate in spelling games like “Battleship” and “Sparkle” to reinforce spelling words.
- Students will use tic-tac-toes and contracts to practice spelling words.

Interventions:

Students will use appropriate subject/verb agreement in all writings.

Kindergarten:

- Teacher will ask “does it sound right?” when students do not use correct subject verb agreement.

1st grade:

- The students will decide if a sentence sounds right.
- The students will complete DOL
- The students will learn the sentence jingle using the Shurley method to decide if a sentence makes complete sense.

2nd grade:

- Students will read their own writing out loud to ensure that subject agrees with the verb.
- Teachers will instruct students on correct subject/verb agreement format.
- Students will complete Daily Oral Language practice making necessary changes with subject/verb agreement.

3rd grade:

- Students will correct subject/verb agreement in peer editing.
- The teacher will present mini-lessons related to subject/verb agreement.
- Students will identify and correct improper subject verb agreement in Daily Oral Language sentences.

4th grade:

- Students will learn to apply correct subject/verb agreement in their writing through techniques taught during student/teacher writing conferences.
- Teachers will meet with individual students to review writing for correct subject verb agreement.
- Students will review subject/verb agreement by completing Mountain Language or Daily Oral Language for morning work.
- Teachers will instruct rules and examples for subject/verb agreement by using the English textbook and grammar portions of reading series.

5th grade:

- Students will practice subject/verb agreement in isolations using the English book.
- Students will use Mountain Language to correct sentences using correct subject/verb agreement.
- Students will conference with teacher to identify subject/verb agreement in writing.

Intervention:

Students will use appropriate punctuation in all writings.

Kindergarten:

- Teachers introduce punctuation marks.
- Students will use appropriate punctuation.

1st Grade:

- Teacher makes a punctuation chart that students can use during their writing.
- Teacher will type a paragraph without punctuation and students will add punctuation.

2ndGrade:

- Students give verbal explanation of needed punctuation in handouts and overheads.
- Students learn names of punctuation marks

3rd Grade:

- Teachers and students will collaboratively create an editing checklist after discussing the purpose of editing checklists.
- Teacher will instruct with whole group activities to teach and review how to check for punctuation.
- Students will learn editing symbols and use during the peer editing process.

4th Grade:

- Teachers and students create and use editing checklist.
- Teachers will use convention activities from Write Traits binder with students as a class activity.
- Students will peer edit.

5th Grade:

- Teachers will create mini-lessons of punctuation from a craft lesson from New York Writing.
- Students will peer edit.
- Teacher will create a comma rules lesson that students will apply to their writing.

All Grade Levels:

- Teachers will use literature to demonstrate to students the use of proper punctuation so students will understand the necessity of using proper punctuation
- Teachers model proper punctuation in writing, so students will be expected to use proper punctuation in writing.
- Teachers give positive reinforcements when students use correct punctuation.
- Teachers will conference with students so students will understand correct punctuation.
- Teachers will use Daily Oral Language so students will be able to transfer learning to writing.

Special Area Teachers: Language Conventions

Speech Therapy-Punctuation

- Speech lessons are connected to a piece of literature. The teacher stresses punctuation in reading.
- The teacher and students practice voice inflections with different punctuation marks.

Art-Punctuation

- Students write three or four sentences about their art work. The punctuation is expected to be correct in this writing.
- Students create an “emphasis” piece of art. Color and design should agree with the punctuation. Reds, oranges, and zig zag lines will add excitement for an exclamation point.

Speech Therapy-Spelling

- The speech teacher uses spelling words and or vocabulary words to target articulation.
- The student will spell the word concentrating on articulation and correct spelling.

Physical Education-Spelling

- Grades K-2 – The students spell locomotor movements while doing that skill. Example: The students spell “jump” while jumping the letters.

- Grades 3-5 – Students have a scramble relay combining soccer and spelling words.
- Grades 1-5 – Students play the basketball game “Horse” and spell different words.

Art-Capitalization

- Students will write four lines in calligraphy. The students then design a “capital first” letter in a 2x2 inch square and fill in designs.

Music-Punctuation

- Teacher will put up pictures of punctuation marks and teach punctuation songs and jingles.
- Teacher will use voice accent at the end of sentences.

Professional Development Timeline with

Persons Responsible :

2006-2007

- Teachers will meet as grade levels at the beginning of the school year to plan instructional calendars for the school year
- Teachers will meet monthly as grade levels to discuss the best use of Write Traits and ISTEP+ rubrics to assess Language conventions
- Teachers will meet as grade levels with the New York Writing leadership team and Mr. Utterback three times during the year to continue use of the New York Writing program
- Teachers will discuss writing conventions at our staff retreat in August
- The New York City Leadership Team and Mr. Utterback will train staff in using mini-lessons to support the instruction of language conventions three times during the year.
- The Differentiated Instruction committee will teach staff how to use individual writing conferences to help improve language conventions at the beginning of the year.
- Teachers will review and use the assessment tool of NWEA to establish achievement goals in August, January, and April
- Teachers will chart student growth using Write Trait and ISTEP+ rubrics throughout the year.

2007-2008

- Teachers will review and use the assessment tool of NWEA to establish achievement goals in August, January, and April.
- Teachers will chart student growth using the Write Trait and ISTEP+ rubrics throughout the school year.
- Teachers will meet as grade levels with the New York Writing leadership team and Mr. Utterback two times during the year to continue use of the New York Writing program.
- Teachers will meet as grade levels at the beginning of the year to plan and revise instructional calendars for the school year.

2008-2009

- Teachers will review and use the assessment tool of NWEA to establish achievement goals in August, January and April.
- Teachers will chart student growth using the Write Trait and ISTEP+ rubrics throughout the school year.
- Teachers will meet as grade levels at the beginning of the year to plan and revise instructional calendars for the school year
- Differentiated Instruction
- Vocabulary Instruction-lists at each grade level
- Pre-reading strategies and word webs

Kindergarten

- Fictional Comprehension
Students will use story maps to recall events in a story read aloud.
Students will use story recall activities for comprehension skills such as: naming characters, sequencing story events, and recall of setting.
- Informational Comprehension
Students will participate in directed writing activities related to informational books read aloud.
- Main Idea
Students will be involved in discussions of the main idea of stories read aloud.

1st Grade

- Language Arts stations for remediation
- Small groups for extra help
- More phonics in Discovery
- Set up stations during recess
- Utilize parent volunteers for small group instruction

2nd Grade

- K-W-L charts
- Story maps
- Venn diagrams
- Lexile leveled books
- Reading and discussion of Time For Kids magazines
- Reading Counts quizzes
- Personal reading tote bags
- Literature circles

3rd Grade

- Use Current event materials (Ex. *Time for Kids*, *Inquisitive Kids*) to improve informative text comprehension.
- Incorporate *Nonfiction Passages* (educator's book) activities to improve informative text comprehension.
- Include Word of the Day activities to improve vocabulary development.
- Use more graphic organizers to help students compose well-developed paragraphs.

4th Grade

- Teach fewer skills by utilizing Power Standards, but teach them more explicitly.

- Utilize more expository writing in both reading and writing.
- Continue Reader’s Workshop.
- Continue Flexible Grouping, but use reading series as tool and supplement with additional materials.

5th grade

- Use social science materials more for nonfiction reading skills.
- Place emphasis on vocabulary and application of it.
- Spend equal time working on math and language arts throughout the day.
- Continue Flexible Grouping

Primary Special Education

- Grade K – Use rebus style stories to teach and reinforce sight words.
- Grades K-1 Create charts of word families (short vowels for K). Post charts in classrooms for daily reference.
- Grades K-1 Use highlighters to find sight words in everyday writing, ie; on worksheets, in magazines or newspapers, in newsletters.
- Grade 1 – Have students create individual “words I use” notebooks. Use notebooks that are labeled for each letter. Students can write their own most frequently needed words.
- Grades K-2 Use Lipps program to learn about vowels and consonants.
- Grades K-2 Use small alphabet cards to make word families, focusing on more complicated word building and/or spelling words and/or sight words, as appropriate for grade level.
- Grade 2 – Have students help create a highly recurring phonics elements chart, using pictures or drawings that they connect to various phonics elements, such as “ir, er, ur” or “ow”.

Media Center

- Grades 2-5 Reading Counts – Encourage reading of at least 1 book at lexile level, each library visit. Take quiz on the book to measure comprehension.
- Introduce Kindergarten and 1st grade to non-fiction books by pulling out non-fiction picture books and beginning reader books and putting them in a separate section for them to check out.

Art

- Artworks as writing prompts
- Students write assessments of their finished art products
- Punctuation based art project
- Calligraphy- content, capitalization, punctuation
-

Physical Education 2008

- K-5 students participated in Read Across America utilizing stations which correlated with Dr. Seuss books.
- K-5 students read and identify state and capital names using Geospots.
- Students reflect and write on various activities in P.E.
- Grades 3-5 students made real life connections to heart disease and wrote about how it has affected their family during Jump/Hoops for Heart.

- Grades 1-5 students wrote “jingles” to a rhythm as they jumped rope.
- K-1 students completed physical activities to poetry in general education classrooms.
- K-5 students completed physical activities for each letter of the alphabet to spell words at home.
- Grades 4 and 5 students learned prepositions and acted out during physical exercises.
- K-5 students use foam alphabet mats to run relays and spell words.

Music 2008

Primary

- Singing Mother Goose Nursery Rhymes, corresponds to Kindergarten Standards.
- Down by the Bay song writing activity. Students create new verses to sing with song. We create a book and the students get to take that book back to their class to add to their library.
- Reading familiar storybooks that relate to music and classroom curriculum.
- Students create poems on various subjects, holidays, etc... and then set them to a rhythmic chant and/or use solfege syllables to create a melody.

Intermediate

- Create verses for school song. Students will study the original verses and become aware of the form of the song and the rhyming words. They will then create a list of topics to use for their creation of the song. Finally they will create new verses and refrains for the song.
- Resource and study composers life and music. Students create power point presentations for the classroom based on their resource.
- Singing songs from classroom literature and discussing the history and the importance of the song.
- Create poetry and reflective writings for Music In Our School Month.
- Music Discovery- I choose a piece of classical music and don't tell the students anything about the piece or the composer (this will come later). I will explain that music can have descriptive elements, and that often times people hear stories, events, or objects to help create the music and can be heard in the music. The students to have a piece of paper and a pencil, or other writing utensil. Encourage the students to relax and listen, but let them know that they also will need to write down what they hear in the music/see going on in their head.
- “Don Gato” Writing Activity-the students listened to the first two verses of a ballad called "Don Gato". We discussed the story that they heard. The students then had to finish the story of “Don Gato”, writing at least two paragraphs. They used the following skills: 1. The students had to read and analyze a piece of music as a literary work. 2. They had to think outside the box, given very few parameters. 3. They had to apply their language arts lessons, using proper grammar and sentence structure. After they were finished we listened to the rest of the song. They were amazed to hear how different or how alike the remainder of the story their stories were.

Math Computation Action Plan

Goal:

All Delaware Trail Elementary students will improve in math computation across the curriculum.

Essences:

Estimation, Addition and Subtraction of Whole Numbers, Multiplication and Division of Whole Numbers, Addition and Subtraction of Fractions and Decimals, Multiplication and Division of Fractions and Decimals

Supporting Data:

The IPI scores for the average score relative to the minimum passing score on the ISTEP+ skills tests for math computation has been consistently low in comparison to other math functions for the years of 2003-2005.

ISTEP+ Computation			
Average Score Relative to Minimum Passing Score			
Grade Three	2005-06	2006-07	07-08
	+ 7.9	11.3	9.7
Grade Four	2005-06	2006-07	
	+19.8	17.8	16.6
Grade Five	2005-06	2006-07	
	+11.2	18.7	13.7

The NWEA scores for the year 2005, our first year for the NWEA tests, show that student achievement in the math computation is low.

Math Computation			
NWEA Spring 2006			
Percentage of students in each category at grade levels			
Grade Level	Low	Average	High
Second Grade	54	28	18
Third Grade	54	24	21
Fourth Grade	31	20	49
Fifth Grade	33	31	38
Percentage of students 2-5 in each category spring 2006			
	43	26	32
NWEA Fall 2006			
Percentage of students in each category at grade levels fall 2006			
Grade Level	Low	Average	High
Second Grade	59	24	17
Third Grade	47	28	26
Fourth Grade	46	30	24
Fifth Grade	18	26	55
Percentage of students 2-5 in each category Fall 2006			
	43	27	31

Math Computation

NWEA Spring 2007

Percentage of students in each category at grade levels

Grade Level	Low	Average	High
Second Grade	49	26	25
Third Grade	37	26	38
Fourth Grade	23	48	29
Fifth Grade	19	30	51

Percentage of students 2-5 in each grade level spring 2007

32	33	36
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As you compare the spring 2007 scores to the fall 2006 scores, all of the low scores decreased by at least 10 points with the exception of the fifth grade. The average scores increased. All of the high scores increased in each grade level with the exception of the fifth grade.

NWEA Fall 2007

Percentage of students in computation category at grade levels fall 2007

Grade Level	Low	Average	High
Second Grade	61%	20%	19%
Third Grade	53%	23%	23%
Fourth Grade	41%	31%	28%
Fifth Grade	43%	30%	27%

Percentage of students 2-5 in computation category at each grade level fall 2007

50%	26%	24%
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NWEA Spring 2008

Percentage of students in computation category at grade levels spring 2008

Grade Level	Low	Average	High
Second Grade	48%	25%	27%
Third Grade	32%	26%	42%
Fourth Grade	24%	34%	42%
Fifth Grade	14%	32%	54%

Percentage of students 2-5 in computation category at each grade level spring 2008

30%	29%	41%
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As you compare the spring 2008 scores to the fall 2007 scores, all of the low scores decreased significantly. The average scores increased and all of the high scores increased significantly in each grade level.

Summative Assessments:

Standardized: ISTEP+, NWEA

Local: Math Fact Tests, Pre and Post Tests

Formative:

Teachers will use the NWEA assessment in the spring for math computation data.

Local:

- Teachers will use daily assignments for assessment.
- Teachers will use math facts test for assessment.
- Students will record math facts data and daily scores to follow achievement.
- Teachers will use pretests and posttests for evidence of growth during each chapter or concept.

Research:

- House, Peggy. *Connecting Mathematics Across the Curriculum*. National Council of Teachers of Mathematics
- Lilly, Marsha. *Math at Hand*. Great Source
- Copley, Juanita. *Mathematics in the Early Years*. National Council of Teachers of Mathematics
- Van de Walle. *Elementary and Middle School Mathematics, Teaching Developmentally*. Pearson
- Zemelman, Steven and Daniels, Harvey and Hyde, Arthur. *Best Practices*. Heinemann

Intervention:

Students in grades kindergarten through five will use estimation correctly.

Kindergarten:

- The teacher will provide opportunities for students to explore estimation in centers in the classroom.
- The students will estimate the number of objects in a jar, record their estimation, and compare their estimation to the actual amount.

1st Grade:

- In our estimation station, the students will make a reasonable guess of items in a given container.

2nd Grade:

- Teachers will use daily oral math activities to reinforce student practice of estimation.
- Teachers will use weekly problem solving activities to reinforce estimation.
- Teachers will use real life situations to apply estimation across curriculum.
- Students learn to estimate using teacher created estimation, hands-on activity.

3rd Grade:

- Students will round numbers correctly to the nearest 10, 100, 1000 when adding and subtracting
- Students estimate the volume of different containers.
- Students will use estimation to evaluate if answers to addition and subtraction problems make sense.

4th Grade:

- The students will use estimation in everyday problems such as word problems, fractions, whole numbers, and decimals.

- The students will utilize different types of estimation such as front end, compatible numbers, and rounding.
- The students will complete estimation problems for morning work using Mountain Math.

5th Grade:

- Students will use fraction models provided by math basal to estimate fraction amounts.
- Teacher will model real life situations for students in which they have to estimate the amount of money they will need.
-

Intervention:

Students in grades kindergarten through five will add and subtract whole numbers correctly.

Kindergarten:

- Teachers will introduce addition and subtraction through oral problem solving.
- Students will complete addition and subtraction problems using manipulatives.
- Students will record equations on paper, using manipulatives to find the answer.
- Students will draw a picture to find the answer to an addition/subtraction problem.

1st grade:

- Students will use manipulatives to add and subtract whole numbers.
- Students will use the computer to practice math facts using given software.
- Students will use Marcy Cook Task cards and number tiles to reinforce addition and subtraction skills.
- Students will complete fifteen addition problems in one minute and fifteen subtraction problems in one minute.

2nd grade:

- Teachers will use addition and subtraction timed math-fact tests and complete one hundred problems in five minutes.
- Teachers will use various addition/subtraction math games such as: flash cards, bingo, board-races, math-facts beach balls, etc.
- Students will use technology programs such as Math Facts in a Flash and Turbo Math Facts to reinforce addition/subtraction math facts.

3rd grade:

- Student will complete one hundred addition problems in five minutes and one hundred subtraction problems in five minutes.
- Students will engage in computer activities such as Turbo Math, Math Facts in a Flash, and various internet sites.

4th grade:

- The students will complete computation problems for morning work using Mountain Math.
- The students will complete 100 problems on each of the computation methods in four minutes.
- The students will use activities to demonstrate computation skills. These activities include using base ten blocks, playing Around the World, and listening to songs based on computation.

5th grade:

- Teachers will review steps for adding and subtracting whole numbers and give students problems to solve for practice
- Teachers will use money to practice addition and subtraction of decimals.

Intervention:

Students in grades three through five will add and subtract fractions and decimals.

3rd grade:

- Students will add and subtract fractions by using manipulative fraction bars and fraction sticks
- Students create and compare models of fractions
- Students represent decimals using place value 10 blocks.

4th grade:

- Teacher will model how to use the graph paper and hundreds charts correctly in completing decimal problems.
- The students will use graph paper and hundreds charts as a tools to compute addition and subtraction of decimals.
- Students will utilize Mountain Math for morning work to review addition and subtraction of fractions and decimals.
- The students will use hands-on objects such as, Fraction Hamburgers and Fraction Strips, to demonstrate addition and subtraction of fractions.

5th grade:

- Teacher will introduce, model, and demonstrate how to add and subtract fractions.
- Teacher will teach vocabulary such as “greatest common denominator”.
- Teacher will model addition and subtraction of fractions through the use of manipulatives.

Intervention:

Students in grades four and five will multiply and divide fractions correctly.

4th grade

- Students will complete problems with multiplication and division of fractions for morning work using Mountain Math.
- Students will use manipulatives such as, Fraction Strips and Fraction Hamburgers, to model multiplication and division of fractions.

5th grade

- Teacher will introduce vocabulary and steps for multiplication and division of fractions.
- Teacher will model and demonstrate how to multiply and divide fractions.

Intervention:

Students in grades four and five will multiply and divide decimals correctly.

4th grade:

- As a class, students will create posters to display in the classroom with the steps of multiplying and dividing of decimals.
- Students will complete multiplication and division of decimal problems for morning work using Mountain Math.
- Students will learn to multiply and divide money with teacher instruction.

5th grade:

- Teachers will model how to multiply and divide decimals
- Teachers will use math book to reinforce the steps students should take to multiply and divide decimals.
- Teacher will write out the steps for multiplication and division of decimals and post in the classroom for student use.
-

Intervention:

Students in grades three through five will multiply and divide whole numbers correctly.

3rd grade:

- Students will complete sixty multiplication problems in five minutes.
- Students will engage in computer activities such as Turbo Math, Math Facts in a Flash, and various Internet sites to practice math facts.
- Students will participate in real-world problem solving activities.

4th grade:

- The students will complete computation problems for morning work using Mountain Math.
- The students will complete one hundred multiplication problems in four minutes.
- The students will use activities to demonstrate computation skills. These activities include using base ten blocks, playing Around the World, and listening to songs based on computation.

5th grade:

- Students will complete one hundred multiplication problems in four minutes.
- Students will engage in real-world problem solving activities.

All teachers in grades one through five:

- Students are placed in flexible groups for each chapter or concept.

Special Area Teachers: Math Computation

Physical Education

- Students in grades one through five will count exercises and activities by twos, fives, and tens.
- Students in grades four and five will plot and graph step count with pedometers.
- Students in grades three through five will complete two by two fitness sheets and utilize addition, subtraction, and multiplication.
- Teacher will use fractional values with dividing the gymnasium for activities in grades one through five.

Music

- Students in grade one will create songs to help them learn counting by twos, fives, and tens.
- Students in grades one through five will add, subtract, multiply, and divide rhythmic note values.
- Students in grades two through five will complete a measure of music using math skills to figure out how many beats are needed.

Art

- Students will use addition and subtraction to gain understanding about mixing color, shades, and values.
- Students will use addition and subtraction to fill out self assessment rubrics. Students must assign and total point values for various categories.
- Students must plan out compositions but dividing paper into fractions in order to create radial, symmetrical, and asymmetrical compositions.

Language Lab/Speech Room

- Students in kindergarten through second grade will work on articulation of number words.
- Students in kindergarten through second grade will work on graphing activities in response to class surveys in themed lessons.
- Teacher will use “filler time” to practice math facts with math flashcards in grades kindergarten through second.

Professional Development Timeline with Persons Responsible:

2006-2007

- Teachers will assess students using NWEA and set achievement goals in August, January, and April.
- Teachers will give and assess beginning of the year timed test for students.
- Teachers will work as grade levels to discuss charting of student growth throughout the school year.
- Teachers will review pre-tests for placement in flexible groups for each new concept.
- Teachers and Mr. Utterback will research and review best practices for math computation throughout the school year.
- Teachers evaluate existing math programs such as Mountain Math, Daily Oral Math, and Everyday Counts throughout the school year.
- Teachers will create instructional calendars in August for the year.
- Teachers will assess flexible grouping throughout the school year.
- Teachers and the CTL will investigate and choose software throughout the year.
- Differentiated Instruction committee will investigate and offer best practices in math computation throughout the school year.
- Teachers will collaborate to create summer skill packages in April.
- Teachers and administrators will investigate ways to celebrate student success throughout the school year.
- Teachers will collect and display student data throughout the school year.
- The administration will recruit and train parents to assist at-risk students at the beginning of the school year.
- Staff will assess data folders and correct concerns for next year in April.

2007-2008

- Teachers will assess students using NWEA and set achievement goals in August, January, and April.
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- Teachers will collect and display student data throughout the school year.
- The administration will recruit and train parents to assist at-risk students at the beginning of the school year.
- Staff will assess data folders and correct concerns for next year in April.
- Janet Perogoy
- Differentiated instruction
- Quadrant D
- Technology

Kindergarten

- Computation
Students will solve one addition problem each day with manipulatives.

- Problem Solving
Students will solve oral addition and subtraction problems using manipulatives. Students will use Crayon Logic and 30's chart activities to practice problem solving skills. (Marci Cook)
- Measurement
Students will use standard and nonstandard measurement at hands-on stations.

1st Grade

- Use touch math
- Math stations for remediation
- Small groups for extra help
- Investigate more websites
- Utilize Marcy Cook in Discovery
- Set up learning stations during recess

2nd Grade

- Flexible grouping
- Timed tests
- Flash card drills and games
- Bingo and other math skills games
- Computer programs
- Hands-on activities

3rd Grade

- Incorporate measurement activities throughout the year to reinforce knowledge and skills.
- Use Star Math with higher ability students to improve and/or challenge those students.
- Use and discuss algebraic expressions so that students are familiar with these.
- Communicate with parents what is being covered in math by sending home a WS or list of examples of similar work for practice/review at home.

4th Grade

- Complete more writing in math using mathematical terms and vocabulary. Write explanations of process for problem solving.
- Utilize consistent math vocabulary within the fourth and fifth grade.
- Continue Flexible Grouping.
- Continue utilizing Mountain Math for morning work.

5th Grade

- Review math concepts year round.
- Emphasize math facts.
- Continue Flexible Grouping.
- Develop note-taking skills by keeping math notebooks/journals throughout the year to use as a reference.

Primary Special Education

- Grades K-2 – Post large number cards with touch points marked.
- Grades K-2 – Use the calendar to reinforce math concepts, as is done with Saxon Math meeting or Every Day Counts calendar math.
- Grade K – Teach students how to count using touch points. Provide touch point number lines for individual use.
- Grade K – Use various types of manipulatives for adding and subtracting.
- Grade K – Use simple forms of problem solving visuals, such as drawings or objects, to demonstrate the process of addition and subtraction.
- Grade 1 – Make a chart of basic problem solving steps and post in the classroom. Have the students make individual charts to keep at their desks. Utilize the same steps when solving word problems in class.
- Grade 2 – Have the students create individual “math concept” notebooks. Create an index in the first few pages of the notebook, then have the students fill in any multiple step processes that they need to remember. Use the notebook to refer to during math class.

Art

- Mandalas- geometry, radius lines, degrees, etc.
- Symmetry, Asymmetry, and Radial Symmetry
- Geometric shapes vs. organic shapes
- Tessellations- translation, rotation, and reflection
- 2-Dimensional and 3 Dimensional forms
-

Music

Primary

- Singing songs with numbers (counting forward and backwards)
- Adding & subtracting note values together.
- Creating songs using numbers (counting by 1, 2, 5, 10)
- Yankee Doodle Math Song(Addition).
The first line of words is "Y.D. went to town." To that tune, you would sing "2 + 1 is 3 and The second line is "riding on a pony," to which you would sing "2 + 2 is 4." You end up singing the verse two times through before singing the chorus. The chorus melody would start with "2 + 9" and end with "2 + 12."
- Musical Math Mystery Lesson-the students are given math facts (addition, subtraction, multiplication) and have them solve the problems. Then they take the answers and transfer the numbers to bells. Each note of the bells is assigned a number (ie. the number #10 would be pitch E, #11 would be pitch F, #12 would be pitch G, etc...until all of the numbers have a pitch to the mystery song). The students will play the notes over and over in order until they have figured out the mystery song.

Intermediate

- Reinforcing the skills of fractions using number lines and pie charts to show note values (ie. 1 whole pie=whole note, $\frac{1}{2}$ of pie=1 half notes, $\frac{1}{4}$ of pie= 1 quarter notes)
- Problem solving to figure out how many beats can complete a measure of music.

- Students create a piece of music selecting a time signature and the correct number of beats to complete that measure.
- Solving Equations using rhythmic values instead of numbers.
($\theta + \varepsilon\varepsilon - \eta, \quad x \quad \omega = 4 \text{ or } \omega$)
- Yankee Doodle Math Song (Multiplication).
The first line of words is "Y.D. went to town." To that tune, you would sing "2 times 1 is 2 and the second line is "riding on a pony," to which you would sing "2 times 2 is 4." You end up singing the verse two times through before singing the chorus. The chorus melody would start with "2 times 9" and end with "2 times 12." The students can clap the pattern while singing the multiplication tables.
- Musical Math Mystery Lesson-the students are given math facts (addition, subtraction, multiplication) and have them solve the problems. Then they take the answers and transfer the numbers to bells. Each note of the bells is assigned a number (ie. the number #10 would be pitch E, #11 would be pitch F, #12 would be pitch G, etc...until all of the numbers have a pitch to the mystery song). The students will play the notes over and over in order until they have figured out the mystery song.

Physical Education

- Always counting activities with addition, subtraction, and multiplication.
- Dividing gym into fractional parts.
- Grades 3-5 students figure resting and training heart rates.
- Grades 3-5 students use basketball skills during thirty seconds with an hour glass. Plotted on a graph.

Cultural Competency

Goal:

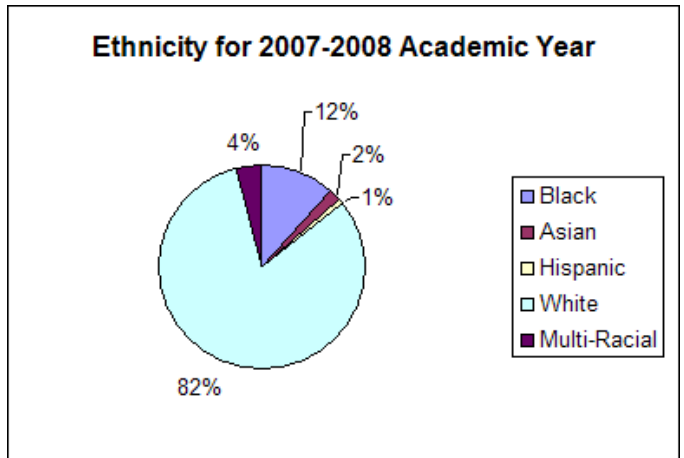
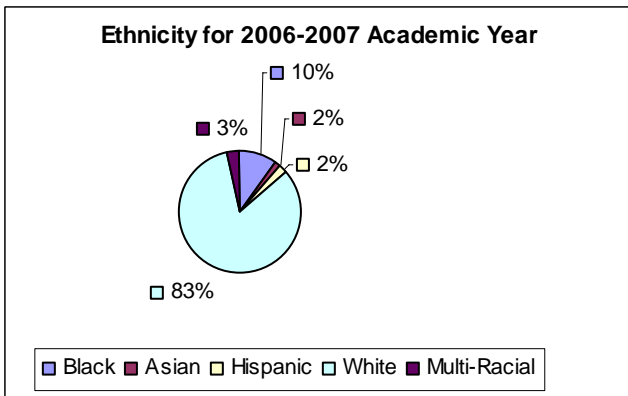
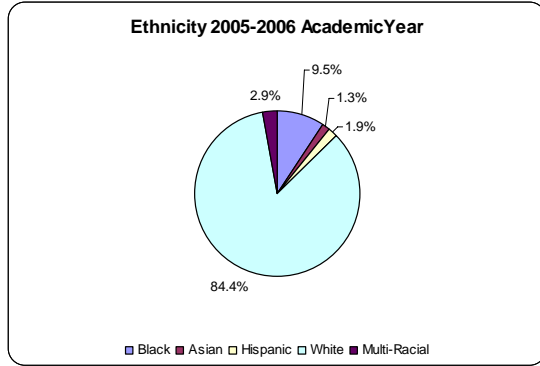
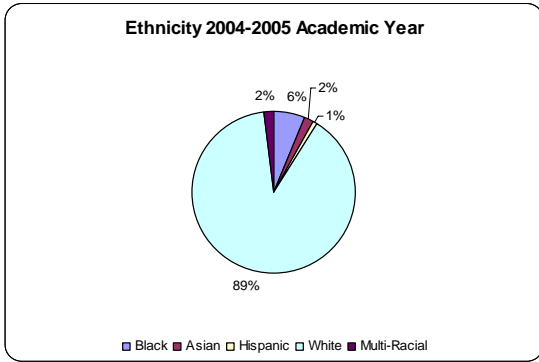
All Delaware Trail Elementary students and staff will become more aware of and develop an appreciation for cultural diversity across the curriculum.

Essences:

Similarities, Differences

School population changes indicate a need to increase our awareness of our growing cultural diversity. During the 2004-2005 school year, there were 6% of the students who received free lunches and 8% who received reduced lunches and 86% received paid lunches. During the 2005-2006 school year, there are 5% of the students who receive free lunches and 12% who receive reduced lunches and 83% receive paid lunches. During the 2006-2007 school year, there are 11% of the students who receive free lunches, 7% receive reduced lunches and 82% are paid lunches.

The table below indicates changes in student population at Delaware Trail:



Summative Assessments:

We are currently developing formal assessment tools.

Local Assessment:

- Surveys will be developed to assess achievement.

Research:

- Ruby Payne workshops
- Book review of *Understanding Poverty* by Ruby Payne
- REACH training
- Corporation Curriculum
- Kaleidoscope training

Interventions:

Students will develop an understanding of the similarities and differences of people and cultures.

Kindergarten:

- Students will explore the similarities and differences between themselves and others through their names.
- Students will explore the similarities and differences between themselves and others by interviewing their classmates about their likes and dislikes during the name unit.
- Students will explore the similarities and differences between themselves and others by drawing pictures of classmates during the name unit.
- Students will explore the similarities and differences between themselves and others by comparing Native American lives to their own.
- Students will explore the similarities and differences between themselves and others by discussing segregation during the Civil Rights Movement (Martin Luther King, Jr.).

1st Grade:

- Students will explore the similarities and differences between themselves and their elders (grandparents, extended families).
- Students will participate in the “Christmas Around the World” unit and make comparisons between how students from different nationalities celebrate Christmas differently now than their grandparents did in the past.
- Students will participate in a unit of study about Native Americans and compare their lives to how their ancestors lived and survived.
- Students will discuss through health lessons how the medicine and hospitals are very different now compared to when their grandparents were their age.

2nd Grade:

- Students will explore their similarities and differences between their neighborhoods and others.
- Students will make a map of their neighborhood to be able to visually compare their neighborhood to others.
- Students will participate in a Flat Stanley activity and discuss how the location that Flat Stanley visited determined the activities he was able to do.
- Utilizing literature from the 2nd grade basal, students will compare/contrast their neighborhoods and daily lives to those of children in the stories.
- Using the book Me on a Map as a touchstone text, students will create their own “Me on a Map” book.

3rd Grade:

- Students will explore their similarities and differences between their communities and others (Brownsburg vs. other communities, school vs. school, class vs. class)
- Students will compare and contrast the community of Brownsburg with those described in texts.
- Teachers will invite guest speakers from other cultures to share their culture.
- Students will write to pen-pals in other communities.
- Students will learn about various holidays.
- Students will use websites and books to explore different cultures.

- Teachers will provide distance learning opportunities, videos, and literature.
- Students will learn about people with various disabilities and their role in the community.
- Students will construct a timeline depicting achievements of influential people from various cultures.

4th Grade:

- Students will explore similarities and differences within their environment and how culture impacts their lives (Indiana History, Northern and Southern views and cultures, Indiana vs. Florida, attitudes, clothing, environment, recreation, food, etc.)
- Students will read from a variety of resources to learn about how the Civil War and slavery affected lives of people in the United States and Indiana.
- Students will explore Native American tribes that inhabited Indiana, focusing on similarities and differences of life today.
- Students will view a series of videos on differences of people.
- Teachers will lead discussions about the video series and have students complete activities relating to similarities and differences of themselves and the people in the videos.
- Students will list ways to show respect to others, with an emphasis on similarities and differences.

5th Grade:

- Students will explore similarities and differences of the diverse ethnic population in the United States (Hispanic, African, Asian, etc.)
- Teachers will show video on diversity and lead a class discussion.
- Teachers will guide students through mini-lessons on different cultural groups (Native Americans and African Americans) using literature. Following this, students will choose a variety of books to read for Reading Workshop.
- Students will choose a famous person of ethnicity to research and present to the class to teach their classmates about their person.
- Students will give famous historical speeches from a variety of ethnic and socioeconomic backgrounds to help students understand history from a variety of viewpoints.

Special Areas : Cultural Competency

Language Lab/Speech Room

- Students will learn vocabulary related to different customs and words from other countries. (Ex. December vocabulary related to Hanukkah, Kwanza. March vocabulary including Irish words i.e. lad, lassie, etc.)
- Students in 2nd grade will participate in a simulation of Rosa Parks' experience and talk about what she felt.

Music

- Students will listen to music from different eras and cultures and discuss the similarities and differences between the pieces of music.
- Students will study and perform dances from various cultures.
- Students will learn about instruments from various cultures and how they are the same or different from what they see and play today.
- Students will learn about various composers and their music.

- Students will sing songs from different cultures and areas.

Media Center

- Kindergarten students will read Small Bear’s Name Hunt and students will talk about all the different names in their class.
- Fourth grade students will research Indiana History.
- Fifth grade students will research various Native American tribes.

Physical Education

- Teacher will invite family members to participate in class during “Come Play with Me”.
- Students will choose and explore different cultural names during Survivor Games unit.
- Students will explore athletes from different countries.

Art

- Students will study and appreciate art works from other cultures.
- Students will participate in critiquing and appreciating each other’s personal expressions.
- Students will learn about various artists and their works of art.
- Students will create a variety of symbols to express themselves.

A survey of families new to Delaware Trail was given in April, 2008.

Data – Families New to Delaware Trail Elementary

In April, 2008, a survey was given to all families new to Delaware Trail. There were 48 new families to Delaware Trail Elementary. 12 surveys were returned from the 48 families.

Data from families new to Delaware Trail Elementary:

April 2008 – Parents New to Delaware Trail Survey Results

	YES	NO
The office staff makes me feel welcomed when I come to school	12	0
My child’s teacher makes me feel welcomed at school	12	0
I feel my child is safe at school	12	0
My child ridges the bus most of the time	12	0
I feel my child is safe going to and from school	12	0
I feel that my child has been treated fairly at Delaware Trail	12	0
I feel the teachers at school help my child learn	12	0
I am pleased that my child(ren) attend Delaware Trail	12	0
I feel that as a parent new to Delaware Trail, I was welcomed the first time I came to Delaware Trail	11	1
I receive information about the events at Delaware Trail	12	0
I am a minority parent (optional)	2	6

Comments:

All staff very receptive to all of our questions

Best principal in the district!

A small school feeling – everyone knows who Jozie is and their teachers have treated her well. Mrs. Lepper has especially treated her special and has been very helpful in giving Jozie the extra help she has needed this year. BCSC as a whole has great communication with parents. I feel like Jozie has had a great year. & she will miss Delaware Trail.

Mrs. Bieberich is wonderful!

Mrs. Bieberich is a blessing! I think she is an added bonus to that school! She (has) been nothing but kind, honest & sincere to Olivia and I am lucky that she is in my daughter's life. I also feel that she is safe at this school which is a definite comfort!

Everyone there in the office & nurse & lunch room are very nice & helpful.

I really feel that Delaware Trail take an interest in my child and in teaching him all he is capable in learning. I appreciate Miss Whisman taking her time in showing Ronald how to do his work at his best.

Jill Wilson is going out of her way to make sure that my daughter has learned everything she needs to know between the two schools she has attended this year.

I love the weekly newsletter. It is great to be informed.

Incident reports

Online advantages

Data – Students New to Delaware Trail Elementary

In April, 2008, a survey was given to all students new to Delaware Trail. There were 55 new students to Delaware Trail Elementary. 13 surveys were returned from the 55 students.

Data from Students New to Delaware Trail Elementary:

I like going to school at Delaware Trail	Yes 13	No 0
Other students respect me at school:	Yes 05	No 8
My teacher helps me learn:	Yes 13	No 0
Mr. Utterback respects/likes me:	Yes 13	No 0
I feel safe while I am at school:	Yes 13	No 0
I ride a bus to school most of the time:	Yes 09	No 4
I feel safe on the bus:	Yes 11	No 2
I am a minority student:	Yes	No 1

Comments from the new student survey – April 2008

List two things you like about Delaware Trail:

It is blue and that is my favorite color My teacher is nice to me.

Gym & Recess I like my classroom I like to read around the room

I like my teacher I like the library Homework & library

When we go to gym on Monday & also when the teachers help me learn.

What I like about this school is that we get to go to gym and math class.

What I like about this school is that we do not have bullies at this school.

They clean the school & the teachers are nice

I like the games in gym I like math bingo in discovery.

I like the people and all the specials.

Professional Development Timeline:

2006-2007

- Mrs. Schubert will lead the staff in a book review of Ruby Payne's *Understanding Poverty* the first semester.
- REACH trainers will develop a schedule in August to train the staff during the year.
- Mrs. Schubert, Miss Ginder, and our CaRE committee will develop surveys and assessments to determine success of culture programs and create a plan of action.
- Miss Ginder and the Olweus committee will begin training in August for the Olweus Bullying program.
- The staff will implement Olweus Bullying program during second semester.
- CaRE Committee will implement a book study throughout the school year.
- Teachers will implement REACH activities in the classroom throughout the year.
- The CaRE committee will discuss ways to involve minority community members/parents in school activities.
- The CaRE and Olweus committees will develop surveys to assess progress.
- The CaRE and Olweus committees will review survey results in April.

2007-2008

- Staff training of diversity will continue using the REACH program throughout the school year.
- The staff will adjust strategies for diversity according to survey results throughout the school year.
- Mr. Utterback will assess CaRE committee activities and adjust as needed throughout the school year.

- Miss Ginder will assess the Olweus Bullying Program and make changes as needed throughout the school year.
- The CaRE committee will discuss ways to involve minority community members/parents in school activities.

2008-2009

- Staff training of diversity will continue using the REACH program throughout the school year.
- The staff will adjust strategies for diversity according to survey results throughout the school year.
- Mr. Utterback will assess CaRE committee activities and adjust as needed throughout the school year.
- Miss Ginder will assess the Olweus Bullying Program and make changes as needed throughout the school year.
- The CaRE committee will discuss ways to involve minority community members/parents in school activities.