

# Fifth Street Elementary School

School Improvement Plan  
2011/2012 – 2013/2014



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# **Fifth Street Elementary School**

## **AdvancED District Accreditation**

### **District Vision**



### **Fifth Street's Mission Statement**

The staff of Fifth Street Elementary School  
Together with students, families, and community will provide each student an enriching education in a safe supportive environment. Through the collaboration of adults and careful analysis of state-wide, district, and local data, we are committed to excellence where students achieve beyond the standards and embrace learning for life.

### **Fifth Street's Core Values**

Our students, faculty, staff, families, and  
community will create a SAFE environment, demonstrate  
RESPONSIBILITY, and behave RESPECTFULLY

## School Profile

### **School and Community Overview:**

Fifth Street Elementary School is located in Bainbridge Township of Dubois County and is one of three elementary schools in the Greater Jasper Consolidated School Corporation. Originally constructed in 1958 to accommodate students in grades K-8, the school underwent a renovation, addition, and reconfiguration in 1992 to educate children K-2. According to the 2000 U.S. Census, Jasper, Indiana, has a population of 12,100. The economy of this southern Indiana town is made up of industry and agriculture. Most industry centers on production of home and office furniture manufacturing.

The Fifth Street Elementary School facility includes: eighteen general education classrooms, two special education resource rooms, two developmental preschool classrooms, and a basement with music, art, and a physical therapy room. A gymnasium, library, cafeteria, teacher's lounge, data room, auditorium, and a ten-station computer lab complement the facility.

### **Staff Profile:**

The staff consists of one principal, eighteen general education teachers, two teachers for development preschool, one Title I/literacy coach, two special education resource teachers, and one speech pathologist. Half-time teachers in the areas of music, art, and English as a New Language complement the overall program. One half-time school social worker, one full-time nurse, thirteen instructional assistants, two secretaries, two custodians, one maintenance and three cafeteria staff members complete the staff at Fifth Street Elementary.

### **Student Profile:**

Enrollment (taken from the IDOE website)

	2006	2007	2008	2009	2010
Pre K	34	32	37	55	38
Kindergarten	149	177	148	151	139
Grade 1	183	153	182	146	152
Grade 2	159	159	155	186	149
TOTALS	525	521	522	539	478

The enrollment history indicates a significant drop in enrollment between 2009 and 2010. Regardless of where a family resides, incoming kindergarten students/families have the choice to attend Ireland Elementary or Fifth/Tenth Street Schools. Ireland Elementary, a kindergarten through fifth grade school is located about seven miles west of Jasper. Tenth Street Elementary, the feeder school for Fifth Street Elementary is a third grade through fifth grade school and is located within Jasper city limits.

**Student Population Demographics:**

<b>Year</b>	<b>White</b>	<b>Black</b>	<b>Hispanic</b>	<b>Asian</b>	<b>Multi Racial</b>	<b>Native American</b>	<b>TOTAL</b>
2006-2007	418	1	82	4	9	1	521
2007-2008	401	1	96	10	17	0	522
2008-2009	406	4	107	7	17	0	538
2009-1010	335	4	102	5	32	0	478
2010-2011	336	4	104	4	29	1	478

The ethnicity of our student population continues to become more diverse.

**Language Minority:**

As the demographics of our student population have evolved, so has the marked increase of students requiring additional support through programs and differentiation of learning as they acquire the English language.

<b>Year</b>	<b>ELL%</b>
06-07	17.4%
07-08	15.1%
08-09	8 %
09-10	21%
10-11	17%

**Student Socio-Economic Status:**

The percentage of students qualifying for free or reduced lunches and textbook assistance has remained steady over the past five years.

Percentage of Students Qualifying for Assistance (Free)

<b>Year</b>	<b>% Free</b>
06-07	31.7%
07-08	34.7%
08-09	36.0%
09-10	36.0%
10-11	36.0%

Areas of concern continue to include a growing number of students at poverty level and students with limited English proficiency. These changes have a significant impact on the teaching strategies, student learning, and parental involvement in our school.

The following chart represents the population of students at Fifth Street Elementary for 2010-2011.

Ethnicity	Free and Reduced	Special Education	English Lang. Learners
21% Hispanic	44% Free and Reduced	17% Special Education	14% ELL
70% White	36% Free Meals		
9% Black, Asian, Native American	8% Reduced Meals		

An increase of students qualifying for financial assistance is district-wide; however, it is more significant in the elementary schools located within the Jasper city limits. As noted above 44% of students at Fifth Street Elementary in 2010-2011 qualified for free and reduced lunches. Teachers concurrently note an increasing lack of student readiness and preparedness for school.

**Attendance Rate:**

The attendance history rate is as follows:

Year	% Rate
06-07	96.1%
07-08	95.9%
08-09	96.1%
09-10	96.1%
10-11	96.9%

## **Approach to School Improvement**

Within the last six years, Fifth Street Elementary began a journey to effectively respond to the increasing needs of a more diverse population of students. Through the leadership of school and district administration, the literacy coach, social worker, behavior coach, Fifth Street faculty and staff, Indiana State University/IDOE partnership with the One Plan Academy, Dubois-Spencer-Perry Exceptional Children's Cooperative, and Title I, funding sources were mobilized to explore evidence based instructional strategies and practices. Additionally, a focus on monitoring the school climate allowed teachers and staff to create supportive structures in all areas of the building for an effective, ongoing school-wide positive behavior support program.

Non-negotiable expectations were set and the teaming of adults emerged. Through systemic change and a sense of urgency, Fifth Street Elementary began to "live" the mission of providing the "right kind and quality of instruction delivered with the right level of intensity and duration to ALL children at the right time".

During the year 2010-2011 a refinement of current structures sandwiched with summer book studies for teachers/staff contributed to the increased academic success of Fifth Street Elementary Students. Also, jumpstarting the 2010-2011 school year, Greater Jasper Consolidated School Corporation received a quality assurance review from a team of outside educators. This AdvancEd District Wide Accreditation process is now the process by which Jasper schools approach school improvement. At this point in time AdvancEd is transitioning from seven standards to five. The unveiling of these standards will take place in October, 2011; however, focusing on teaching and learning will continue to be the core of this process. The current standards by which our district accreditation process is committed to is as follows: Vision and Purpose, Governance and Leadership, Teaching and Learning, Documenting and Using Results, Resource and Support Systems, Stakeholder Communications and Relationships, and Commitment to Continuous Improvement. With guidance from AdvancEd and the district-wide school improvement team, Fifth Street Elementary School will align school improvement efforts through strategic planning at all levels, beginning first with the district level. Building level school improvement will support the goals and desired outcomes of the district, as plans for systemic change are underway for Greater Jasper Schools.

Beginning this year, 2011-2012, Fifth Street Elementary School was awarded a three year grant of about \$75,000 divided out over the next three years. Fifth Street Elementary School is considered a Healthy, Energetic, Ready, Outstanding, and Enthusiastic School (HEROES). Through the Welborn Baptist Foundation Grant, Fifth Street Elementary is positioned to refine the development of lifelong healthy habits in students, staff, and families. With the overall vision as a school corporation "Learning for Life" it is exciting to be given this wonderful opportunity for our school community. The grant is specific as to how the \$75,000 must be spent. Some suggestions and/or expectations outlined in the grant are as follows: physical fitness before/during/after school; organized supervised recess...[www.playfiteducation.com](http://www.playfiteducation.com); SPARK curriculum for physical education (required by the grant) [www.sparkpe.org](http://www.sparkpe.org); nutritious snacks and ideas for parents; healthy snacks at school; water bottles for all students; equipment for P.E.; fitness equipment for students, walking clubs; community health fair and much more.

# **School Improvement Components**

Required by the Indiana Department of Education

## **Statutes and rules suspended:**

Fifth Street Elementary School is a PK-2 primary school and operates within compliance of directives and guidelines established by the Indiana Department of Education (IDOE). Therefore, Fifth Street Elementary School does not require any statutes or rules to be waived.

## **Curriculum:**

The local curriculum reflects the Indiana Academic Standards with a focus on transition to the Common Core State Standards (CCSS). A three-tiered reading program, differentiated instruction, reading remediation, technology, and countless volunteers provide students with the educational environment conducive to mastery of academic skills. Greater Jasper Consolidated School Corporation has established curriculum requirements for each grade level based on the Indiana State Standards and the Common Core State Standards (CCSS). Each teacher received an updated version of the State Standards and CCSS from the district's curriculum coordinator. A copy of the curriculum and standards is located at the Greater Jasper Central Office for inspection by members of the public. Fifth Street Elementary Curriculum is in the process of transition as kindergarten teachers will teach the CCSS this school year, 2011-2012. Much time and effort was spent this summer in preparation for the kindergarten common core standards. A copy of the scope and sequence as well as the common core state standards is located at Fifth Street Elementary for review. First grade teachers will teach common core standards in 2012-2013 and second grade teachers will teach common core standards in 2013-2014.

## **Assessments:**

Chapter tests, unit tests, and Dynamic Indicators of Basic Early Literacy Skills assessments (DIBELS) assist teachers and staff in making informed instructional decisions. A data inventory was created in the spring of 2011 by teachers and the principal at Fifth Street, as a tool to self-reflect and examine current assessment practices. Students at Fifth Street Elementary feed into Tenth Street Elementary where ISTEP+ is administered.

### **Curriculum based measures:**

Teachers will assess students using curriculum based measures developed for research based reading basal materials and math text materials.

### **Teacher developed assessments:**

Teacher developed assessments include those used more frequently, perhaps even on a daily basis such as running records, objective or performance based assessments (teacher-made tests), artifacts of student learning, teacher observation, and anecdotal records.

## DIBELS and the 5 Big Ideas of Reading

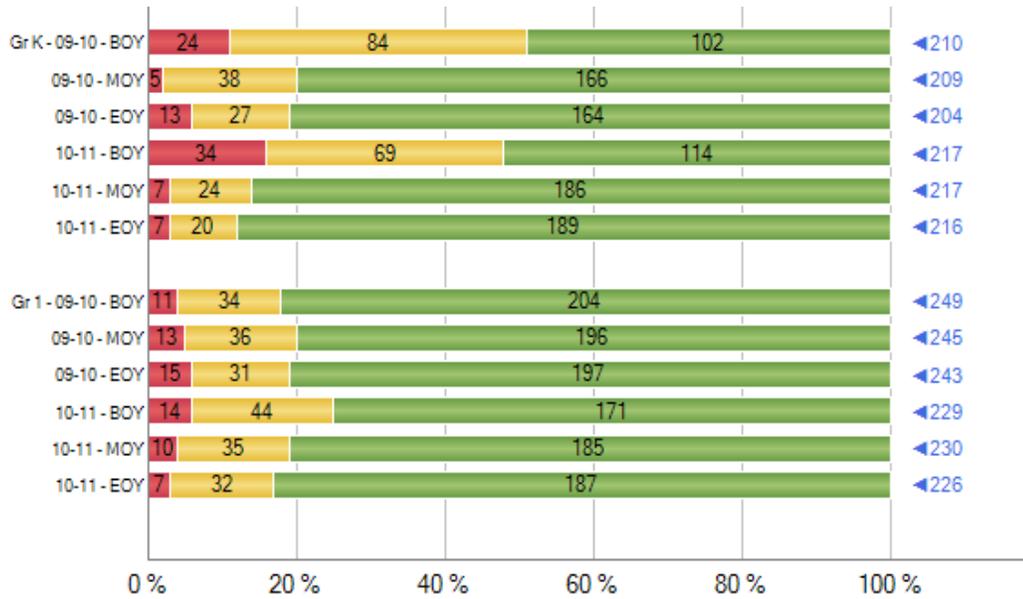
Grade	DIBELS	Essential Element of Reading
<b>K</b>	PSF LNF, NWF WUF	Phonemic Awareness Phonics Vocabulary
<b>1</b>	PSF LNF, NWF WUF ORF	Phonemic Awareness Phonics Vocabulary Fluency
<b>2</b>	NWF WUF ORF	Phonics Vocabulary Fluency

Initial Sound Fluency (ISF)
Letter Naming Fluency (LNF)
Phoneme Segmentation Fluency (PSF)
Nonsense Word Fluency (NWF)
Oral Reading Fluency (ORF)

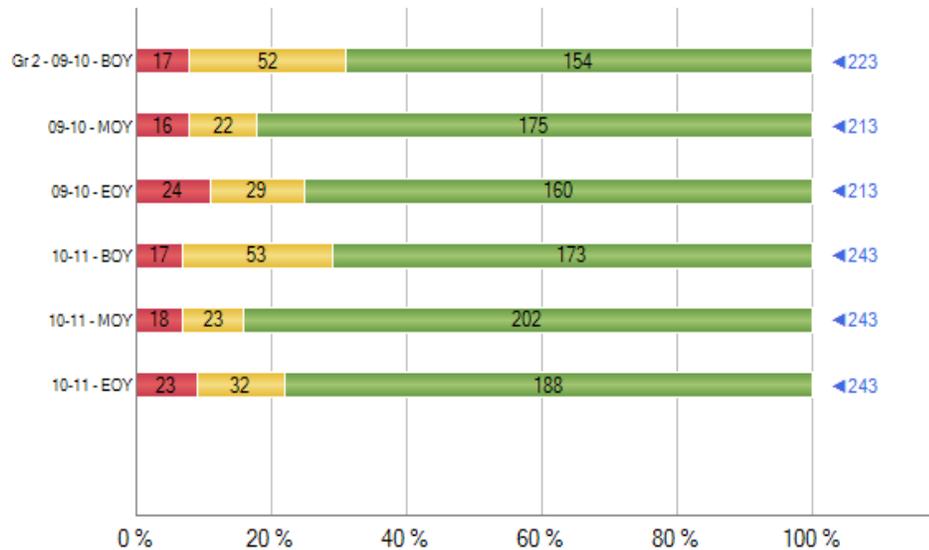
## Data Inventory for Fifth Street

Data Source	Content Area	Collection Dates	Grades Assessed	Current use of data	More effective use
Weekly Tests	Language Arts Math	Weekly	K,1,2	Standards Grades	
Unit Tests	Language Arts Math	Every 6 weeks	K, 1, 2	Standards Grades	
DIBELS	Reading/Math	Weekly	K, 1, 2	Groupings Interventions	Could these travel with students?
TRC	Reading Comprehension	2-6 weeks	K, 1, 2	Groupings Interventions Strengths/Weakness for planning	Could these travel with students?
CoGAT	I.Q.	Yearly	K, 2	High Ability Identification	
Northwest	LA; Math;	April	2	High Ability Identification	
mClass	Reading; Math	Fall; Mid-Year; Spring	K, 1, 2	Identification for Title I and Interventions	
LAS Links	Language Arts; Math	Fall and Winter	K-2	Identification of ENL	Drive Instruction Program Evaluation

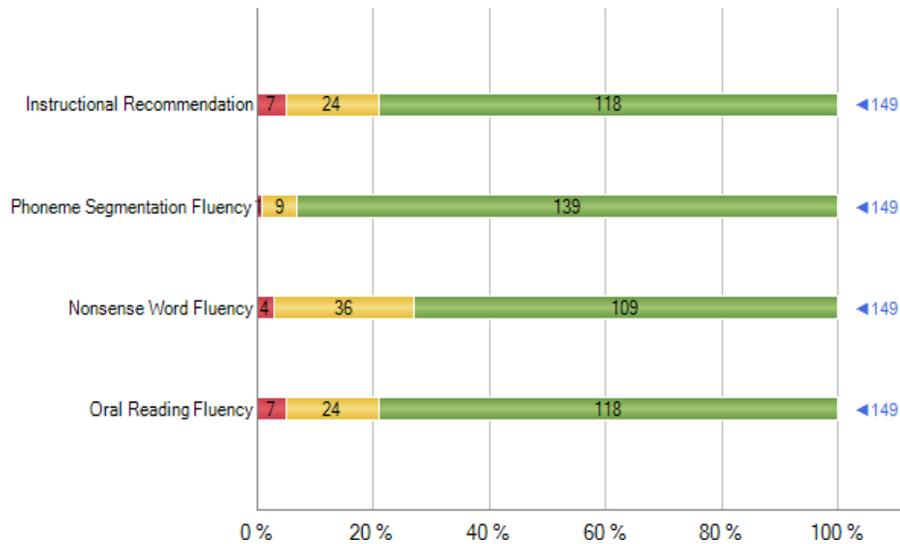
## DIBELS: Kindergarten and First 2009-2010 and 2010-2011



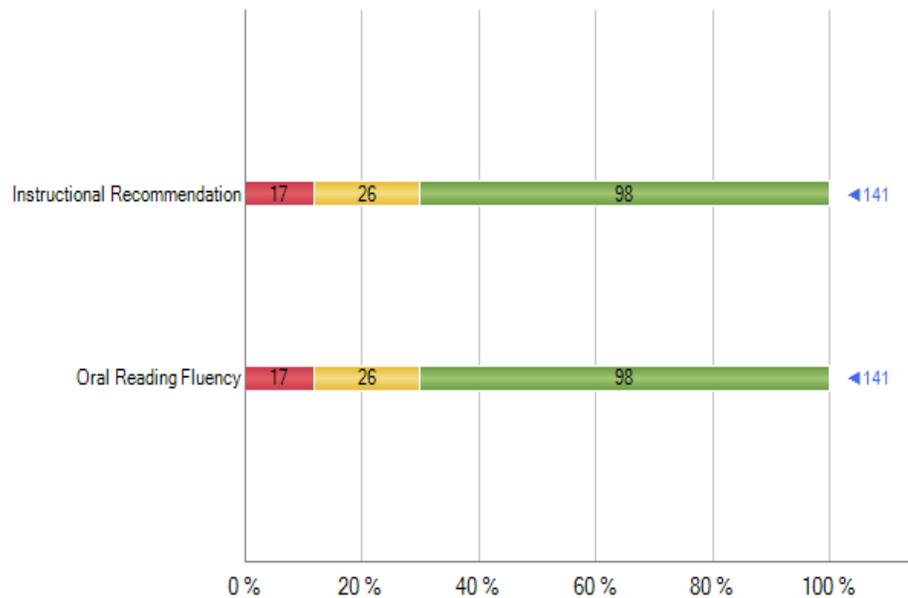
## DIBELS: Second Grade 2009-2010 and 2010-2011



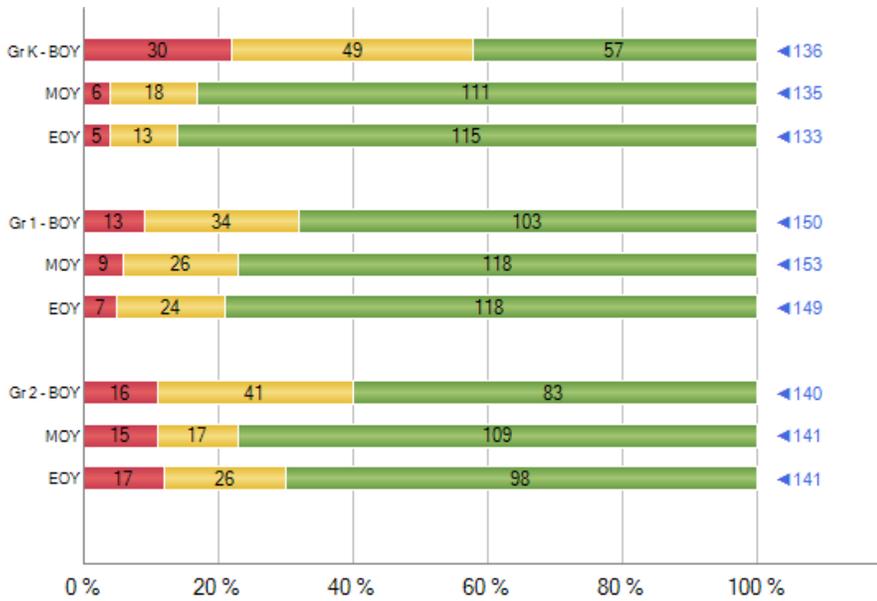
# DIBELS: First Grade



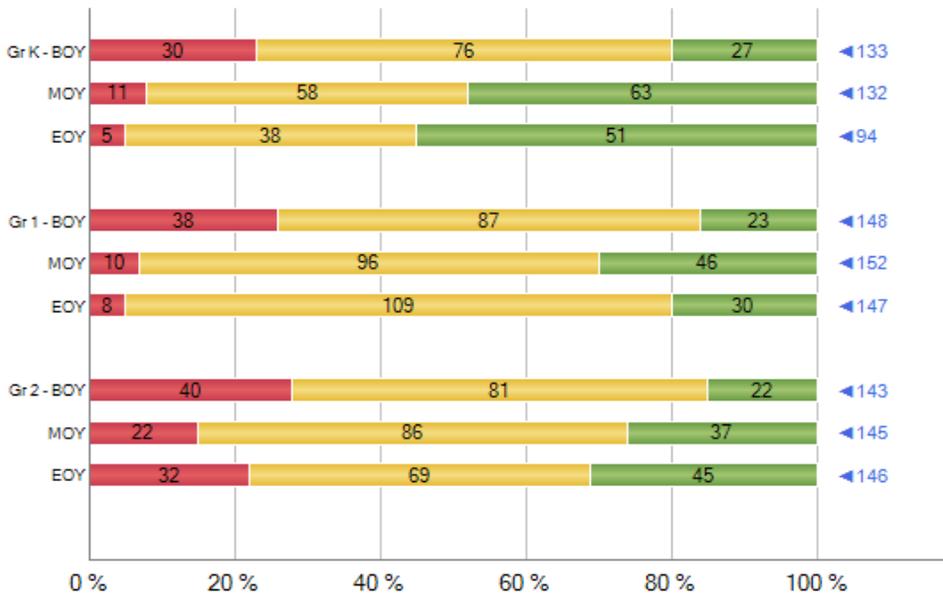
# DIBELS: Second Grade



# Reading Comprehension 2010-2011



# DIBELS Math 2010-2011



DIBELS Recommendation Categories:

**GREEN/Benchmark Recommendation:** Students who have a Benchmark instructional recommendation next to their name have an 80% or more chance of reaching the next goal if instruction continues as it has been. These students may not need any change to their current instructional program and may not need any additional progress monitoring.

**YELLOW/Strategic Recommendations:** Students who have a Strategic instructional recommendation next to their name have about a 50% chance of reaching the next goal if instruction continues as it has been.

**RED/Intensive Recommendation:** Students who have an Intensive instructional recommendation next to their name have a 20% or less chance of reaching the next goal if instruction continues as it has been.

School Improvement Plan Available to the public: The school improvement plan is submitted to the school board of trustees and superintendent prior to submission to the Indiana Department of Education. Additionally, this plan is posted on Fifth Street Elementary School's website.

Parent Participation:

Fifth Street Elementary School is supported by a strong core of parents. Specifically, the Parent Teacher Organization (PTO) board meets monthly to discuss, plan, and implement activities and fundraisers to support and enhance overall school achievement. With the goal of promoting and celebrating Fifth Street Elementary School, parents and teachers began its very first annual Whiskers' Walk the last day of school and invited community members to walk laps with Fifth Street Elementary students. The PTO plans to continue its promotion of Fifth Street Elementary School through this annual event and many others such as: The annual chili supper and Spring Carnival.

Safe and disciplined learning environment:

A safe and disciplined learning environment for students and teachers is a priority at Fifth Street Elementary. In fact, the core values to be safe, responsible, and respectful are articulated by all children at Fifth Street School. In 2010-2011 the social worker met with area social workers and developed a district and local behavior support plan. This plan was submitted to the Indiana Department of Education during the summer of 2011. While Fifth Street Elementary is committed to supportive, positive structures, a security system requires visitors to buzz into the front office for entry to the facility. All faculty and staff wear name badges. Each guest in the building receives a nametag and must sign-in and out of the building. Monthly fire drills are practiced as well as other required drills throughout the year. These drills include: lockdown and tornado/disaster drills twice a year.

### Technology:

Odyssey and other third-party software are used to support instruction in content areas. Internet access is available to teachers and students as an additional resource for information and activities. Assistive technology supports students with special needs. Technology sources are also utilized by the faculty and staff in documenting, evaluating, and analyzing student data for the purposes of school improvement. Specifically, teachers are also making use of Smart Board, Mimeo, and Elmo devices. Three new Smart Boards were installed during the summer of 2011, providing Fifth Street with a total of seven Smart Boards. The school website was also updated during the spring and summer of 2011 by one of Fifth Street Elementary teachers. The technology team meets monthly with a technology representative from The AME Technology Group.

### Professional Development:

#### Summary

Annual and ongoing analysis of student performance data, demographic changes, and review of curriculum and standards were used to organize the information for this profile. Faculty and staff have gained valuable information regarding the nature of our school, our strengths, and our weaknesses throughout this process the last few years.

The follow activities took place during the year of 2010-2011 to refine our current structures:

- A summer book study during the month of June, 2010 took place with a focus on: The Daily Five by Gail Boushey and Joan Moser and Making The Most out of Small Groups by Debbie Diller
- Fifth Street's Title I/Literacy Coach took part in the Title I Cohort Professional Development Program during the 2010-2011 school year. The principal attended a few sessions.
- A scheduling committee formed, met, and developed a new master schedule as a collaborative effort to meet the needs of our students, maximize the adults available, and allow all general education teachers to provide a 90 minute block of reading instruction before lunch.
- The Reading Plan Committee provided a snapshot of Fifth Street's Reading Plan with specific goals to reach for each grade level.
- During the summer of 2010, the Literacy Coach developed a book room for leveled books where teachers could easily checkout for daily or weekly use in the classroom.
- A fluency webinar as well as a webinar for English Language Learners gave teachers and staff the opportunity for continued growth. These were offered after school.

- Faculty meetings were held monthly. The following activities took place during these meetings:
  - Sharing of ideas from workshops
  - Demonstrating inside/outside circle and other approaches to engaging students
  - Setting up stations to review data; revise the mission; develop a vision; create a data inventory; and look at school improvement
  - Developed a list of initiatives with dates of implementation as a skeleton to self-reflect: Where we've been and where we are headed
  - Demonstration of an intervention and outcomes of the intervention
  - Demonstration of a strategy from the book The Daily Five
  
- The school nurse and School Health Council sought a grant and collectively wrote and secured a \$75,000.00 grant to be divided over the next three years.
  
- Through the formation of a School Health Council, we were able to assess our overall health as a school and discovered our strengths and weakness in the areas of health, wellness, fitness, and social/mental health. Through the efforts of this group and our PTO officers, Fifth Street faculty and staff began efforts to look at the whole child. This has allowed us to continue to focus on future student needs both academically and socially.
  
- A focus on school climate and Positive Behavior Supports (PBS) continued. The social worker and her team developed a positive behavior support plan and submitted it to the IDOE. Fifth Street Elementary began PBS prior to the state requirement.
  
- The literacy coach and principal surveyed teachers and staff to gain a better understanding of their needs and desires for professional development.
  
- As a result of this survey, a summer book study during the month of June, 2011 took place with a focus on the explicit teaching of reading comprehension and vocabulary. The literacy coach at Fifth Street facilitated and hosted this workshop. The following books were studied: Reading with Meaning by Debbie Miller and Comprehension Connections by Tanny McGregor.
  
- The mission statement was revised.
  
- The PTO created the first annual Whiskers Walk for students, staff, families, and community leaders.
  
- Other workshops and activities took place specific to the needs, desires, and available funding.
  
- Peer observations among some teachers took place.
  
- Focused classroom visits took place with a follow-up discussion with the literacy coach.

- Three Fifth Street teachers attended a discipline workshop. This was shared at our first staff meeting this year, 2011-2012 with expectations to implement consequences along with our written behavioral expectations for students.
- The behavior coach for the Dubois-Spencer-Perry Exceptional Children's Cooperative along with the social worker for Fifth Street shared a new approach to promoting positive behavior. "The Clip Strip", is a research based approach and will be implemented during the 2011-2012 school year. This new program will allow the school to continue our focus on the positive behaviors of students, yet document and change behaviors as needed. Data will be collected in each classroom and in the office for office referrals. Parent communication regarding this plan took place the first week of school.

### Monitoring Implementation

The Professional Development Program will be monitored through teacher reports of professional development activities. These reports will be kept on file for future reference. Teachers will report their learning to other stakeholders through team meetings and monthly professional development meetings.

### Three year Time-line

#### **2011-2012**

Monitor implementation of School Improvement Plan  
 Monitor implementation of Professional Development Plan  
 On-going analysis of data  
 Review/Revise plan per requirements of P.L. 221  
 Meet with Dr. Benjamin, consultant for Greater Jasper Schools  
 Plan for Next Improvement Cycle  
 Review/Revise plan per requirements of P.L. 221  
 Submit Documentation of Review/Revision to IDOE

#### **2012-2013**

Monitor implementation of School Improvement Plan  
 Develop a Data Dashboard  
 Monitor implementation of Professional Development Plan  
 Continue to implement recommendations of AdvanceEd team.  
 Collect and analyze data of student performance  
 Review/Revise plan/program according to data  
 Submit Documentation of Review/Revision to IDOE

#### **2013-2014**

Monitor implementation of School Improvement Plan  
 Monitor implementation of Professional Development Plan

Continue to implement recommendations of AdvanceEd team.  
Review/Revise plan/program according to data  
Submit Documentation of Review/Revision to IDOE

Through analysis of the student performance data, we have determined the need to continue direct instruction on all areas of the sub skills to ensure all students are reaching their potential in the processes of reading, reading comprehension, and math problem solving.

### Goals and Activities for 2011-2012

1. To follow the Reading Plan for 2011-2012 and the goals outlined for each grade level.
  - a. Mid-level goal for 60% or more K, 1<sup>st</sup>, and 2<sup>nd</sup> graders to reach benchmark
  - b. End of year goal for 80% or more K, 1<sup>st</sup>, and 2<sup>nd</sup> graders to reach benchmark



Reading Plan.pdf

2. Increase attendance to 97% for 2011-2012
3. To explicitly teach reading comprehension strategies learned during the summer book study in 2011.
  - a. Offer support in the classrooms
  - b. Principal/Literacy Coach focused walk-throughs
  - c. Provide a scaffold or timeline of teaching each strategy
  - d. Offer additional book studies and/or discussions as needed
4. To examine current math assessments and discover how best to either utilize the current DIBELS math assessment or gather new assessments
5. To offer interventions to students with high ability who excel in the areas of math and reading in addition to all other students
6. To implement the new physical education SPARK curriculum
7. Improve the health and wellness of our school through various activities and programs spelled out in the HEROES grant
8. To teach the common core state standards in kindergarten

### Evaluation of our plan:

To evaluate the effectiveness of our school improvement and professional development plan, we will continue to gather and disaggregate student performance data on ISTEP+, DIBELS for reading and mathematics, curriculum-based measures and teacher developed assessments. Success will be measured by continuous improvement in the area of reading comprehension.