

Indiana's 2014-2015 Distinguished Schools:
Exceptional Student Performance Winner--Virgil I. Bailey Elementary School in Lake Station Community Schools
 Principal: Mr. Terry Kolopanis and Superintendent: Dr. Tom Cripliver
Growth and Closing the Achievement Gap Winner--Maplewood Elementary School in MSD of Wayne Township
 Principal: Mrs. Moira Clark and Superintendent: Dr. Jeffrey Butt

Strategies used for Achievement	Types of Collaboration & PD	Family & Community Involvement
<p>Data Ideas:</p> <ul style="list-style-type: none"> • Students tracking individual data --Students track their behaviors & academics weekly on the back of a three-pocket-plastic folder. • Every student has a data binder & keep their own for entire school year; along with quarterly and yearly goals • Visual data walls of students pictures-- to show students who are high performers in the hallways. Data walls in each classroom to help drive instruction (confidentiality of student kept private) • Twice a year students meet with AP for 10 minutes to review their academics and behaviors at school • Student led conferences. • Digital dashboard used by teachers to monitor school data, grade level data, district data, and classroom data • Eight Step Process • Walkthroughs with immediate feedback • 20 day countdown prior to ISTEP+ and Acuity • Utilize data from TAP or RISE • Intervention block periods • Data analysis – after every Acuity/District test – incorporate results • Academic goals and 9 week incentives for Accelerated Reader and Math • Interventionist/improvement coordinator have shared Google docs on all students – each group tracked daily and shared with staff to see emotional/social needs • Pacing Guides • PIVOT allows data management to be handled more effectively • Meet with RtI Team 2x week to identify students and strategies 	<p>Face to Face Collaboration:</p> <ul style="list-style-type: none"> • Building capacity within the building - staff presents PD • Any teacher who participated in PD shares out what was learned at next staff meeting • Walkthroughs and formal observations used as progress monitoring to inform PD • Specific and immediate feedback to staff after walkthroughs/informal observations • SIP/SAP used to guide PD needs & actions • Yearly retreat – based on levels of need with intentional discussions and clear outcomes • Root cause analysis practice assists with collaborating and deciding on PD • Purposeful planning, lesson design, and evaluation tool to be responsive to needs of teachers • Analyzing data effectively with all teachers • Crisis Prevention training, • Training Up Special Ed Leaders in each building • Principal and Assistant Principal collaborative meetings with teachers • PD for entire school with EL strategies • Grade level meetings with coach bi-weekly • Building leadership teams • Common planning time • Block scheduling—every teacher has two times/week with common planning time • Common lunch time for teachers • Weekly PLC meetings • RTI Meetings 	<p>Parents:</p> <ul style="list-style-type: none"> • Parents are invited to a dinner with a Chinese Auction. Each classroom has a theme basket to raffle off • Each classroom had at least one parent in the room acting as an assistant. • Parent Check-Out—School has a selection of books, games, flashcards, and other activities that parents can check out to use at home to help their student learn. • Muffins for Moms, Donuts for Dads • Family Data Nights—parents pay \$5 for pizza and a drink and school will review their child's data and demonstrate strategies to use at home • YouTube videos posted every Monday from school with upcoming news and teach out to parents on best learning practices at home • Zumba night every Wednesday—for parents and students to have a chance to exercise the body and exercise the mind over academic needs • Yearly parent surveys • Program to send out info to parents through texts—receive parent cell numbers beginning of the school year • Parent Conferences—100% attendance <p>Community:</p> <ul style="list-style-type: none"> • Clothes pantry located in school from Target Partnership. • Local college students come in to read or assist teachers

- K-2 DIBELS, math assessment, etc.

- Math assessment- iREAD

Programming Ideas:

- Mobi Max
- Treasures, Triumphs, Wonders & Wonder Works
- Readlive
- Reading Recovery
- Reading First Program
- Sony Lip Program
- ALEKS math
- SAR reading
- STAR reading

“Extras” Ideas:

- Breakfast served in classroom to save time--extra 20 min a day of instruction
- All school age students have opportunity to be a part of their Student Council—meet last ten minutes of school to help with PBIS initiatives and has input on school ideas
- Skill Squeeze Program-- 10 kids per lunch period just have one question to work on.
- PBIS Expectations and common school language
- Positive attitude from all staff members with the same goal of supporting their students become successful
- Book studies and extended learning activities during intercession breaks
- Special ED co-ops differentiates lower learners
- Working CORE program as designed
- Maximize instructional schedule
- 21st Century Grant
- Visit other schools to observe successful practices
- After school club- real world applications applied
- Each teacher builds student rapport
- Title I and EL to support in and out of the classroom.
- Gifted and talented - work with GT teachers to enrich, move, and show growth -advanced afterschool math club

- Early release on Wednesdays for teachers to stay for last hour for PD/Planning
- Title I assistants start school an hour later; last contractual hour while students are gone they are given PD on research based strategies for differentiated instruction and best learning practices
- Retired teachers model lessons for new staff or struggling staff

Virtual Collaboration:

- Utilizing Google Docs for walkthroughs and shared lesson plans
- Daily Five Videos Used
- Survey staff about strategies quarterly

Outside of School PD Topics:

- PD Focus on gradual release from Marge Simic
- Scholastic—Read 180 and Math 180
- PD in the Eight Step Process with Pat Davenport
- Smekens webinars
- Bob Tramil every year helps assist with instructional calendar for best practices
- mClass training
- Acuity training
- Activity 8 training
- WIDA training
- PD with John Wolfe--best practices in reading.
- Implementation of College and Career Readiness training

PBIS:

- PD on PBIS with outside source
- PD on PBIS within school -create committee
- Visit other schools implementing PBIS
- Create PBIS Matrix for expected behaviors in common places in the building

- Macy's Department store provides books
- Christmas shopping with a cop
- Kohl's Gift Certificates for schools
- Cracker Barrel Reading
- Pizza Book-It
- Six Flags Ticket to Read
- Big Brother, Big Sister partners
- Community members come monthly to talk to students during lunch about careers and goals
- Weekend food back-packs - local church supporters
- Hats and gloves for kids, assistance

Student Focused:

- School's Family and Community Involvement coordinator recruits community partnerships for specific needs e.g. food, clothing
- Bus Driver Buy-In --Bus personnel are a part of the PBIS culture of the school and are on board for “Read while you Ride”. Each bus has a token economy system for positive behaviors on the bus. The bus driver is provided books for students to borrow
- Each teacher is in charge of “x” amount of students to check in with & build rapport
- High School basketball team visited to read with students
- College banners hung around school—college students come to talk to classrooms about career choices.
- EL nights for all students and families to participate in
- Summer-wake-up Wednesdays - 3-4 at risk, grant funded

Thirty-two schools were identified as candidates for being a Distinguished School in; Exceptional Student Performance or Growth & Closing the Achievement Gap. Each school principal interviewed with IDOE staff. In the interview, principals shared programs & services which have led to the school's success, how student progress is monitored, professional development & implementation, collaboration of staff & involvement of families & community partners. Schools then received an onsite visit from IDOE staff to gather more information. It's important to share with all schools the practices & strategies demonstrated based on the data, observations & interviews observed.