

**U.S. Department of Education**  
**2013 National Blue Ribbon Schools Program**  
*A Public School - 13IN3*

School Type (Public Schools): Charter  Title 1  Magnet  Choice

Name of Principal: Mrs. Alicia Gatewood

Official School Name: New Haven Intermediate School

School Mailing Address: 1065 Woodmere Drive  
New Haven, IN 46774-2300

County: Allen State School Code Number\*: 0305

Telephone: (260) 446-0190 E-mail: ajgatewood@eacs.k12.in.us

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I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that all information is accurate.

\_\_\_\_\_ Date \_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\*: Ms. Karyle Green Ed.D. Superintendent e-mail: kgreen@eacs.k12.in.us

District Name: East Allen County Schools District Phone: (260) 446-0100

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_ Date \_\_\_\_\_  
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Neil Reynolds

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_ Date \_\_\_\_\_  
(School Board President's/Chairperson's Signature)

*\*Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## **PART I - ELIGIBILITY CERTIFICATION**

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

### DISTRICT

1. Number of schools in the district 9 Elementary schools (includes K-8)  
2 Middle/Junior high schools  
4 High schools  
0 K-12 schools  
15 Total schools in district
2. District per-pupil expenditure: 5977

### SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban with characteristics typical of an urban area
4. Number of years the principal has been in her/his position at this school: 2

5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	76	88	164
4	88	79	167
5	77	68	145
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
<b>Total in Applying School:</b>			476

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native  
1 % Asian  
10 % Black or African American  
7 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
76 % White  
5 % Two or more races  
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 17%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	40
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	46
(3)	Total of all transferred students [sum of rows (1) and (2)].	86
(4)	Total number of students in the school as of October 1, 2011	506
(5)	Total transferred students in row (3) divided by total students in row (4).	0.17
(6)	Amount in row (5) multiplied by 100.	17

8. Percent of English Language Learners in the school: 2%

Total number of ELL students in the school: 12

Number of non-English languages represented: 2

Specify non-English languages:

Spanish and Burmese

9. Percent of students eligible for free/reduced-priced meals: 59%  
 Total number of students who qualify: 300

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 14%  
 Total number of students served: 68

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>8</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>10</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>13</u> Specific Learning Disability
<u>4</u> Emotional Disturbance	<u>16</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>11</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>4</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<u><b>Full-Time</b></u>	<u><b>Part-Time</b></u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>20</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>8</u>	<u>2</u>
Paraprofessionals	<u>6</u>	<u>1</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>7</u>	<u>6</u>
Total number	<u>42</u>	<u>9</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:

24:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	<b>2011-2012</b>	<b>2010-2011</b>	<b>2009-2010</b>	<b>2008-2009</b>	<b>2007-2008</b>
Daily student attendance	96%	96%	96%	96%	95%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size: \_\_\_\_\_

Enrolled in a 4-year college or university \_\_\_\_\_ %

Enrolled in a community college \_\_\_\_\_ %

Enrolled in vocational training \_\_\_\_\_ %

Found employment \_\_\_\_\_ %

Military service \_\_\_\_\_ %

Other \_\_\_\_\_ %

**Total** \_\_\_\_\_ **0%**

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award?

## **PART III - SUMMARY**

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Meadowbrook Elementary, one of 15 schools in the East Allen County Schools District, is located in New Haven, Indiana. Meadowbrook (MEEL) was reconfigured beginning with the 2011-12 school year, taking it from a school serving students in grades K-5 to an intermediate school, serving students in grades 3-5.

**Mission Statement:** To work cooperatively to provide an opportunity for every student to master local, state, and national standards. All members commit to a comprehensive system of support that uses multiple sources of data and interventions in order to ensure the success of every student regardless of prior academic performance, family background, socio-economic status, race or gender.

**Vision Statement:** We are a learning community that nurtures academic excellence for all students and demonstrates leadership in character development.

Meadowbrook is primarily a suburban and rural neighborhood school that draws from a diverse population from several outlying areas that feed into New Haven Middle School. The current student body consists of students that attended Highland Terrace, New Haven and Meadowbrook Elementary schools. The staff at Meadowbrook is also a blended group with representatives from all three of the aforementioned schools. Our district's redesign was a milestone 20 years in the making. The district weighed options and collected votes, but it took over 20 years to move forward with one plan.

Meadowbrook's school improvement plan reflects the needs of our blended school community. Extensive research led to the implementation of programs last year and will continue to strengthen student achievement in the current and subsequent school years. Teachers received training in instructional strategies and assessments that are leading to positive student achievement. Training is ongoing under the direction of the school Instructional Coach and Response to Intervention Specialist.

We are an 8-Step School that offers a 30-minute Success Time (which targets specific standards), a 30-minute Intervention Time (which targets specific skills), a 90-minute Reading Block, a 60-minute Math Block as well as content, special areas and computer time. We offer Character Counts programming to address our students' need for character development. The Meadowbrook Elementary assessment plan incorporates our goals into a comprehensive plan for instruction, assessment, evaluation, intervention and reassessment.

Meadowbrook staff members follow core curriculum established by East Allen County School Corporation for grades K-8 in language arts and mathematics. This curriculum is aligned and supported by the academic standards of the State of Indiana. The students at Meadowbrook take courses that provide the foundation to achieve the Academic Honors Diploma and Core 40 curriculum in high school.

### **Beliefs**

*All Students:*

- learn and achieve excellence in a safe, disciplined environment where students feel trusted, supported and have a sense of belonging.
- accept responsibility for setting high academic and character goals and giving their best effort in achieving those goals.

- encourage each other and work together to create a sense of belonging and commitment to community
- understand school attendance is required to be successful.
- know school is a place where self-confidence is fostered and each student is valued for his or her uniqueness.
- understand acquiring literacy, communication, technological, and problem-solving skills is essential to being a productive citizen.
- know developing positive social interactions will help a student to be successful.

*All Staff Members:*

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

*All Parents:*

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

Each year, students at Meadowbrook Elementary School have opportunities to participate in:

Science Fair, Math and Spell Bowl, Young Authors, and a Lunch Buddy Program. We also pride ourselves on welcoming families by hosting events for moms, dads, grandparents (or special people in children's lives) and parent/teacher conferences. We offer an incentive program for doing the right thing called Brilliant Bears.

Additionally, we are supported fully by our community! We have a strong PTO and have been adopted by a local church small group. Many of our staff members live in the community.



## **PART IV - INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results:**

Meadowbrook Elementary School uses three different sets of performance levels. The first set of performance levels are based on Fountas and Pinnell's Guided Reading Level system which used to determine a student's reading level. The guided reading level is based on criteria such as vocabulary, sentence complexity, book and print features, text structure, themes, and ideas. The Guided Reading Levels are split into four stages: Emergent Readers (levels A-E), Early Readers (levels F-J), Early Fluent Readers (levels K-P), and Fluent Readers (levels Q-W). Third grade students should read at the Early Fluent Readers level. By fourth and fifth grade, students should read at the Fluent Readers level. The specific level considered proficient is based on Wireless Generation expectations for text, reading comprehension (TRC). We also use Wireless Generation to assess fluency, text reading and comprehension and it is scaled into three categories. Students scoring red are considered intensive and will need progress monitored every 7-14 days. Students scoring yellow are considered strategic (acceptable) and are progress monitored every 14-21 days. Students scoring green are considered benchmark (proficient) and are monitored every 21-28 days. Acuity Assessments are standards/skills-based tests. The Acuity Predictive Assessment is administered three times a year and predicts how students will perform on our state standardized tests. The Acuity Diagnostic Assessment is also used for our 8-Step four-week assessments. Performance is scaled into quartiles. Tiers 1 (0-25% and 2 (26-50%) are deficient, Tier 3 (51-75%) is acceptable and Tier 4 (76-100%) is proficient.

Over the past five years, Meadowbrook has experienced several significant changes in clientele. During the 2008 school year, approximately 200 Burmese refugees enrolled. Most were non-English speakers and had little or no previous education, yet were included on our state tests. Some students entered the country only weeks before taking the ISTEP+ test. This phenomena significantly impacted test scores in cohort groups in grades 4-5, creating a 7-25% drop in scores from the previous year.

Subsequent years found Meadowbrook designated as a Title I school with a student population identified as high in free and reduced lunches. Statistics show a performance gap exists between schools having inordinately high enrollments of free and reduced student and those who do not.

During the spring of 2010, East Allen County Schools established a K-8 core curriculum to ensure that students who moved among the elementary schools within the district were guaranteed vertical and horizontal alignment of standards. Evidence of a high transiency rate between schools served as the catalyst for curriculum reform. This would eliminate gaps in learning as students relocated. The district also felt that a consistent and purposeful assessment was needed to drive instruction. Such assessments would serve as the basis for identifying students for the RTI process. Consistent use of research-based instructional strategies would strength the professionalism and classroom success of teachers.

At the end of the 2010-2011 school year East Allen County Schools underwent a district redesign. Several buildings closed and grade levels within the remaining buildings shifted. Meadowbrook had once been a building of 300 students in grades K-5 and through redesign became a grade 3-5 building of nearly 500 students. Those students included children who had previously attended Meadowbrook, Highland Terrace, and New Haven Elementary Schools. The redesign, which had taken nearly 20 years, was quite a transition for students and their families; however, scores remained consistent during redesign. We are currently in our second year of this new configuration, and we expect gains in our scores indicating students are becoming settled and view Meadowbrook as their home.

This past school year, Meadowbrook had achievement gaps in two grades. Third grade had gaps in the Free/Reduced Lunch, African-American, and Special Education subgroups, while fifth grade had gaps in the Hispanic and Special Education subgroups. We are addressing these gaps in four ways: Intervention

Time, Success Time, Instructional Focus and My Virtual Reading Coach (MVRC). All students participate in Intervention, Success and Instructional Focus. MVRC is reserved for special education and our lowest performing students.

Intervention groups meet four days per week for 30 minutes and are based on students' wireless generation data. Fluency and comprehension skills are the focus.

Success Time occurs five days per week for 30 minutes. Students are grouped based on the 4-week Acuity Diagnostic Assessment and specific skills are targeted. Remediation, additional practice and enrichment are included in the Success Time lessons.

Every week each grade level has an Instructional Focus. Teachers hone in on this specific standard during whole group lessons. Standards are selected based on data from the 4-week assessments. These standards are posted outside each classroom, special area classroom, computer lab and office in the building. Discussing the instructional focus with a student is a great way to find out what is being covered in the classroom.

My Virtual Reading Coach (MVRC) focuses on comprehension, eye-tracking, fluency, phonics, and vocabulary and is a daily program for special education and low performing students. Students complete an assessment and their results guide them into an individualized program. We believe these four key strategies will close the gap for our students.

## **2. Using Assessment Results:**

Meadowbrook Elementary School consistently relies on data to define our direction and designate the steps need to reach our goals. The data targets students who need remediation, core support, and enrichment. In addition to our state-mandated assessments, we utilize the following assessments:

Wireless Generation: mCLASS: Reading 3D combines the DIBELS Screening and Progress Monitoring in the five Big Ideas in Beginning Reading with an invaluable TRC diagnostic inventory. It fuses the best assessment practices across pedagogical approaches, incorporating focus on phonics, phonemic awareness, and fluency with depth in print concepts, Reading Records, and comprehension measures.

Acuity Predictive Assessments: provide immediate actionable data and are linked to instructional resources for further practice and intervention relative to key state content standards. Enable educators to:

Measure student growth within and across years; View accurate reports at the student, class, district, and multi-district levels; Gain a clear understanding of each student's strengths and areas needing improvement; Indicate student performance on state accountability exam; Prepare students for state assessments using item content that mirrors the content on those assessments.

District Writing Prompts: Writing prompts are administered three times (September, January, and May) to document growth in student writing. Results allow teachers to plan mini-lessons focused on areas needing improvement. The student's prompt is scored using the state's writing rubric.

Balanced Math: Balanced math instruction respects and addresses the needs of all learners, views teachers as informed decision makers, is flexible, and is research based. This approach to math instruction provides an equity between teacher-centered and student-centered activities and between procedural fluency and conceptual understanding. Daily math lessons incorporate a balanced approach to reading and writing.

First In Math: A computer-based program uses research-validated methods to boost students' fluency with basic math facts in addition, subtraction, multiplication, and division. It is designed for grades 2-5

and is customized for each student. All students are expected to use the program three times each week for a minimum of ten minutes per session. Compass Odyssey: Delivers standards-aligned PreK-12 curriculum that provides interactive, self-paced, challenging, engaging activities. Customized lessons promote exploration, individual and cooperative learning, problem solving, reflection, and real-world connections. Odyssey applies current, tested research pinpointing how students think and learn.

Balanced Literacy: Balanced Literacy instruction respects and addresses the needs of all learners, views teachers as informed decision-makers, is flexible, and is research based. A balanced literacy approach to instruction provides students with daily opportunities to engage in varied reading and writing activities to help them communicate more effectively. In a balanced literacy framework, students participate in read-alouds, shared reading, guided reading, independent reading, and systematic word study. In addition, they engage in modeled writing, shared writing, interactive writing, guided writing, process writing, writers' workshop, and independent writing.

6+1 Writing Traits: 6+1 Writing Traits instruction is an initiative designed to help teachers understand the skills students need to become better writers and to develop powerful lessons for creating a writing environment. In addition, the lessons and vocabulary used to develop these skills allow teachers and students to communicate and understand writing using a common language. As a result, students develop a better understanding of the skills necessary for good writing and begin to develop those skills. The district's assessment tools are based on ISTEP+ and the Six Traits writing rubrics.

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

Data Wall: Our students' data is posted on the data wall. Each student has a card and is ranked in quartiles based on Acuity Predictive A Assessments. A student's mCLASS scores and ISTEP scores are Also on the cards. Student's cards are moved based on Predictive B and C assessments. Teachers are able to see improvement as the students are moving among the quartiles.

Data Meetings: Monthly data meetings are held with the school's RTI specialist and Instructional Coach. Teachers may confer individually or in a small group. Students' assessment data are discussed and when necessary, individual plans are designed for students needing intensive support.

Success Time: Students take a 4 week assessment through Acuity and are grouped based on results. This is an additional 30 minute small group lesson based on student performance on indicators taught during a 4-week time period. These groups are for remediation, core support, and enrichment.

Parents and community members stay abreast of school activities and student progress via conferences, progress reports, report cards, newsletters, individual student meetings, reports to the School Board, email and an automated calling service that allows us to create messages for parents.

### **3. Sharing Lessons Learned:**

Meadowbrook Elementary School teachers share their lessons a variety of ways. Within our district teachers share lessons in the following manner:

My Big Campus: Is an Internet-based system where teachers upload lesson plans to groups/pages. Other teachers can view these lessons by being a member of a particular 'community'. Staff can request to become members of any group and thus share ideas with anyone throughout the district.

Shared Drive: Teachers upload documents to a common folder that all staff within the district can view.

Instructional Coaches: The district coaches gather feedback on curriculum and make changes as needed. They also meet monthly to collaborate and bring ideas from their buildings to the district level.

Professional Development Days: Our district hosts professional development days where staff members make presentations to their colleagues throughout the district. They present lessons, technology, instructional strategies, and classroom management ideas. Staff members are given the opportunity to choose the presentations which interest them. District-wide participation is expected.

Dynamic Teaching Series: East Allen County Schools offers a series of seminars that teachers and other staff can attend. These are held after school hours and are offered based on interest. The series covers a variety of 'now' topics. Programming, research-based instructional strategies, state and federal mandates and technology are a few of the courses that have been offered.

Teachers are also showcasing lessons and methods of instruction at forums outside of the district. In addition, they are using some of these methods to search for new lessons:

Best Practice Showcases: There are showcases throughout the state where teachers present, but the most common showcase featuring our teachers is held at Saint Francis University in Fort Wayne, Indiana. This showcase is held annually.

Pinterest: More and more, we have teachers posting their great ideas to this webpage. Teachers post pictures of their anchor charts, forms and other great lesson ideas.

#### **4. Engaging Families and Communities:**

Meadowbrook Elementary School believes that parents and community members:

- Play an active role in academic achievement and character development of students.
- Monitor students' academic progress and character development.
- Volunteer time to support the school's vision, mission, and beliefs.

Because of these beliefs, we offer a variety of ways for the community to be involved and for the staff to build relationships with them. We want our school to be a place where people feel welcome.

Before school starts, we host Meet the Teacher Night. Students and parents visit their classrooms, meet their teachers and bring school supplies. In late October, we conduct Parent-Teacher Conferences and encourage students to attend. We host Doughnuts with Dads, Muffins with Moms and Grandparents Day as a means to of allowing family members family members to visit the school. We also offer book fairs where families and community members volunteer to work and come in to shop. Our PTO provides support for our building and the primary building. Several parents regularly volunteer to run copies or to cut bears for our Brilliant Bears program and one community member regularly reorganizes our leveled library! The culmination of the year is our Field Day, where volunteers are invaluable in providing supervision and leadership.

Additionally, we host events in the community: four skating parties annually at the local skating rink and McTeacher Night at the local McDonalds restaurant. Staff members volunteer to work a few hours one evening and families are invited to dine and chat. These activities give families an opportunity to see us outside of the school setting.

With relationships established, the lines of communication are open to discuss goals, improvement and achievement.

We communicate with families and the community using several methods:

Person-to-person contact is always best and is used via conferences, telephone calls, and emails. Our faculty post newsletters and lesson plans weekly to the Internet. Faculty contributes to monthly newsletters that are emailed to parents and posted to the web. We also use a phone messaging system that allows us to send a recorded message to various groups of students or to all students' homes to remind them of special events at school.

We also offer web-based access to First in Math and Compass Odyssey, two programs where students can practice math and language arts skills from virtually anywhere!

# PART V - CURRICULUM AND INSTRUCTION

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## 1. Curriculum:

Meadowbrook staff members follow core curriculum established by East Allen County School Corporation for grades K-8 in language arts and mathematics. This curriculum is aligned and supported by the academic standards of the State of Indiana and Common Core. The students at Meadowbrook take courses that provide the foundation to achieve the Academic Honors Diploma and Core 40 curriculum in high school.

The curriculum is based on *Understanding by Design* written by Grant Wiggins and Jay McTighe. This “bundle” design promotes working backwards with the end result in mind. The curriculum clearly identifies desired results from each bundle by determining acceptable evidence, and also by providing ideas for planning learning experiences and instruction. The design provides a means of deepening the curriculum, rather than just covering the standards.

Meadowbrook’s core curriculum is a standards-based unit of study which provides comprehensive learning opportunities for students in a bundle format. The curriculum and instruction focuses planning on meaningful and relevant concepts. The bundle plan, in turn, enhances the delivery of instruction and assessment. Each bundle lasts four to five weeks.

To help in the delivery of the core curriculum each bundle begins with a Big Idea. These are the core concepts, principles, theories, and processes that serve as the focal point of curricula, instruction, and assessment. Big Ideas are important and enduring. They are transferable beyond the scope of a particular bundle or content area. Teachers are also given Enduring Understandings. These Understandings are central to a discipline and transfer to new situations. Enduring Understandings are generally abstract in nature; they require “uncoverage” through sustained inquiry rather than “one-shot coverage.”

Teachers begin lessons using Essential Questions. These Questions lie at the heart of a subject and promote in-depth inquiry. Essential Questions do not yield a single straightforward answer but instead, produce varied, plausible responses, about which thoughtful and knowledgeable people may disagree.

Performance tasks are positioned at the end of each bundle. These tasks are culminating activities where students apply their knowledge of the multiple indicators taught in the bundle. Teachers preview the performance tasks before teaching the bundles to familiarize themselves with the critical indicators which will be assessed.

Science, Social Studies, and Health are taught within the 90-minute reading block where applicable and also during content time. Lessons emanate from a multitude of resources including but not limited to “Time for Kids,” “Scholastic News,” “Current Health for Kids,” and *Indiana Interactive Science* to create substantive lessons in these areas.

Special Area teachers (music, physical education and art), not only teach their subject matter but also cover specific math and language arts standards during Success Time. Additionally they co-teach units whenever possible. For instance, our physical education teacher collaborates with the art teacher and classroom teachers to design a Rocket Launch. Students are taught the science of the project in the classroom, they design and build the rockets in art and our physical education teacher controls the launch pad he created.

Technology is an integral part of our curriculum. All classrooms have SMART boards, and both teachers and students operate them during instruction. iPads are also an integral part of our instruction. Third grade classrooms have IPADS at a 4:1 ratio. Students in 4<sup>th</sup> and 5<sup>th</sup> grades have their own pad during the

school day and utilize applications based on the day's objectives in each course of study. Each grade level has its own computer lab, and students have computer time a minimum of 25 minutes, three times per week.

At Meadowbrook, we constantly review our curriculum and its effectiveness to ensure students receive a well-rounded education.

## **2. Reading/English:**

The literacy goal of East Allen County Schools (EACS) is to ensure that all students will be able to read, write, listen, and speak successfully in compliance with the Indiana English/Language Arts State Standards. The EACS Balanced Literacy Framework is a research-based framework providing the foundation for teachers to successfully engage students in learning at high levels. Individual learning styles and differences are addressed through various teaching approaches that promote individual growth.

Balanced literacy instruction addresses the needs of all learners, views teachers as informed decision-makers, is flexible, and is research based. A balanced literacy approach to instruction provides students with daily opportunities to engage in varied reading and writing activities to help them communicate more effectively.

The core reading program provides differentiated instruction which includes special education, high ability, and ELL adaptations. The core is aligned with the Indiana State Standards. The core provides teachers with a systematic approach which scaffolds and spirals instruction, so there are multiple opportunities for standards to be introduced, practiced, mastered and applied. The instruction provides opportunities for both whole group and small group work encompassing the five scientifically-based reading research (SBRR) components: phonemic awareness, phonics, vocabulary, fluency, and comprehension. Teachers use the following elements to provide instruction: Interactive Read Alouds, Shared Reading, Guided Reading, Skill Groups, Listening to Reading, Literature Study, Independent Reading, Shared/Modeled Writing, Interactive Writing, Writer's Workshop, Independent Writing, Writer's/Reader's Notebooks, and Language/Word Study. Interventions and extensions are embedded into the elements in order to provide tiered support.

Daily 5 is the management system that teachers use to implement reading instruction. Students are given choices to read to self, read-to-someone, listen to reading, word work, or respond to literature. Students are able to work at their ability level, thus working within the balanced literacy framework. Teachers also use *CAFÉ* (comprehension, accuracy, fluency, and expand vocabulary) in their classrooms. The *CAFÉ* provides a common language for students and teachers to use when discussing reading development. *CAFÉ* boards are interactive, thus allowing students to post their progress for quick referencing by peers and teachers. The *CAFÉ* also assists teachers in organizing assessment data to drive instruction. Having organized data enables teachers to confer with students and to set goals which maximize students' strengths and to address their weaknesses.

## **3. Mathematics:**

East Allen County Schools has chosen to use *Five Easy Steps to a Balanced Math Program* by Larry Ainsworth and Jan Christinson for our approach in teaching mathematics. This is a framework that helps teachers balance essential mathematical components in a systematic approach. The five steps include computational skills, problem solving, conceptual understanding, mastery of math facts, and common formative assessment. Our teachers use these steps in conjunction with the district's core curriculum in planning their instruction.

The balanced math approach incorporates daily math review and mental math to teach computational skills. The review ensures that students get daily practice in procedural math and computational

skills. Teachers use classroom observation and data from assessments to choose skills needed for additional review. These skills remain on the review until 80% of students attain mastery. Mental math problems are given to enhance mental calculating and stretch memory skills. Students need to practice math strategies without using paper and pencil. It also facilitates discussion and allows students to share strategies with their peers.

Teachers use the district curriculum when planning the conceptual understanding units. The curriculum bundles provide the standards upon which teachers focus the units. Math problem solving is also an integral part of the conceptual unit. Students become well-versed in the ten problem solving strategies and practice not only solving problems but also explaining in writing how they arrived at their answer.

The final step of the balanced math process is using formative assessment to drive instruction. This is done by using four week assessments administered by the district. Data is analyzed and instruction is designed for use during daily math review or during Success Time.

*Five Easy Steps to a Balanced Math Program* was chosen by the district because it is imperative that students engage in a multitude of mathematical experiences. We believe that students will excel from being provided a “balanced” math curriculum. This program provides very deliberate teaching and re-teaching of computational skills, mathematical reasoning and problem solving skills, and helps teachers assess students in a way that demonstrates mastery of a concept or skill.

#### **4. Additional Curriculum Area:**

The art room at Meadowbrook Elementary combines the areas of reading, writing, science, health, social studies and math into the curriculum.

The art room offers a safe and nurturing environment where the teacher can teach and the student can learn, design and create. Students learn about world cultures, artists’ works and history, techniques of production, the science behind pigments and materials, art expression, safety with art tools and how to make connections with their own artwork. Students are graded on their actual art work as well as on a written Artist Statement. An Artist Statement allows students to critique their own artwork and write about the connection they have made to their own piece or to the artistic principle discussed in class. Students often create narratives about their work as well. This gives the artist opportunities to not only create their work but also to learn how to describe and explain their work as would a professional artist.

Students can also earn rewards in the art room by following procedures and by answering questions based on their instruction. They are rewarded with a Game Day or IPAD time in the art room when they earn a colored shape on their game board.

The art teacher teaches a group of students during Success Time. During this time, students receive enriched instruction on particular skills. The teacher encourages students to use math skills such as combining fractions to make geometric figures and language arts skills such as main idea in art-related projects. Students create 3-dimensional forms and measure the surface area of their sculptures. Students design patterned quilts and mix colored clay by reducing and doubling recipes. Success Time has also given students a chance to research an artist, find the main idea of their artwork and create a Keynote presentation on their IPADS to share with their class. There is no limit to the practical application of language arts skills and math skills in an artistic medium.

The culmination of a successful art year is participation in the FAME festival (Foundation for Art and Music in Education). Each March outstanding students’ works are selected for display at the Grand Wayne Center in Fort Wayne, Indiana. Winners have an opportunity to attend a summer arts camp as



well. Visiting artists give presentations to local schools for enrichment in either art or music. Each year 107 kindergarten-eighth grade member schools participate in FAME.

## **5. Instructional Methods:**

At Meadowbrook Elementary School differentiation is incorporated into many areas of the curriculum. Meadowbrook utilizes the Response to Intervention model when looking at students in need. Tier One: students receive core curriculum in their classrooms. Teachers utilize guided reading groups for all students. Then, using testing data, students are homogeneously grouped to focus on specific skills. These skills are the focus on the five components of reading. Students work at their own level during independent writing time. Teachers conference individually with students to hone in on specific skills students need to help them progress with process writing. In math, teachers use Acuity testing data, both predictive and diagnostic, to focus on specific skills where students need improvement.

Tier Two: students receive interventions for thirty minutes a day, four days a week with a focus on language arts. Students receive specific instruction at their level to help improve reading skills.

Tier Three: students receive additional assistance from the Response to Intervention teacher thirty minutes three to four times a week. Students in all tiers are progressed monitored on a set schedule using DIBELS to ensure progress is being made. If no progress is being made after four to six weeks, adjustments are made to instruction. If students show gains, then adjustments are made to continue improvements.

Our school also has a success period. Success time is a daily thirty minute period where the entire school participates in additional instruction. Students take a four week assessment using Acuity. Then teachers attend a learning log meeting with the principal to discuss the results. During these meetings consensus is achieved in identifying the weakest two indicators, either math or language arts, are selected for additional work over the next four week time period.

Student performance on the indicators dictates how groups are formed. Students are placed either in a remedial, progressing, or mastery group. The remedial group reteaches the indicator and at times revisits a previous grade level skill to assist with mastery of the current skill. The progressing group receives additional instruction to grasp the concept. The mastery group receives enrichment on that skill to enhance higher level thinking. These groups are constantly changing based on assessment data. Technology is woven throughout all of these various instructional groups. Teachers utilize Smartboards and iPADS in all aspects of instruction.

## **6. Professional Development:**

EACS and Meadowbrook use an autogenous method of professional development. Teachers receive professional development continuously through weekly meetings prior to the start of the school day, weekly collaboration following the school day, and district-wide curriculum/professional development offerings.

District-wide we have two-full day trainings where teachers select topics that interest them.. EACS offers a Dynamic Teaching Series that commences following contract hours. This is a voluntary opportunity for teachers to receive further training in instructional methods beneficial to implement our curriculum. In the summer, the district traditionally offers multi-day workshops of intensive training. These are also voluntary.

At Meadowbrook, professional development typically happens in-house. Each week, teachers meet for morning meetings. We are an 8-Step school, so two weeks of the month meetings are reserved for Learning Log and Instructional Focus meetings. Learning Log meetings are led by the building principal.

Grade level teachers, the RtI Specialist and the Instructional Coach all attend. During this meeting we look specifically at students' scores on the previous 4-week assessment to determine which indicators need to be retaught in whole group settings. We also target which students require remediation or have earned enrichment opportunities. At Instructional Focus meetings teachers look at data to see which standards will be the focus. During the two weeks of instruction, several areas may be covered based on students' needs. A technology instructor from the district rotates through our building bi-monthly to facilitate instruction or solve issues involving electronic equipment. In addition, classroom observations often determine what extra training or retraining might be needed. Collaboration allows grade-level discussions and planning to occur three times a month, alternating with administration-led discussions, which tend to cover the operations of a school day. Typical administration-led professional development covers areas such as, testing ethics, school safety, refreshers on expectations, and where to locate resources.

All professional development, whether facilitated at the district level or in our building is geared toward moving each child forward in his educational experience. Our goal is to make sure the teacher has the expertise needed to be successful in his classroom. It is the responsibility of Meadowbrook Elementary and EACS to provide the necessary training.

## **7. School Leadership:**

Meadowbrook has one administrator, the building principal. However, our principal relies on a 4-person team to help guide the staff and students. That team consists of: the Guidance Counselor, the Instructional Coach and RtI Specialist.

The Principal: serves in four main roles: instructional leader, teacher evaluator, building manager and financial manager. Her role is to be familiar with day-to-day instruction in classrooms, which she achieves by "taking a lap" around the building on a daily basis. She often serves as a stand-in for Success time and Intervention when needed. She believes that the staff is here to service children and demonstrates her expectations to the staff by leading by example. She regularly supervises student arrivals and departures and often replaces staff members who are unable to fulfill lunch duties. The principal is receptive to suggestions with one caveat: how does this idea benefit kids? The principal's role can best be summed up by her own words: "We do what's best for kids at Meadowbrook!"

The Instructional Coach: serves as professional development leader, instructional support person, data collector and teacher. She holds weekly professional development meetings for each grade level, leads our monthly data meetings and teaches small groups of students during Success and Intervention times. Our coach maintains the data wall and oversees student achievement.

The RtI Specialist: serves as a support to our Coach during all instructional and data meetings. She works directly with students, serving both Title I and RtI students. She provides support to teachers, but her main focus is advancing students over the 'bubble' and leading our low-achieving students to the bubble. Our specialist also organizes testing for high ability and ESL students.

The Guidance Counselor: acts as a mediator, a confidante and builds relationships with students. She meets with students who are referred by classroom teachers and the administration and offers counseling support.. She also, leads several events-- Career Exploration for 3<sup>rd</sup> and 4<sup>th</sup> grade, Campus Visit for 5<sup>th</sup> graders to a local university, Character Counts Program and Winterfest (a fundraiser that allows us to adopt several families for Christmas). Students who experience a loss, difficulty in the classroom or other traumatic events seek her advice and understanding.

Our leadership team members also serve on our 8-Step, PBIS and RtI teams. They all have active roles in leading the building toward success and affirming our goal of enabling students to reach their educational potential.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: ISTEP+

Edition/Publication Year: 2008/2009/2010/2011/2012 Publisher: CTB McGraw/Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Sep
<b>SCHOOL SCORES</b>					
Pass+ and Pass	71	74	66	32	36
Pass	17	30	5	3	2
Number of students tested	170	54	71	76	74
Percent of total students tested	97	100	91	97	100
Number of students alternatively assessed	4	0	7	2	0
Percent of students alternatively assessed	3	0	9	3	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Pass+ and Pass	59	70	63	28	32
Pass	11	27	3	2	0
Number of students tested	107	46	63	65	62
<b>2. African American Students</b>					
Pass+ and Pass	33			33	36
Pass	0			0	0
Number of students tested	18			12	11
<b>3. Hispanic or Latino Students</b>					
Pass+ and Pass					
Pass					
Number of students tested					
<b>4. Special Education Students</b>					
Pass+ and Pass	50				
Pass	7				
Number of students tested	14				
<b>5. English Language Learner Students</b>					
Pass+ and Pass					
Pass					
Number of students tested					
<b>6.</b>					
Pass+ and Pass					
Pass					
Number of students tested					
<b>NOTES:</b>					
Indiana allows districts to test 2% of the entire population to alternatively test. Some individual schools may have higher percentages based on the overall percentage of Special Education students in their buildings.					

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: ISTEP+

Edition/Publication Year: 2008/2009/2010/2011/2012 Publisher: CTB McGraw/Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Sep
<b>SCHOOL SCORES</b>					
Pass and Pass Plus	72	78	59	47	41
Pass+	7	6	4	0	2
Number of students tested	170	54	71	76	74
Percent of total students tested	97	100	91	97	100
Number of students alternatively assessed	4	0	7	2	0
Percent of students alternatively assessed	3	0	9	3	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Pass and Pass Plus	62	74	56	43	35
Pass+	6	4	4	0	0
Number of students tested	107	46	63	65	62
<b>2. African American Students</b>					
Pass and Pass Plus	28			75	55
Pass+	0			0	0
Number of students tested	18			12	11
<b>3. Hispanic or Latino Students</b>					
Pass and Pass Plus	71				
Pass+	7				
Number of students tested	14				
<b>4. Special Education Students</b>					
Pass and Pass Plus	28				
Pass+	0				
Number of students tested	18				
<b>5. English Language Learner Students</b>					
Pass and Pass Plus					
Pass+					
Number of students tested					
<b>6.</b>					
Pass and Pass Plus					
Pass+					
Number of students tested					
<b>NOTES:</b>					
Indiana allows districts to test 2% of the entire population to alternatively test. Some individual schools may have higher percentages based on the overall percentage of Special Education students in their buildings.					

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: ISTEP+

Edition/Publication Year: 2008/2009/2010/2011/2012 Publisher: CTB McGraw/Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Sep
<b>SCHOOL SCORES</b>					
Pass+ and Pass	74	58	46	39	49
Pass	20	6	5	6	2
Number of students tested	134	48	70	72	70
Percent of total students tested	96	100	100	97	95
Number of students alternatively assessed	6	0	0	2	4
Percent of students alternatively assessed	4	0	0	3	5
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Pass+ and Pass	63	59	43	31	40
Pass	15	6	3	5	2
Number of students tested	73	34	63	61	55
<b>2. African American Students</b>					
Pass+ and Pass			64		50
Pass			0		0
Number of students tested			11		10
<b>3. Hispanic or Latino Students</b>					
Pass+ and Pass					
Pass					
Number of students tested					
<b>4. Special Education Students</b>					
Pass+ and Pass					
Pass					
Number of students tested					
<b>5. English Language Learner Students</b>					
Pass+ and Pass					
Pass					
Number of students tested					
<b>6.</b>					
Pass+ and Pass					
Pass					
Number of students tested					
<b>NOTES:</b>					
Indiana allows districts to test 2% of the entire population to alternatively test. Some individual schools may have higher percentages based on the overall percentage of Special Education students in their buildings.					

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: ISTEP+

Edition/Publication Year: 2008/2009/2010/2011/2012 Publisher: CTB McGraw/Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Sep
<b>SCHOOL SCORES</b>					
Pass+ and Pass	81	73	51	46	47
Pass	21	10	2	6	3
Number of students tested	134	48	70	72	70
Percent of total students tested	96	100	100	97	95
Number of students alternatively assessed	6	0	0	2	4
Percent of students alternatively assessed	4	0	0	3	5
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Pass+ and Pass	73	71	46	36	38
Pass	17	12	2	5	2
Number of students tested	73	34	63	61	55
<b>2. African American Students</b>					
Pass+ and Pass			73	50	
Pass			0	0	
Number of students tested			11	10	
<b>3. Hispanic or Latino Students</b>					
Pass+ and Pass					
Pass					
Number of students tested					
<b>4. Special Education Students</b>					
Pass+ and Pass					
Pass					
Number of students tested					
<b>5. English Language Learner Students</b>					
Pass+ and Pass					
Pass					
Number of students tested					
<b>6.</b>					
Pass+ and Pass					
Pass					
Number of students tested					
<b>NOTES:</b>					
Indiana allows districts to test 2% of the entire population to alternatively test. Some individual schools may have higher percentages based on the overall percentage of Special Education students in their buildings.					

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: ISTEP+

Edition/Publication Year: 2008/2009/2010/2011/2012 Publisher: CTB McGraw/Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Pass+ and Pass	84	62	48	36	35
Pass	32	11	18	5	3
Number of students tested	169	55	63	64	62
Percent of total students tested	95	87	95	97	100
Number of students alternatively assessed	8	8	3	2	0
Percent of students alternatively assessed	5	13	5	3	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Pass+ and Pass	85	59	43	70	31
Pass	25	10	19	10	3
Number of students tested	98	49	54	54	54
<b>2. African American Students</b>					
Pass+ and Pass	85	43			
Pass	0	7			
Number of students tested	13	14			
<b>3. Hispanic or Latino Students</b>					
Pass+ and Pass	83				
Pass	33				
Number of students tested	12				
<b>4. Special Education Students</b>					
Pass+ and Pass	47				
Pass	40				
Number of students tested	15				
<b>5. English Language Learner Students</b>					
Pass+ and Pass					
Pass					
Number of students tested					
<b>6.</b>					
Pass+ and Pass					
Pass					
Number of students tested					
<b>NOTES:</b>					
Indiana allows districts to test 2% of the entire population to alternatively test. Some individual schools may have higher percentages based on the overall percentage of Special Education students in their buildings.					

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: ISTEP+

Edition/Publication Year: 2008/2009/2010/2011/2012 Publisher: CTB McGraw/Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Sep
<b>SCHOOL SCORES</b>					
Pass+ and Pass	75	51	51	38	38
Pass	15	11	5	5	4
Number of students tested	170	55	63	64	62
Percent of total students tested	96	87	95	97	100
Number of students alternatively assessed	7	8	3	2	0
Percent of students alternatively assessed	4	13	5	3	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Pass+ and Pass	67	49	44	60	35
Pass	11	10	1	20	2
Number of students tested	98	49	54	54	54
<b>2. African American Students</b>					
Pass+ and Pass	69	36			
Pass	7	0			
Number of students tested	13	14			
<b>3. Hispanic or Latino Students</b>					
Pass+ and Pass	58				
Pass	6				
Number of students tested	12				
<b>4. Special Education Students</b>					
Pass+ and Pass	47				
Pass	0				
Number of students tested	15				
<b>5. English Language Learner Students</b>					
Pass+ and Pass					
Pass					
Number of students tested					
<b>6.</b>					
Pass+ and Pass					
Pass					
Number of students tested					
<b>NOTES:</b>					
Indiana allows districts to test 2% of the entire population to alternatively test. Some individual schools may have higher percentages based on the overall percentage of Special Education students in their buildings.					