Washington Elementary School
3677
Strategic and Continuous School Improvement Plan

School Grade 2010: A
School Grade 2011: A
School Grade 2015: B
School Grade 2012: A
School Grade 2013: A
School Grade 2014: A

Washington Elementary School
Warsaw Community Schools
423 West Kincaide Street
Warso, Indiana 46580
PL 221 Plan 2016-17

Submitted by
Tom Ray

Principal
May 30, 2017
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*Note*: Those components, designated by Sec. 3 of 511 IAC 6.2-3-3 as must being included in a Strategic and Continuous School Improvement Plan, are underlined.
Warsaw Schools chose to adopt the continuous school improvement format of the North Central Association as its model for compliance with P.L. 221. This decision was made following a review of other school improvement planning strategies and for the following reasons:

The NCA school improvement model

- Is a continuous school improvement model;
- Has a strong correlation with the plan components required by P.L. 221;
- Is supported by opportunities for professional development;
- Provides software for data analysis and the development of a school profile that facilitates consistent data gathering for each school;
- Focuses on improved achievement for all students.
School Improvement Committee
Membership

Tom Ray, principal, parent, co-chairperson
Lisa King, co-chairperson, 3rd grade teacher, parent
Cathy Hood, 1st grade teacher
Josh Wall, 2nd grade teacher
Angel Blakeley, 4th grade teacher
Melanie Slone, 5th Grade teacher
Randy Heinsman, parent
April Swihart, parent
Ashley Fitzgerald, parent
Josh Fitzgerald, parent
Charity Brock, parent
Cheryl Schmucker, parent
Dave Smolen, parent and community representative,
Education Foundation
Vanessa Barber, community representative, Lake City Bank
Certification of Superintendent’s Review and Adherence to the Timelines as Established by I.C. 20-10.2-3-2

Step 1-I.C. 20-10.2-3-2 Sec. 2. (a)

The committee, comprised of the building principal, administrators, teachers, parents, and community and business leaders, must submit a school’s initial plan to the superintendent by March 1 of the school year before the year of implementation.

__________________________________  ______________________________
Signature of Building Principal          Date of Submission for Superintendent Review

Step 2-I.C. 20-10.2-3-2 Sec. 2. (a)(1)(2)(3)

The superintendent shall review the plan to ensure that the plan aligns with the corporation’s objectives, goals, and expectations; and may make written recommendations to the committee by April 1 of the school year before the year of implementation.

__________________________________  ______________________________
Signature of Superintendent          Date of Return

Step 3-I.C. 20-10.2-3-2 Sec. 2. (b)(c)

A school committee may modify the plan to comply with the recommendations made by the superintendent then shall submit the plan and the written recommendations of the superintendent to the governing body by May 1 of the school year before the year of implementation.

__________________________________  ______________________________
Signature of Building Principal          Date of Submission for Board Review
Summary of Superintendent’s Recommendations Per I.C. 20-10.2-3-2 Sec. 2. (a)(1)

Written recommendations to ensure alignment with the school corporation’s objectives.

Written recommendations to ensure alignment with the school corporation’s goals.

Written recommendations to ensure alignment with the school corporation’s expectations.
Resolution of the Board of School Trustees to Adopt the Strategic and Continuous School Improvement Plan

This resolution is adopted by the Board of School Trustees for Warsaw Schools, Kosciusko County, Indiana.

WHEREAS a three year Strategic and Continuous School Improvement Plan has been developed and coordinated by the building principal with input from a committee of persons which included administrators, teachers, parents, and community and business leaders for Washington School as required by I.C. 20-10.2-3-1, and

WHEREAS, the Superintendent of Schools has, as required by I.C. 20-10.2-3-2 Sec. 2 (a), reviewed the plan to ensure that the plan aligns with the school corporation’s objectives, goals, and expectations, and

WHEREAS the governing body is required under I.C. 20-10.2-3-2 Sec. 2 (d) to review said plan, and

WHEREAS the governing body reviewed this plan at the Central Administration Office, 1 Administration Drive, Warsaw, Indiana, 46580.

THEREFORE BE IT RESOLVED that the governing body will submit this plan to the Indiana Department of Education as required under 511IAC 6.2-3-5 Sec. 5. and directs that a copy of this plan remain on file for public review in the Office of the Principal.

ATTEST: BOARD OF TRUSTEES

__________________________________________

Dr. David Hoffert, Superintendent

Jennifer Tandy, President

Matt Dick, Vice-President

Deloris Hearn, Secretary

Dan Metzger, Member

Jay Baumgartner, Member

Randy Polston, Member

Curt Hermann, Member

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Warsaw Community Schools’ Community

The school corporation is a consolidation of the City of Warsaw and the towns of Atwood, Claypool, Leesburg, Silver Lake, and Winona Lake in Kosciusko County. The Warsaw community is located in a northern lakes region of Indiana approximately forty miles west of Fort Wayne and fifty miles south of South Bend on U.S. 30. The farming and industrial area is well known for its glacier-formed lakes and beautiful parks and is in the “Heart of the Golden Triangle” made up of Chicago, Detroit, and Indianapolis. The district is approximately 171 square miles, being twenty-one miles at its longest point and twelve miles at the widest point.

Warsaw has a highly diversified economic base that includes large employers in agribusiness, orthopedic, and printing industries as well as many small-to-medium sized businesses that provide stable employment. The world’s largest bio-diesel plant is located within the school district. Grace College and Theological Seminary, a branch of Ivy Tech State College, as well as a branch of Indiana-Purdue University Fort Wayne and Trine University are all located within the school district.

Population

The populations of Warsaw and Kosciusko County have been on a steady incline.
The population of Kosciusko County has a definite impact on the Warsaw School Corporation. The majority of the people are under age 44. This directly affects the Washington School population.

**Washington School**

The student body at Washington is dispersed almost equally between the male and female students.
## Attendance By Grade

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>95.7%</td>
<td>94.2%</td>
<td>96.7%</td>
<td>94.8%</td>
<td>96.2%</td>
<td>96.2%</td>
<td>96.1%</td>
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<tr>
<td>Grade 1</td>
<td>96.1%</td>
<td>96.1%</td>
<td>96.4%</td>
<td>96.1%</td>
<td>96.3%</td>
<td>96.6%</td>
<td>98.1%</td>
</tr>
<tr>
<td>Grade 2</td>
<td>96.5%</td>
<td>96.8%</td>
<td>96.9%</td>
<td>96.2%</td>
<td>97.4%</td>
<td>96.8%</td>
<td>98.1%</td>
</tr>
<tr>
<td>Grade 3</td>
<td>96.5%</td>
<td>97.0%</td>
<td>97.0%</td>
<td>96.7%</td>
<td>97.2%</td>
<td>96.9%</td>
<td>98.1%</td>
</tr>
<tr>
<td>Grade 4</td>
<td>96.7%</td>
<td>96.9%</td>
<td>96.9%</td>
<td>96.3%</td>
<td>97.4%</td>
<td>96.8%</td>
<td>97.6%</td>
</tr>
<tr>
<td>Grade 5</td>
<td>96.8%</td>
<td>97.0%</td>
<td>97.9%</td>
<td>97.1%</td>
<td>97.6%</td>
<td>97.8%</td>
<td>98.7%</td>
</tr>
<tr>
<td>Grade 6</td>
<td>97.0%</td>
<td>96.5%</td>
<td>96.7%</td>
<td>96.9%</td>
<td>97.0%</td>
<td>97.5%</td>
<td>98.2%</td>
</tr>
<tr>
<td>All Grades</td>
<td>96.5%</td>
<td>96.5%</td>
<td>96.9%</td>
<td>96.3%</td>
<td>97.1%</td>
<td>97.0%</td>
<td>97.8%</td>
</tr>
</tbody>
</table>

Washington School’s attendance rate is well above the State’s average attendance rate.

### Enrollment 2016-17 by Free/Reduced Price Meals

- Free meals
- Reduced price meals
- Paid meals

Washington School’s socio-economics has been similar to previous years with 62% paid meals.
Parents
Parents feel that Washington School is a safe, welcoming environment for their child. They are generally satisfied with overall policies, as well as attention paid to their child. Parents feel that communication is strong between the home and the school. They also feel that the staff has high expectations for their child and that the reading and math curriculums respond to those expectations. Overall, the parents responded very favorably to all aspects of the survey. This information was provided by a study by Cambridge Education Services and Orthoworx.
Students

Students at Washington Elementary were very positive when they completed the Student Survey. They felt that the teachers and principal cared about them. They felt that teachers made instruction interesting and not too difficult. Students felt there was adequate time to work with other students and supplies and necessary materials were available to them. Overall, students responded in a very positive manner to Washington School.
Teachers

Teachers at Washington Elementary had many positive responses to issues. The majority felt that a strong emphasis on language arts/reading and math were critical to our educational climate. Teachers felt that homework was an appropriate teaching tool with a majority indicating 15-30 minutes of homework assigned on most evenings. Teachers felt positive about many aspects of their school environment. Overall, the teachers felt Washington Elementary provided a satisfying teaching experience.

![Teacher Survey: Learning Environment and Expectations](image)

Washington Elementary teachers feel that our school is a safe place to work. It is also agreed upon that there are high expectations for the students and that they are held accountable. The learning environment is also enhanced by the fact that teachers feel comfortable contacting parents about any problems that may occur.
Teachers are satisfied with supplies, class sizes, time for student communication, and opportunities for involvement in school decisions. The teachers also feel that our principal is approachable. One area of concern is lack of adequate time for parent communication. This is an area that requires further study.
**Former Students**

Former students from Washington Elementary School overwhelmingly agreed that the skills taught at Washington prepared them for the Middle School. Students had a clear picture of expectations in the areas of behavior, responsibility, and schoolwork. The only area of disagreement came in areas of parent involvement in the educational process. Students felt their parents were not as informed about problems at school. A number of students (30) felt that their parents were not involved with school activities. Sixteen students felt their parents weren’t involved with their homework, and eleven felt that their parents weren’t involved with disciplinary problems. Students (24) also felt that the teachers didn’t let the parents know about struggles with schoolwork soon enough. Overall, students felt Washington Elementary provided a safe environment with caring, concerned staff members.

Former Washington Student Survey:  
Parental Involvement in Elementary Education

![Chart showing parental involvement survey results](chart.png)

Former students completed a survey while in the seventh and eighth grade. Students showed the most discrepancy in areas involving their parents’ involvement while at Washington Elementary School.
Students, overwhelmingly, felt that staff expected a great deal from them concerning behavior and they clearly understood those expectations.

The majority of the former students surveyed felt that Washington Elementary School prepared them well for being successful in the different subject areas. Their comments also expressed those sentiments as well.
Test Results – Data Used to Determine Goals and Staff Development

Washington Elementary students generally score better than the state average on the language arts and math portions of ISTEP. They have often been near or been one of the top schools in the state according to percentiles. This demonstrates that the majority of the students are meeting the Indiana state standards successfully.

![ISTEP+ Percent Passing Trend](image)

Washington students generally score above the state average on the language arts portion of ISTEP.
Warsaw Community Schools/ Washington Elementary School Mission Statement:

Our mission is to inspire and equip all students to continuously acquire and apply knowledge and skills while pursuing their dreams and enriching the lives of others.
The Warsaw Community Schools’ curriculum is a constantly changing document that strives to meet the state standards and align the school’s K-12 curriculum.

*I.C. 20-190.2-3-3(c)*

**Math**

*Math in Focus* offers the authentic Singapore math pedagogy with fewer topics taught in greater depth at each grade level. The program features visual representations and modeling strategies to solve complex problems; a consistent concrete-pictorial-abstract progression; and strong development of both conceptual understanding, place value, and computational fluency so students understand “how” as well as “why”.

*Math in Focus* has components to meet the specific needs of American students and teachers. Staying true to the Singapore curriculum and syllabus, the program offers additional enhancements for differentiated instruction (remediation, reteaching, enrichment, assessment, and additional practice), School-to-Home connections, transition support, and technology integration.

**Language Arts**

Washington Elementary has formed a Reading Leadership Team. The team consist of:

- literacy coach
- principal
- school psych
- 2 parents
- teachers (2 primary, 2 intermediate)
- special education (1 minimum)
- ESL instructor

**Job Descriptions for Members of the Reading Leadership Team**

- collecting and analyzing date done by everyone on the team except parents
- providing instructional support by coaches and principal
- studying scientifically-based reading research – everyone
- developing a school-based elementary reading plan –everyone
- facilitating research-based profession development, including implementation of study groups - everyone
- model lessons in classrooms- District Literacy Coaches
- selecting interventions – everyone
- researching and selecting a core program based on student needs, including English language development instruction for English language learners – everyone
- ensuring coordination between core instruction and federal program area services (i.e., Title 1, Title III, IDEA) as appropriate – Title 1, ESL, special education representatives
- reviewing progress of Reading Plan – principal and literacy coach

Students are tested two to three times a year using the Fountas and Pinnell Benchmark Assessment System. The chart below contains grade level expectation goals for each testing window for students in kindergarten through sixth grade.

<table>
<thead>
<tr>
<th>Grade</th>
<th>1st Window</th>
<th>2nd Window</th>
<th>3rd Window</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>Below A</td>
<td>B+</td>
<td>C+</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>C</td>
<td>Below A</td>
</tr>
<tr>
<td>1st</td>
<td>D+</td>
<td>G+</td>
<td>J+</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>F</td>
<td>I</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>E</td>
<td>H</td>
</tr>
<tr>
<td></td>
<td>Below B</td>
<td>Below E</td>
<td>Below H</td>
</tr>
<tr>
<td>2nd</td>
<td>J+</td>
<td>L+</td>
<td>N+</td>
</tr>
<tr>
<td></td>
<td>I</td>
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<td>M</td>
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<tr>
<td></td>
<td>H</td>
<td>J</td>
<td>L</td>
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<tr>
<td></td>
<td>Below H</td>
<td>Below J</td>
<td>Below L</td>
</tr>
<tr>
<td>3rd</td>
<td>N+</td>
<td>O+</td>
<td>Q+</td>
</tr>
<tr>
<td></td>
<td>M</td>
<td>N</td>
<td>P</td>
</tr>
<tr>
<td></td>
<td>L</td>
<td>M</td>
<td>O</td>
</tr>
<tr>
<td></td>
<td>Below L</td>
<td>Below M</td>
<td>Below O</td>
</tr>
<tr>
<td>4th</td>
<td>Q+</td>
<td>R+</td>
<td>T+</td>
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<tr>
<td></td>
<td>P</td>
<td>Q</td>
<td>S</td>
</tr>
<tr>
<td></td>
<td>O</td>
<td>P</td>
<td>R</td>
</tr>
<tr>
<td></td>
<td>Below O</td>
<td>Below P</td>
<td>Below R</td>
</tr>
<tr>
<td>5th</td>
<td>T+</td>
<td>U+</td>
<td>W+</td>
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<tr>
<td></td>
<td>S</td>
<td>T</td>
<td>V</td>
</tr>
<tr>
<td></td>
<td>R</td>
<td>S</td>
<td>U</td>
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<td></td>
<td>Below R</td>
<td>Below S</td>
<td>Below U</td>
</tr>
<tr>
<td>6th</td>
<td>W+</td>
<td>X+</td>
<td>Z</td>
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<td>Y</td>
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<td>U</td>
<td>V</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Below U</td>
<td>Below V</td>
<td>Below X</td>
</tr>
</tbody>
</table>

Note: 0-100 items included in 2 Week Period.
**Action Steps for Goal Attainment**

- Teachers will implement the core reading program with fidelity.
- All kindergarten through sixth grade classrooms have a protected ninety (90) minute, uninterrupted reading block. Kindergarten through third grade classrooms have an additional thirty (30) minute phonics block.
- District Literacy Coaches provide professional development based on scientifically based reading research (SBRR) to all classroom teachers.
- All teachers will receive continuous support from District Literacy Coaches which may include modeling of lessons, data analysis, instructional planning, and/or intervention support for struggling readers.
- Students falling below the grade level expectations on the Fountas and Pinnell Benchmark Assessment System will receive targeted interventions.
- Administrators, all of whom receive literacy training, are responsible for implementation and fidelity of the core reading program. They are also responsible for monitoring students’ goal attainment.

**Reading Instruction for all students in kindergarten through sixth grade**

Warsaw Community Schools (WCS) uses a Balanced Literacy approach to language arts instruction. This includes a ninety minute uninterrupted reading block. In addition to the 90 minute reading block, a thirty minute phonics block, and a forty minute writing block are included. The reading block is broken down into the following components to provide differentiated instruction:

- **Whole Group (focus lesson)**

  The whole class instruction provides a means to initiate instruction where the small group instruction enables the teacher to focus on specific skills. The whole group instruction encompasses all five components of scientifically based reading instruction (phonemic awareness, phonics, fluency, comprehension and vocabulary) and includes explicit instruction in reading strategies based on the findings and determinations of the National Reading Panel. These strategies include but are not limited to questioning, recognizing text structure, summarizing, visualizing, inferring, synthesizing, and monitoring comprehension. All lessons in the reading block are designed and aligned with the Indiana State Standards Curriculum Map.

- **Small Group (guided reading)**

  Small group instruction consists of guided reading groups that meet daily. Teachers and instructional assistants are utilized to reduce student to teacher ratio. Groups consist of no more than six students. Guided reading is an instructional approach that involves a teacher working with a small group of students who demonstrate similar reading behaviors. The groups are flexible in that they are continually being progress monitored and students move based on their reading needs. Instructors use lesson plans which integrate the five components of reading instruction. Lessons
begin with a familiar read to increase fluency. Then students move into word building section where they work on phonemic and phonics principles. Students are given an overview of the new instructional level book. The introduction includes key vocabulary terms and a specific teaching point tailored to meet the needs of the readers. Students then read the text and participate in a comprehension discussion and extension activity which could include completing a graphic organizer or writing a response to literature.

- Individualized Instruction (independent reading and conferring)

The whole group instruction sets the purpose for reading, and students are allowed to read self-selected texts at their independent and instructional levels. Fall benchmark assessments are used to set students’ individual goals. These goals are targeted towards the five components of reading instruction. Individualized differentiated instruction includes one-to-one conferring with students, progress monitoring of goals, and reinforcement of skills taught during the whole group lesson.

- Phonemic Awareness/Phonics (word work)

Although phonics instruction is integrated into the 90 minute reading block, WCS requires an additional thirty minute block of systemic phonics instruction because it is the foundation of reading.

Our research-based core reading program includes the following: Phonics Lessons by Fountas and Pinnell, Making Meaning by Developmental Studies, leveled libraries, and classroom libraries. These resources were selected to fully implement the core reading program with fidelity to meet the diverse needs of all students. Literacy coaches provide on-going support to ensure the integrity of the program.

**ELL Portion of the WCS K-6 Reading Framework**

As part of the K-6 Reading Framework, Warsaw Community Schools embeds the four principles of instruction for English learners recommended in the 2007 publication of *What’s Different about Teaching Reading to Students Learning English?* by CAL (Center for Applied Linguistics) along with the five essential components of scientifically based reading instruction as delineated by the U.S. Department of Education in the 2000 National Reading Panel Report. The four principles of instruction for English learners include the following:

- Principle 1: Increase Comprehension
- Principle 2: Increase Student-to-Student Interaction
- Principle 3: Increase Higher Order Thinking and the Use of Learning Strategies
- Principle 4: Make Connections to Students’ Background Knowledge.

Utilizing the Reader’s Workshop model, Warsaw Community Schools incorporates both the four principles of instruction for English learners and the five essential components of scientifically based reading instruction (phonemic awareness, phonics, vocabulary, fluency and comprehension). The Warsaw Community Schools leveled literacy program includes the use of visuals at the primary level to increase...
comprehension and vocabulary development, guided reading groups to increase student-to-student interaction and promote higher order thinking, and whole group focus lessons to encourage students to make connections and utilize learning strategies.

**Assessment Plan**

Both formative and summative assessments play a role in Warsaw Community School’s reading plan. The yearly assessment plan is given below.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Grades</th>
<th>Frequency</th>
<th>Type</th>
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</thead>
<tbody>
<tr>
<td>Fountas and Pinnell Benchmark</td>
<td>K-6</td>
<td>2-3 times/year</td>
<td>Formative</td>
</tr>
<tr>
<td></td>
<td></td>
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<td>Summative</td>
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<tr>
<td>M-Class</td>
<td>K-3</td>
<td>3 times/year</td>
<td>Formative</td>
</tr>
<tr>
<td>Acuity</td>
<td>3-6</td>
<td>4 times/year</td>
<td>Summative</td>
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<tr>
<td>ISTEP</td>
<td>3-6</td>
<td>1 time/year</td>
<td>Summative</td>
</tr>
</tbody>
</table>

**Interventions**

Interventions for students who need extra support to reach reading proficiency are in addition to the ninety minute reading block. Students needing additional interventions are identified using the data from the Fountas and Pinnell benchmark assessments. Our core reading program provides effective instruction for students in Tier one (1). Students in Tier two (2) and Tier three (3) receive appropriate interventions from the list provided below.

<table>
<thead>
<tr>
<th></th>
<th>Tier 2</th>
<th>Tier 3</th>
<th>Frequency &amp; Group Size</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phonemic Awareness</strong></td>
<td>Fundations Community/Peer Tutors</td>
<td>Fundations Modified Reading Recovery (MRR)</td>
<td>3-5 times/week 3-5 students</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wilson Reading EDMARK</td>
<td></td>
</tr>
<tr>
<td><strong>Phonics</strong></td>
<td>Fundations Leveled Literacy Intervention (LLI) Community/Peer Tutors</td>
<td>Fundations MRR Wilson Reading EDMARK</td>
<td>3-5 times/week 3-5 students</td>
</tr>
<tr>
<td></td>
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<tr>
<td><strong>Fluency</strong></td>
<td>Read Naturally LLI Community/Peer Tutors</td>
<td>MRR Read Naturally Wilson Reading</td>
<td>3-5 times/week 1-5 students</td>
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<tr>
<td></td>
<td></td>
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<td></td>
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<tr>
<td><strong>Vocabulary</strong></td>
<td>LLI Read Naturally Community/Peer Tutors</td>
<td>MRR Read Naturally</td>
<td>3-5 times/week 3-5 students</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Retention**

The decision to retain students prior to grade three will be determined by a building-based retention team or committee consisting of the building principal, classroom teachers, Response to Instruction (RTI) coordinator, and parent(s)/guardian(s) of the student. Decisions concerning retention will be based on the following information:

- Fountas and Pinnell summative reading assessment level
- Light’s Retention Scale
- Classroom performance/grades
- Attendance record

Decisions to retain students in grade three will be reviewed by the retention team and will be made in accordance with PL109.

1. After the decision to retain a student has been made, the following remediation plan will be implemented.

**Summer school**

Students will be encouraged to attend summer school instructed by teachers who are effective in teaching reading skills to struggling readers. The schedule for summer school will be one that makes reading intervention its highest priority. Summer school program will include the following:

- Diagnostic assessments will determine in which intervention group students will be placed
- Continuous progress monitoring will ensure assessment driven instruction
- Curriculum includes phonemic awareness, phonics, fluency, vocabulary, and comprehension
- Transportation and meals will be provided to encourage higher attendance rates

**Instruction during retention year**

Instruction during the student’s retention year will follow Warsaw Community School’s individualized educational action plan. This plan will be written by the building’s retention team and will include reading goals and measurable instructional objectives.

In addition to required reading enhancement, acceleration and intervention strategies, the school must provide parent of retained students with at least one of the following instruction options:

- Tutoring before and/or after school
• Parent workshops and a parent-guided home reading program
• A mentor or tutor with specialized reading training (The mentor/tutor option does not require corporations to pay for private tutors. Volunteers and school staff may be used.)
• Extended-day programs
• Supplemental Education Service

2. Mid-year Promotion

Mid-year promotions will be based on the mandates outlined in PL109. Fourth grade transition classes are an option for students who have been retained.

3. Professional Development

• Teachers will be placed on a tiered coaching schedule and receive additional coaching services based on student progress.
• Trends in data will be used to plan grade-level staff development.
• Collaboration schedules will be developed within grade levels.
• Model classrooms will be selected in each building.

4. Monitoring Implementation and Communication with Stakeholders

Student performance data will be collected according to chart shown below.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Grades</th>
<th>Frequency</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fountas and Pinnell Benchmark</td>
<td>K-6</td>
<td>2-3 times/year</td>
<td>Formative</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Summative</td>
</tr>
<tr>
<td>M-Class</td>
<td>K-3</td>
<td>3 times/year</td>
<td>Formative</td>
</tr>
<tr>
<td>NWEA</td>
<td>K-6</td>
<td>4 times/year</td>
<td>Summative</td>
</tr>
<tr>
<td>ISTEP</td>
<td>3-6</td>
<td>1 time/year</td>
<td>Summative</td>
</tr>
</tbody>
</table>

Data from these assessments is entered in the district’s data warehouse and is immediately available for review. District Literacy Coaches, classroom teachers, and administrators collaborate to analyze the data and determine appropriate interventions for students. Administrators ensure fidelity of implementation of the core reading program and interventions. Tools to monitor fidelity include classroom walk-throughs, formal observations, informal observations, lesson plan review, review of conference logs, analysis of formative assessment data, and collaboration between teachers and
Administrators are also responsible for creating schedules which facilitate times for uninterrupted instruction, collaboration, and interventions. Administrators are responsible for communicating corrections and concerns to teachers who are not providing adequate implementation of the core reading program. The administrator will make provisions for the resources or staff development needed for effective execution.

5. Communication with Parents

The chart below will be used to explain grade-level reading expectations to parents.

Parent(s) notification letters will include:
- That the child has a reading deficiency
- A description of the exact nature of this deficiency
- A plan for targeted intervention
• Strategies for parents to use in helping their child succeed
• That if the child’s reading deficiency is not remediated by the end of third grade (such that the student does not pass the Reading portion of ISTEP+), the child should be required to attend summer school and must be retained unless he/she meets the requirements for an exemption.

**Writing**
Washington Elementary teachers put a large emphasis on process writing. It has been viewed in the past as an area of concern.

During math instruction, teachers use a variety of grouping methods. Most of them are teacher centered.
Instructional activities are varied in math instruction. The emphasis is placed on solving word problems and doing paper/pencil computation.

The use of a variety of math tools is evident from the instructional survey. Teachers are using a wide variety of materials in their instruction.
Teacher Survey on Math Instruction: Other Math Instructional Activities

It should be noted that the WCS Supplemental Guide was developed only for grades 1-3. Therefore, the lower frequency is to be expected. Otherwise, it can be noted that teachers are using a wide variety of instructional activities.

These strategies are all supported by the Indiana State Department of Education. Some of the practices are utilized more than others. Some of that is due to the nature of the materials being used. For example, Saxon math uses a variety of math manipulatives, but also includes pencil and paper activities on a daily basis.

I.C. 20-10.2-3-3 (c)

Washington School is currently attempting to improve parent involvement. Based on the survey results, we are making strides in this area. A variety of activities are in the planning stage to be initiated next year including parenting workshops at the beginning of the year, visitations to highly populated areas for workshops, programs to release teachers to make telephone contact, and PTO outreach programs for parents.

I.C. 20-10.2-3-5 (a)(5)

Washington School plans to maintain our safe and disciplined learning environment. Our Crisis Plan is reviewed annually. We have all doors but the front door locked. Staff members are provided swipe identification cards that are worn at all times and allow access into the building. The school system discipline plan is adhered to by staff members.

I.C. 20-10.2-3-5(a)(7)
The two major technology initiatives for Warsaw Community Schools are data warehousing and project-based learning. Data warehousing is the process of gathering data from many sources and combining it with a search/graphing tool to improve instruction. Project-based learning is a style of teaching and learning that has students researching, constructing, and presenting knowledge. It is the application of all the skills listed in the standards. While it is not essential to use technology for project-based learning, it is certainly enhanced by technology.

*I.C. 20-10.2-3-5 (a)(8)*

When our data was triangulated, we found that students needed to improve in the areas of writing and reading.

It was determined that students need to do more writing across the curriculum.

- The consensus was that our language-in-use scores were good. The students seem to have mastered the mechanics. We need to concentrate on the process of writing.
- This is an instructional area that has improved according to the teacher survey. It appears that we need to continue to monitor and maintain our emphasis on process writing.
- The staff needs to also focus on functional writing and applying it to other subject areas. Therefore, each child will be involved in the writing process on a daily basis.
- Teachers will be in-serviced on process writing, publishing student writing, and evaluating student writing.
- The success of this emphasis will be evaluated from student test scores, observations, staff development surveys, instructional strategies survey, and published student works.

There is also a need to improve student comprehension and reading levels.

- There is always a need to improve reading skills, reading levels, and comprehension.
- We are planning to in-service on the use of STAR and A.R. so that teachers can better utilize the data given from these programs.
- We will evaluate the effectiveness of the in-service from classroom observation, teacher input, and student scores on the STAR.

*I.C. 20-10.2-3-5 (a)(8)*

*I.C. 20-1-1-6.5 (l)*
The school improvement plan for Washington School is outlined on pages 29 to 32. Our plan is presented in this format in order to:

- Focus on the interventions as the means to accomplish the stated goals.
- Recognize the correlation that exists between increasing student achievement and the expansion of instructional strategies, the integration of media and technology into the curriculum, and the need for professional development to accomplish these goals.
- Create a document that can be easily communicated to and understood by all stakeholders.

Student achievement objectives were derived from an assessment of the current status of educational programming which includes the following:

<table>
<thead>
<tr>
<th>Attendance Rate</th>
<th>I.C. 20-10.2-3-3 (b)(1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of students meeting ISTEP academic standards</td>
<td>I.C. 20-10.2-3-3 (b)(2)</td>
</tr>
</tbody>
</table>

The expectation of the Washington Staff is that the graduation rate at Warsaw Community High School would be improved due to the students’ improved academic performances and their meeting of the standards and goals set in this document.
## Washington School
### Strategic and Continuous School Improvement and Achievement Plan
#### And
#### Action Plan

<table>
<thead>
<tr>
<th>Goal</th>
<th>2016-2017</th>
<th>All students will maintain their present attendance rate.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Supporting Data</th>
<th>Standardized Assessments</th>
<th>Locally Developed Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intervention</th>
<th>Research/Best Practices</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>A program will be developed to encourage student attendance. Awards will continue to be given for perfect attendance. School attendance officer will make home visits.</td>
<td>PBiS – awards for attendance.</td>
<td></td>
</tr>
</tbody>
</table>

| Strategies | |
|------------| |

<table>
<thead>
<tr>
<th>Instructional</th>
<th>Media/Technology</th>
<th>Professional Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>The staff will stress the importance of being at school and learning.</td>
<td>Power School attendance reports.</td>
<td></td>
</tr>
</tbody>
</table>
**Washington School**  
**Strategic and Continuous School Improvement and Achievement Plan**  
**And**  
**Action Plan**

<table>
<thead>
<tr>
<th>Goal</th>
<th>2016-2017</th>
<th>All students will improve reading skills across the curriculum.</th>
</tr>
</thead>
</table>

**Benchmark**  
As a school, students will improve their literacy text results on ISTEP by 10% gain.  
As a school, 70% of students who participate in the free and reduced program will pass the ISTEP.  
As a school, 70% of male students will pass the ISTEP.

<table>
<thead>
<tr>
<th>Supporting Data</th>
<th>Standardized Assessments</th>
<th>Locally Developed Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISTEP scores</td>
<td>ISTEP</td>
<td>F/P Reading Assessment</td>
</tr>
<tr>
<td>F/P levels</td>
<td>Acuity for grades 3-6</td>
<td>IREAD pre and post test</td>
</tr>
<tr>
<td>Acuity for grades 3-6</td>
<td>AIMsweb grades K-2</td>
<td></td>
</tr>
<tr>
<td>Standard Based Report card K-2</td>
<td>IREAD grade 3</td>
<td></td>
</tr>
</tbody>
</table>

**Intervention**  
**Research/Best Practices**  
**Resources**

- **F/P Reading Assessment**  
  - Read Naturally  
  - Achieve 3000  
  - Wilson  
  - Fundations  
  - LLI  
- **Literacy Stations (K-3)**  
- **Guided Reading Groups**  
- **Terrific Tuesdays**  
- **Success Time (Skill based intervention)**  

- **Balanced Literacy**  
- **Reading Recovery**  
- **Literature Circles**  
- **LLI**  
- **Fundations**  
- **Wilson**  
- **Read Naturally**  
- **Fountas & Pinnell**  
- **Peers, librarian, assistants,**  
  **Kids’ Hope**  
- **Baker’s Youth Club**  
- **Literacy Coaches**  
- **All Write**  
- **Region 8**

**Strategies**

<table>
<thead>
<tr>
<th>Instructional Activities</th>
<th>Media/Technology</th>
<th>Professional Development</th>
</tr>
</thead>
</table>
| -Teachers will use Reader’s Workshop to teach literary text skills.  
-Teachers will use conferencing with all students to help them pick books of high interest and at their level.  
-Intermediate teachers will use reading logs to help identify students who need intervention  
-Guided Reading Groups will provide small group instruction for both enrichment and intervention  
| Teachers will use the technology to evaluate student progress and conference with students.  
-Read Naturally  
-F/P Running Records  
-Achieve 3000  
-Tumblebooks website |  
-**-Literacy Groups/Guided Reading.**  
-Interventions such as Leveled Learning Interventions, Fundations, and Read Naturally will be part of the staff development required of all instructional staff.  
-**-STEM/PBL training integration curriculum**  
-Professional Learning Communities – Collaboration Teams  
-Instructional Assistant inservices for guided reading groups |
Washington School
Strategic and Continuous School Improvement and Achievement Plan
And
Action Plan

| Goal | 2016-2017 | All students will improve their math skills across the curriculum. |
| Benchmark | As a school, 80% of students will show mastery of common core standards at grade level.  
As a school, 75% of students who participate in the free and reduced program will pass the ISTEP.  
As a school, all students will improve their problem solving skills as shown by a 10% increase in IPI scores. |

<table>
<thead>
<tr>
<th>Supporting Data</th>
<th>Standardized Assessments</th>
<th>Locally Developed Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISTEP scores</td>
<td>ISTEP</td>
<td>Acuity Pre and Post Assessments</td>
</tr>
<tr>
<td>Acuity scores</td>
<td>Acuity scores</td>
<td>Standard Based Report Card</td>
</tr>
<tr>
<td>Standard Based Report Card Assessment</td>
<td>Standard Based Report Card Assessment</td>
<td>Grade level power standards pre and post assessment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intervention</th>
<th>Research/Best Practices</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Dreambox</td>
<td>-Centers/Stations – Debbie Diller</td>
<td>Staff, Journals, All-Write, Region 8 Educational Service Center</td>
</tr>
<tr>
<td>-Aleks</td>
<td>-Singapore Math</td>
<td>Resource Materials</td>
</tr>
<tr>
<td>-Sumdog</td>
<td>-Small group instruction</td>
<td>Math Coaches</td>
</tr>
<tr>
<td>-Success Time (Skill based intervention)</td>
<td>-Differentiated Instruction-National council of teachers of mathematics</td>
<td>Sprint books –math facts</td>
</tr>
<tr>
<td>-Terrific Tuesday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-After school programs (Bakers Youth Club)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Centers/Stations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Data Driven Differentiated Math Groups</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Activities</td>
</tr>
<tr>
<td>-Calendar math daily</td>
</tr>
<tr>
<td>-Math journals/vocabulary</td>
</tr>
<tr>
<td>-Leveled math groups</td>
</tr>
<tr>
<td>-Math talks</td>
</tr>
<tr>
<td>-Computer based programs</td>
</tr>
<tr>
<td>-Technology</td>
</tr>
<tr>
<td>-Hands on Activities</td>
</tr>
<tr>
<td>-Station and Centers driven by PLC</td>
</tr>
</tbody>
</table>
Cultural Competency:
For interventions, refer to the tables on pages 30, 31 and 32. The following are the graphs of the test results for our sub-populations:
Grade 3 ISTEP+ Results:

IREAD-3 Percent Passing Trend

IREAD-3 2016-17 **

Pass: 89.1%, 57 students
Grade 4 ISTEP+ Results:

Grade 5 ISTEP+ Results:

Grade 6 ISTEP+ Results:
Washington Elementary implemented a **High Rigor** curriculum with a focus on STEM Education. Warsaw Community Schools continues to transform Washington Elementary School into a STEM academy for the 2012-13 school year. The focus on implementing an innovative, project-based, learning initiative is now well underway. Teachers have implemented curriculum that has inspired students to continuously question and acquire knowledge, apply research skills, and develop an in-depth knowledge of the scientific process. Students have been challenged to think more critical, and to analyze real-life problems that require them to develop solutions as individuals and as collaborative teams.

March 1, 2012-June 12, 2012

- Dr. Craig Hintz, superintendent for Warsaw Community Schools, established a committee, “Dream 1.0”, on March 1, 2012 that meets every Thursday at 2:00 p.m.
- The principal of Washington Elementary School, Tom Ray, established a partnership with Connie Thomas of Indian Creek Elementary School of Lawrence Township on March 9th.
- Teachers were given the opportunity to opt-in or opt-out on March 29th. They were given until April 11th to decide whether they wanted to be part of this new, exciting opportunity to inspire and equip students to acquire and apply knowledge and skills that will assist students to pursue their dreams and enrich the lives of others. Only one teacher of the staff of seventeen decided to opt-out.
- A team of administrators and learning coaches from Warsaw Community Schools attended a regional meeting hosted by CELL - Center of Excellence of Leadership in Learning out of the University of Indianapolis in Noblesville, Indiana, regarding project-based learning.
- Ben Barkey was named as the STEM coach for Washington STEM Academy at the board meeting on April 28th.
- On April 30th the “Dream 1.0” team Skyped with the administration and STEM coaches of Weaver Lake in Maple Grove, Minnesota.
- On May 3rd Darci Zolman from the Soil and Water Agency of Kosciusko County and Dr. Nate Bosch from Grace College and the Kosciusko Lakes and Streams met with the Dream 1.0 committee and pledged their commitment and time to assist with Washington STEM Academy.
- On May 8th the entire student body and staff attended Science Central in Fort Wayne for the day paid entirely by the Dekko Foundation.
- Ben Barkey, STEM coach at Washington STEM Academy, secured a grant worth $1500 from the Warsaw Education Foundation on May 15th for electronic microscopes that link to the Apple iPads.
- A team of teachers and administrators from Washington Elementary School visited Weaver Lake and Cedar Park elementary schools in Minnesota on May 13th and 14th.
On May 17th, a partnership with Washington STEM Academy and the University of Michigan as established so that Washington could use an application for the iPad called Biokids for free. Biokids application will allow students to make field observation on the iPad.

Another team of teachers and administrators attended the Magnet Schools of America from May 18th to May 21st in Dallas, Texas.

Washington STEM Academy hosted at interactive parent meeting on Thursday, May 24th. Parents experienced STEM activities that will be the same as or similar to what their children attending Washington will participate in as a student.

Twenty-six Washington staff members and six educational coaches attended training on June 1st, 4th and 5th to learn about incorporating project-based teaching strategies, and refining and completing project guidelines and expectations for the STEM curriculum. The training was administered by CELL. Our critical community partners, Darci Zolman from the Soil and Water Agency of Kosciusko County and Dr. Nate Bosch from Grace College and the Kosciusko Lakes and Streams, participated and assisted the teachers with curriculum development of the aquatics projects.

Forty MacBook Pros and 144 iPads were ordered by Elaine Bultemeier, technology director on June 6th.

Tom Ray, Principal of Washington STEM Academy, secured a grant for water testing equipment worth $400 from the DNR on June 11th.

Washington STEM Academy secured a $3000 grant from the Dekko Foundation to implement the integration of the Arts into the program on June 12th.

June 13, 2012 – August 31, 2012

Gretchen Peel, principal of Weaver Lake STEM School in Maple Grove, Minnesota, visited Washington STEM Academy and consult with the Washington staff and administrators from June 17th-19th.

In June, Washington received the laptops and iPads.

Washington teachers, STEM coach, principal and PARENTS attended “Riverwatch Basic Training” with the DNR on July 12th in North Webster.

Washington teachers, STEM coach, and principal attended “Project Wet and Project Wild Aquatic” workshop in July 10th and July 13th. Arrangements were made with Darci Zolman of the Soil and Water Agency in Kosciusko County.

Five staff members attended the Professional Learning Communities by Solution Tree in Lincolnshire, Illinois on August 6th-8th.

Met with Orthoworx and Cambridge Education on August 16th to discuss partnership and future assistance.

Warsaw Community Schools’ director, Greg Schroeder and the City of Warsaw, under the direction of Mayor Joe Thallmer, partnered with Washington teachers and parents and created a nature trail. The nature trail is behind Washington school. The trail was created to give access to Eagle Creek as well as the wetlands located in the woods. Students will use the trail for field studies.
• Awarded Lego Education Hardship grant to assist our 50% free/reduced lunch students.
• On August 17th, Washington staff members had a follow up meeting with Symmetry Medical to discuss and develop a biomedical curriculum. Such meetings have been taking place since August of 2011.
• Parents and students participated in the Eel River Watershed organization on Saturday, August 18th. Students and parents had a day of participating in aquatic learning stations while they canoed down the Eel River.
• From June to the present, supplies and equipment have been purchased.
• All classrooms are equipped with aquariums.
• First Lego League robotics competition implemented for every 4th and 6th grader – August 30th.

Next Steps 2015-Present (sustained, annual training/participation):
• Teachers will receive advanced training on “Wet and Wild Aquatics” by the DNR and Darci Zolman,
• Teachers will receive advanced training on “Riverwatch”.
• Students will participate with the Kosciusko Lakes and Streams in a day filled with aquatic learning stations.
• Students will be complete field studies with the lakes and streams testing the chemical make-up of the water and noting the invertebrates found in their assigned lake and stream by the end of May.
• Professional Learning Communities for certified staff members.

From the Classroom …
• In the art, we have been studying the life and work of John James Audubon. We are drawing birds with detail while learning the parts of the bird. Students have been learning to identify birds and what it means to be a "birder". Students have been noting a "life list" of all the birds they have observed and identified around their home and around Kosciusko County.
• In art, we created bugs out of potatoes. The potatoes were used to attract different insects. Students observed and made charts of the different insects observed.
• We have explored the life of a dragonfly. Students have learned key concepts such as life cycles, habitats, predators vs. prey, body parts, and have displayed an overall understanding through the use of nonfiction texts, technology, and through their own diagrams of life cycles, and their bodies. We are working on a class habitat, showing all of the learned concepts. Students are demonstrating their learning through a cumulative project with the use of an iPad, using programs such as ScribblePress, Comic Book, iMovie, etc. We are inviting their families and members of the community to be a part of our presentations.
• We also learned the science concept of pressure, introduced Newton’s Law of Motion, through the use of egg experiments. Students were walking on eggs learning that this was possible when the correct amount of pressure was distributed throughout each egg. They were able to see Newton’s Law of Motion and gravity in action. Students had to apply predictions, observations, and conclusions to their writing assignments.
• Our STEM coach inspired us to learn more about butterflies per his example of the display in the old trophy case. As a result we developed a unit on butterflies. The kids learned names, attributes, life cycle, and characteristics of butterflies. We did research on the laptops in our classroom. Students created their own butterfly and camouflaged them in our classrooms. The students were to give their butterfly a name based on their observations, create a scientific name for their butterfly and write a brief description about what environment their butterfly lived in, and where they are native to. Students from all the grade levels were invited to find the butterflies. Our classes put on a skit for the other classes to share what they have learned.

• We have been observing our frogs spawn using the document camera and the iPads. We have observed and illustrated our tadpoles as they are growing, and created anchor charts revolving around schema and questioning. Students have been looking at the hearts of the tadpoles using the hand held microscopes and viewing them the iPad.

• We have been studying insect life cycles. Students will create a technology-driven presentation focused on the life cycle of insects. Students will then present learning to other grade levels and classes. They will then present their projects at our Intro to STEM parent night.

• We have been teaching the kids the steps to research, observation, data manipulation, and experimentation. We start our rocketry unit by having students construct a fat and skinny airplane model. Students then write a hypothesis, test and collect data, chart the data and draw a conclusion.

• Student have been observing, researching, and experimenting with Lego Robotics. Students have been applying the question, “How do scientists answer questions?”
  1. How will I get the robot to travel one meter and stop?
  2. State your Hypothesis. If I run motors “A” and “B” straight at 100% power for 3 seconds, then it will stop at one meter, because the motors will stop running.
  3. Identify and Control Variables. We chose one variable to change and keep the others the same. We will change the seconds. Independent, Dependent, and Controlled variables.
  4. Test your Hypothesis. Run the robot 3 times, or trials, and measure the distance it traveled.
  5. Collect and Record your Data. Kept records noting the distance of each trial.
  6. Interpret your Data. Organize their notes and records.
  7. State your conclusion…Students found they had to adjust the number of seconds the robot
  8. Retest. Students completed the process multiple times trying to get their robot as close to one meter as possible.

Website to Visit to See Washington STEM in Action …

washington.warsaw.k12.in.us

The latest version of Safari, Chrome, Firefox or Internet Explorer is recommended to access OS X Server. Alternatively, visit this page from an iPod Touch, iPhone or iPad.