

Acton Elementary School

**School Improvement Plan
2017-2018**

FTCSC PL221 Framework

I. INTRODUCTION

(A) Narrative description of the school, the community, and the educational programs.

Acton Elementary School is a K-5 school that consists of 421 students. We are located in the Southeast quadrant of Marion County. This is the first year we've been open since 2011. Unfortunately, due to this we are not able to report demographic data yet. Our school faculty consists of 1 principal, 1 counselor, 18 classroom teachers, 4 related arts teachers, 4 special services teachers, and 7 instructional support personnel. We have an incredibly involved Parent Teacher Organization (PTO). Our PTO promotes and supports workshops and events for families. These include, but are not limited to an Ice Cream Social, Family Dinner Nights, Back to School Cookout, Breakfast with Santa, field trip monetary support and classroom supplies for teachers and students.

(B) Description and location of curriculum.

FTCSC offers a K-12 guaranteed and viable curriculum to meet the diverse needs of the learners that we serve. Adopted curriculum and district curriculum maps support Indiana College and Career Readiness Standards and are delivered consistently across the district and include common assessments. Reading is supported systemically and instruction supports the essential five: Phonemic Awareness, Phonics, Fluency, Comprehension, and Vocabulary. Math curriculum supports the 8 process standards for mathematics and challenges our students at higher levels. Content areas embed literacy standards and skills into their curriculum maps. Our writing initiative, SMEKENS training, and expectations are embedded for K-12 across the curriculum to prepare students for career and college opportunities.

For our students with more significant disabilities the FTCSC uses a curriculum called Unique Learning System (ULS). The ULS curriculum is provided in grade level bands, is standards based and provides individualized extensions which align with the Indiana Academic and Common Core standards. Our teachers who work with these students have developed curriculum maps that are articulated to ensure that our students are challenged with thematic units which align with the standards assessed in our state's alternate assessment. The ULS curriculum, coupled with our district curriculum maps ensures that all of our students have rigorous curricular expectations.

Each week, teachers meet in Professional Learning Communities (PLC's) to review data and student work and to share best practices. Teachers collaborate to create next steps for differentiated instruction based upon real-time data. Additionally, teachers meet weekly for professional development opportunities guided by both building and district-wide goals.

Copies of the district curriculum maps as well as titles of textbooks are available at the Franklin Township Community School Corporation Central Office. Parents and students

can also access many of their textbooks online with usernames and passwords on the textbook companies' websites.

(C) Assessments

In Franklin Township, we utilize assessments that are recommended and provided by the Indiana Department of Education.

ISTEP+ Applied Skills and ISTEP+ Multiple Choice/College and Career Readiness Transition Assessment

The purpose of the *Indiana Statewide Testing for Educational Progress Plus (ISTEP+)/College and Career Readiness Transition Assessment* is to measure student achievement in the subject areas of English/Language Arts, Mathematics, Science*, and Social Studies**. In particular, ISTEP+/College and Career Readiness Transition Assessment reports student achievement levels according to the Indiana College and Career Readiness Standards that were adopted in May 2014 by the Indiana State Board of Education. An Applied Skills Assessment and a Multiple-Choice Assessment are used to measure these standards; they are required components.

*Science is assessed in grades 4 and 6.

**Social Studies is assessed in grades 5 and 7

ISTEP+ ECA

Beginning in the spring of 2016, the ECA assessment will be phased out and replaced by the Grade 10 ISTEP+. (See below for Grade 10 ISTEP+ details.)

The ISTEP+ End-of-Course Assessments (ECAs) are criterion-referenced assessments developed specifically for students in Grade 10 and above, completing their instruction in Algebra I, or English 10. These assessments may be used for graduation requirements, but will be completely phased out by the spring of 2019.

ISTEP+ (including GQE Retest)

The purpose of the *Indiana Statewide Testing for Educational Progress Plus (ISTEP+)* program is to measure student achievement in the subject areas of English/Language Arts, Mathematics, Science*, and Social Studies**. English/Language Arts and Math assessments will measure college and career-ready student performance based on the 2014 Academic Standards and will include technology-enhanced items.

An Applied Skills Assessment and a Multiple-Choice Assessment are used to measure these standards; they are required components of the ISTEP+ program.

Beginning in the spring of 2017, the Grade 10 ISTEP ELA and Math assessment **will** be used for graduation purposes.

*Science is assessed in grades 4, 6, and for high school Biology I students.

**Social Studies is assessed in grades 5 and 7

ISTAR (Indiana Standards Tool for Alternate Reporting)

The purpose of the *Indiana Standards Tool for Alternate Reporting (ISTAR)* program is to measure student achievement based on alternate academic achievement standards in the subject areas of English/Language Arts (ELA) and Mathematics for grades 3-8 and 10, Science (Grades 4, 6 and 10), Social Studies (Grades 5 and 7). Students eligible for ISTAR are those who perform significantly below grade-level with personal learning goals that cannot be adequately measured with a grade-level standardized test. *ISTAR* is a web-based system that utilizes teacher ratings on performance threads comprised of progressive skills based on alternate academic achievement standards that are appropriate to the student's achievement level. Each student's case conference committee (CCC) determines whether a student with a disability will be assessed with *ISTAR*. This decision must be based on the eligibility criteria provided by the Indiana State Board of Education coupled with the student's individual and unique learning needs. Therefore the student's goals and objectives are generally prerequisites to grade-level academics or are highly individualized extensions to the standards.

The ISTAR test design provides teachers and students the flexibility of incorporating assessment into ongoing instruction by utilizing three (3) separate administration windows throughout the instructional year. Part 1 consists of a "placement" test in October which determines the tier in which the student will be placed for Parts 2 and 3 of the assessment. The three (3) tiers are aligned to Indiana's Academic Standards and have different degrees of cognitive complexity, technological enhancements, and student performance demands. The FTCSC has adopted an alternate curriculum aligned to the alternate achievement standards assessed with ISTAR. ISTAR Part 2 assesses the first half of the alternate achievement standards laid out within the curriculum, and ISTAR Part 3 assesses the second half.

ISTAR-KR

The purpose of ISTAR-KR (Indiana Standards Tool for Alternate Reporting of Kindergarten Readiness) is to measure skills in children from infancy to kindergarten. A derivative of Indiana's Early Learning Standards (which are part of the Foundations to Indiana Academic Standards); ISTAR-KR is aligned to the Indiana Standards for Kindergarten in the areas of English/language arts and mathematics and includes three functional areas: physical, personal care and social-emotional skills. Data from ISTAR-KR assessments are used for state reporting for PK students receiving special education. This web-based instrument allows students to be rated by teachers based on their ongoing observations and progress monitoring data of children engaged in their typical daily routines and activities. For some skills, teachers work collaboratively with the student's primary caregiver to obtain input as well. It is available to all public schools in Indiana and to private early childhood education programs at no cost. Assessment results from ISTAR-KR can be used to determine what skills a child has mastered and what skills a student needs to learn next.

IREAD-3

The purpose of the *Indiana Reading Evaluation and Determination (IREAD-3)* assessment is to measure foundational reading standards through grade three. Based on the Indiana Academic Standards, IREAD-3 is a summative assessment that was developed in accordance with Public Law 109 which "requires the evaluation of reading skills for students who are in grade three beginning in the spring of 2012 to ensure that all students can read proficiently before moving on to grade four."

DIBELS (K-5)

The purpose of the DIBELS assessments is to provide diagnostic measures for K-5 students in foundational reading skills and provide teachers with instructional guidance based on student performance on benchmark assessments and regular progress monitoring.

Acuity (3-8 and 10)

The purpose of the Acuity assessments is to provide diagnostic measures for grade 3-8 students in English/language arts, mathematics, science, and social studies. Assessment reports provide standards aligned performance data, which support an educator's ability to inform instruction at the student, class, school, and corporation level. Acuity Readiness Assessments are used in grades 3-8 in Franklin Township.

WIDA's ACCESS

Students who are identified by the Home Language Survey, may be screened for language support services. The screener is WIDA Model for kindergarten and W-APT for 2-12. The purpose of the ACCESS 2.0 online assessment is to determine a student's level of English proficiency. The placement test, administered upon the student's arrival in the United States, is used to determine the ELL services appropriate for the student. The annual assessment, ACCESS, administered in January and February, is used to determine the student's current level of English proficiency in four domains: Listening, Speaking, Reading, and Writing and is used for accountability purposes.

In addition to state-mandated testing FTCSC also uses the following assessments:

Reading Screeners:

Grades K-5 DIBELS is used as a reading screener for phonemic awareness, alphabetic principle, fluency and comprehension. DIBELS progress monitoring probes are used to monitor reading progress and provide teachers with instructional guidance.

NAEP

The purpose of NAEP (National Assessment of Educational Progress), also known as "The Nation's Report Card", is used to demonstrate performance over time for a selected sample within Indiana. This assessment is administered annually to students in grades 4, 8, and 12, and can be used to compare student performance across the

United States. During selected assessment cycles, TIMSS (Trends in International Mathematics and Science Study), PISA (Program for International Student Assessment), and PIRLS (Progress in International Reading Study) are administered in conjunction with the NAEP assessment.

ACT

The purpose of the ACT is to measure high school students' general educational development and their capability to complete college level work. There are four areas of assessment: English, Mathematics, Reading, and Science. Students may also choose to additionally take a Writing assessment. A student's scores provide an indicator of college readiness in skills necessary for success in entry level college courses in those areas. The ACT is offered four to six times between September and June.

SAT

The purpose of the SAT Reasoning Test is to measure literacy and writing skills that are needed for academic success in college and assess a student's ability to analyze and solve problems – skills learned in school that are essential for college success. The test is offered each month September through June. Most colleges or universities require a student to complete either the SAT or the ACT before granting admission to the college or university.

TOMAGS

The purpose of the TOMAGS (Test of Mathematical Ability for Gifted Students) is to measure a student's ability to use mathematical problem-solving and reasoning. There are two levels: a primary level for grades K-3 (ages 6-9) and an intermediate level for grades 4-6 (ages 9-12).

Kingore Observation Inventory

The purpose of the Kingore Observation Inventory is to observe students' behaviors in learning situations. Teachers are trained to look for specific behaviors or traits that high ability children typically exhibit within the classroom. The window for structured observation is usually one month long. This instrument is used by teachers in grades K only.

CogAT

The purpose of the CogAT is to measure general and specific reasoning abilities in three domains: verbal, quantitative, and nonverbal. These abilities reflect the overall efficiency of cognitive processes and strategies that enable individuals to learn new tasks and solve problems. Measuring cognitive development with CogAT is one component of identification for eligibility in the High Ability program. All students in grades 1, 2 and 5 are given the full CogAT as well as those students in grades 3 and 4 who are nominated for the High Ability program.

I. Franklin Township Community School Corporation Mission Statement:

Our mission is to instill in all students a passion for lifelong learning and to inspire each one to contribute as a responsible citizen to the future of our interconnected world.

FTCSC Core Values

- All people have inherent worth and bring unique gifts and talents to our community.
- All people with a passion for learning who accept responsibility for their choices improve quality of life.
- Our community's strengths lie in the foundation provided by families and our willingness to embrace diversity.
- Consistently engaging in honest communication creates an informed, trusting community in which education can thrive.
- Learning is positively impacted when people actively participate in an environment that is nurturing and respectful.
- Our decision making and learning are challenged by the interconnectedness and interdependence of our world.
- Challenging ourselves commits us to change and foster continuous growth.

(C) Other information about educational programming and the learning environment.

In Franklin Township, we proactively use student data to plan support that meets the diverse needs of our learners. Data Roster Reports that include real time data are produced with support from the M.A. Rooney Foundation. They are refreshed and provided quarterly for classroom teachers and principals. The reports are color coded according to student progress in DIBELS (K-5), ACUITY (3-8) and *Indiana Statewide Testing for Educational Progress Plus (ISTEP+)/College and Career Readiness Transition Assessment*. This data allows teachers to plan for student success by adjusting the level and types of support frequently throughout the school year.

Classroom instruction is guaranteed and viable across the district. Initiatives including Literacy Work Stations and 6+1 Writing extends skills across grade levels and content. Intentionality is evident as instruction is focused and intentional utilizing teacher table strategies and support from Instructional Coaches in many of our buildings.

We use an intervention program called SOS (Support Our Students) to assess students' needs and build a plan for addressing them. This program is modeled after the multi-tiered system of supports (MTSS) model.

Tier II and Tier III students with exceptionalities including Special Education, ENL, and High Ability are supported via inclusionary support, small group, and cluster-grouping models and self-contained classrooms. Arlington and Thompson Crossing Elementary Schools are the sites for the district's self-contained High-Ability students in grades 3-5.

Our middle school's daily PRIDE time is used for intentional enrichment, enhancement and remediation of students.

Before and after-school tutoring, summer IREAD remediation, Extended-School Year services, Gradpoint, and a limited number of high school summer school options also provide unique opportunities for support. It is our collective goal to provide high levels of support that move individual students forward academically.

II. Conclusions about the Current Educational Programming

(A) Information about how the school's curriculum supports the achievement of Indiana academic standards.

In Franklin Township, adopted textbooks and resources must support the current Indiana standards adopted on May 1, 2014, College and Career Readiness Standards. Teachers utilize standards-aligned curriculum with district curriculum maps to deliver instruction and to ensure a guaranteed and viable curriculum. Assessments are correlated with the Indiana College and Career Readiness Standards to ensure that students are assessed on grade level standards.

(B) Information about how the school's instructional strategies support the achievement of Indiana academic standards.

(C) Analysis of student achievement based on *Indiana Statewide Testing for Educational Progress Plus (ISTEP+)/College and Career Readiness Transition Assessment* and other assessment strategies.

Teachers analyze grade-level ISTEP+ results using a retrospective data analysis format. Released items are also analyzed and proactive plans are embedded into both action plans and PL 221 goals. Throughout the school year during PLC's and grade/content level meetings, teachers will individually and collaboratively analyze relevant data that will be used to drive instruction. This will serve to increase student achievement. Data teachers will analyze includes *Indiana Statewide Testing for Educational Progress Plus (ISTEP+)/College and Career Readiness Transition Assessment* trend data, DIBELS, ACUITY, AP, ACT, SAT, weekly and common quarterly teacher created assessments.

In FTCSC, students and their families "Own It!" The culture of student achievement includes a high level of communication with families, a focus on academic success, and a strategic support system for students who need additional assistance. Teachers and administrators frequently meet with students individually to discuss student scores and goals.

(D) Parental participation in the school.

- Parents are updated on pertinent school information through the monthly school newsletters, Facebook, Twitter, and ConnectEd. (automated telephone messaging

system).

- Teachers utilize parent volunteers to meet individual student needs within each classroom and during field experiences.
- A Parent Sign-In Sheet is used as a record of parent participation within the classrooms throughout the school year. Individual sign in sheets are used to measure parent involvement during specific events.

(E) A provision to maintain a safe and disciplined learning environment for students and teachers.

FTCSC seeks to provide a safe and disciplined climate for learning. We encourage every student to become a disciplined, creative, and well-motivated learner. We are committed to the whole child acknowledging that a student's physical, social, and emotional well-being also relates to learning. Beyond a solid academic program, the school provides basic health and counseling services for our students, referrals for needy families, and after-school clubs. We strive to provide our students with school-wide programs on character education, bus safety, drug awareness, fire safety, conflict mediation and hygiene. These programs are in compliance with the school board approved curriculum guide and state standards.

The schools operate under the Safe School Policy developed by the Franklin Township Community School Corporation. The elements of this program at the building level include:

- Locking all doors except for the front entrance, this restricts school access.
- A Crisis Response Team (CRT) is trained to deal proactively with student behaviors and knows how to use research-based nonviolent crisis intervention methods when defusing anxious, hostile, or violent behaviors. Each building's CRT meets regularly to review the Crisis Management plan.
- Every staff member has an "orange" crisis management plan of action.
- We utilize a keyless entry card system for teachers to access the building when they have students outside the building for activities such as recess.
- Signs direct visitors to the office and staff members are aware of the need to verify the status of non-students in the building without a visitor's badge.
- All staff members wear school badges.
- All student teachers, substitute teachers, and cadet teachers are given badges to identify the reason for being in the building.
- Central office administration and Franklin Township Police Department are available through radio and other electronic means.
- Drills for fire, weather, and lock-downs are reviewed and practiced monthly.
- Students are provided information via school assemblies or classroom guidance lessons regarding school and bus safety.
- Teachers have clear instructions regarding playground supervision and safety.

- A well-defined written school safety plan that is practiced, evaluated, and updated on an ongoing basis [IC 5-2-10.1-12(b)].
- Every student/parent receives a copy of the student handbook which lists behavior expectations and consequences for misbehavior.
- Franklin Township Community School Corporation participates in a **SAFE SCHOOLS** program that utilizes web-based professional development for custodians, bus drivers, cafeteria staff, clinic assistants, teachers, assistants, and administrators.

(F) Technology as a learning tool.

Technology is naturally embedded and integrated into instruction. Per our district's three-year technology plan, we have outlined a very intentional plan to transform our schools' curricula and infuse technology as a resource for our teachers and students. The plan outlines the integration of hardware resources such as iPads and Chromebooks as well as traditional desktop computers and software such as Google Apps for Education and a myriad of other tools suited to particular grade levels and content areas.

Students also participate in online assessments such as Acuity and ISTEP+, in addition to other district resources. Acuity, in particular, allows online tutorials to be automatically assigned to support identified needs and teachers create tutorial options that challenge students who have mastered grade-level content. Grad Point is also used to assist high school students in credit recovery.

Students and staff are supported with a safe electronic learning environment. Students and staff sign responsible use policy agreements each year which outline expectations when using electronic resources as well as reinforcing the district's stance on cyberbullying. The district also employs safeguards such as content filtering to assist in providing a safe learning environment for our students.

(G) Professional development.

Professional development time for teachers takes place weekly. Initiatives are data driven, intentional, continuous, and are developed for both building and district-wide goals. They are planned, supported, and embedded at both the district and school level. These initiatives impact all content areas. Our data reflects growth and success.

Instructional coaches and grade-level leaders in the elementary schools and content-level leaders in grades 6-12 provide direct support for identified needs. They collectively meet throughout the year at the district level and share information with building level colleagues.

Every week and on every campus in Franklin Township, teachers meet to share student work, data and best practices at their Professional Learning Community (PLC) meetings.

This collaborative time provides an opportunity for teachers to focus on data for improved students' success and student needs as they plan next steps together.

III. Cultural Competency

In Franklin Township, we welcome diversity. We will incorporate culturally appropriate strategies for increasing educational opportunities and the educational performance of each group.

IV. Benchmarks for progress that specify how and to what extent the school expects to make continuous improvement in all areas of the education system.

In Franklin Township, goals reflect student achievement, and formative benchmark assessments are very carefully monitored. Reports reflect real-time data that is used to plan for individual student support throughout the school year. Growth Model data will be embedded as it is developed.

Regular reports to the Superintendent and School Board highlight data trends and student achievement progress and challenges.

FTCSC utilizes the following data to monitor progress:

- 3-8 and grade 10 *Indiana Statewide Testing for Educational Progress Plus (ISTEP+)/College and Career Readiness Transition Assessment*
- K-12 District-wide common writing prompts
- K-5 Everyday Math district-wide common assessments
- K-5 McGraw Hill Reading Wonders district-wide common assessments
- 95% Group assessments
- Orton Gillingham Progress Monitoring (grades 1-2)
- IREAD 3
- K-5 DIBELS benchmark and progress monitoring assessments
- 1-2 Orton Gillingham
- 3-8 and 10 Predictive ACUITY assessments
- 6-8 District-wide/teacher created common quarterly assessments
- High School: Grad Point, Assessor, Common Assessments, AP, ACT, SAT
- High School: Graduation Rate and Diploma Tracking

Franklin Township utilizes all IDOE assessments and ensures that instruction supports Indiana College and Career Readiness Standards.

V. Academic Honors Diploma and Core 40, including the following: Franklin Central High School only

**VI. Proposed interventions based on school improvement goals.
(See plans below)**

VII. Professional development that is coordinated with proposed interventions and that supports sustainable school improvement efforts.

In Franklin Township, the 2016-17 District-wide PD was designed to support our Flash Forward initiative. The purpose of this initiative is to ensure teacher mastery of the FTCSC ISTE Standards for teachers through the training, development, and implementation of the SAMR model as well as high-quality digital lesson design to increase student engagement and the ability to use technology as a tool for effective creation and sharing of learning.

VIII. Statutes and rules to be waived.

No statutes or rules will be waived.

II. Summary of Data

2017-2018 ISTEP Data			
Pass	ELA	Math	Both
Third	87%	88.4%	81.4%
Fourth	75.4%	81.5%	72.3%
Fifth	76.7%	93.3%	76.7%

Student achievement objectives, derived from an assessment of the current status of educational programming, including the following:

School Improvement Goal #1

Acton fourth and fifth grade students, who participated in 16-17, will improve their Math ISTEP scores from the Spring 2017 combined score of 84.95% to 88% on the Spring 2018 ISTEP Assessment.

Strategies and Activities Directed to the Goal:

School Improvement Goal #1

Strategies:

- Build mathematical confidence in students through problem solving.
- Emphasis on computational fluency
- Develop a math common vocabulary

Drivers:

- Building Principal
- Classroom Teachers
- Instructional Coach
- Instructional Assistants

Resources Needed:

- EDM Curriculum that builds confidence in investigating problem solving and communication.
- Time built into the schedule to practice and assess basic facts.
- Time to discuss and decide upon common terminology and delivery

Timeline:

Ongoing throughout the school year

Status of Goal Attainment:

- Through our Everyday Math curriculum we have a spiraling method for teaching problem solving
- Through math games we are able to review and consistently review computational fluency. All grade levels assess regular fact fluency attainment with Tiger Timed Tests
- Common vocabulary is taught consistently through our adopted curriculum

School Improvement Goal #2

Acton fourth and fifth grade students, who participated in 16-17, will improve their ELA ISTEP scores from the Spring 2017 combined score of 81.2% to 83.2 % on the Spring 2018 ISTEP Assessment.

Strategies and Activities Directed to the Goal:

School Improvement Goal #2

Strategies:

- Continued emphasis on the five major components of reading in an uninterrupted reading block.
- Systematic use of “The Sound System” in kindergarten and first grade classrooms.
- Systematic Tier 2 and Tier 3 instruction in all grade levels focusing on Accuracy Instruction.
- 95% Phonemic Awareness and Phonics Routines in Tiers 1,2, and 3 literacy Instruction .
- Orton Gillingham instruction in special education and first and second grade tier 3 instruction.
- Periodic progress monitoring of student progress through curricular assessments.

Drivers:

- Building Principal
- Classroom Teachers
- Instructional Coach
- Instructional Assistants

Resources Needed:

- Time built into Master Schedule for all grade levels and teacher utilization.
- Training of K and grade 1 teachers and instructional assistants on Sound System.
- Training for all teachers on 95% Routine instruction.
- Orton Gillingham training for special education, first and second grade teachers.
- Time built into schedule, funding for DIBELS fees.

Timeline:

- Ongoing emphasis throughout the entire school year

Status of Goal Attainment:

- Master Schedule reflects uninterrupted Literacy Block.
- “The Sound System” is consistently used in primary classrooms.
- DIBELS and Reading Wonders Progress Monitoring biweekly and benchmark assessments three times per year.

(A) Attendance rate.

- Students at Acton Elementary School obtained a 97.23 % attendance rate for the 2016-2017 School year.

**(B) Percentage of students meeting academic standards under the ISTEP+
Specific areas where improvement is needed immediately.**

- Fourth Grade Math and ELA Instruction
- ENL and Special Education Population Gap
- Free and Reduced Population Gap

III. Cultural Competency

In Franklin Township, we welcome diversity. We will incorporate culturally appropriate strategies for increasing educational opportunities and the educational performance of each group.

Singleton’s educator’s self-study rubric will be used to gain an understanding of cultural competency. Teachers and administrators will begin to study and implement culturally responsive and relevant teaching practices.

IV. Benchmarks for progress that specify how and to what extent the school expects to make continuous improvement in all areas of the education system.

In Franklin Township, goals reflect student achievement, and formative benchmark assessments are very carefully monitored. Reports reflect real-time data that is used to plan for individual student support throughout the school year. Growth Model data will be embedded as it is developed.

Regular reports to the Superintendent and School Board highlight data trends and student achievement progress and challenges.

FTCSC utilizes the following to monitor progress:

- 3-8 *Indiana Statewide Testing for Educational Progress Plus (ISTEP+)/College and Career Readiness Transition Assessment* Results
- 95% Group
- Burst
- Middle and High School ECA Results
- K-3 Reading Plans embed mCLASS assessments
- IREAD 3 will be monitored and embedding into classroom Roster Reports
- K-2 mCLASS: BOY, MOY, EOY
- K-5 Customized DIBELS D3 Reports provide data of student regression from BOY to MOY to EOY by school, by grade level, by teacher, and by student
- 3-5 DIBELS: Oral Reading Fluency and Reading Comprehension will be monitored at BOY, MOY and EOY
- 3-8 Predictive ACUITY
- Middle and High School Algebra Predictive ACUITY
- High School English 10 Predictive ACUITY

- K-9 Classroom Roster Reports provide all student data for each class / teacher
- 10-12 Data Reports provide all student data to content area teachers
- High School: Nova Net, Assessor, Common Assessments, ECA, AP, ACT, SAT
- High School: Graduation Rate and Diploma Tracking

Franklin Township utilizes all IDOE assessments and ensures that instruction supports Indiana College and Career Readiness Standards.

A. Academic Honors Diploma and Core 40, including the following: High School Only

(A) Provisions to offer courses that allow all students to become eligible to earn the Academic Honors Diploma.

(B) Provisions to encourage all students to earn an Academic Honors Diploma or complete the Core 40 curriculum.

V. Professional development that is coordinated with proposed interventions and that supports sustainable school improvement efforts.

In Franklin Township, Professional Development is intentional and based upon data. 2015-2016 District-wide PD:

District-Wide Writing Prompts –Fall with SMEKENS- quarterly district writing prompt data

Elementary Professional development on Teacher Table and Interventions (95% group)
Summer 2016 Orton Gillingham Instruction for special education and two primary teachers

Summer 2016 EDM Adoption Training.

B. Statutes and rules to be waived.

No statutes or rules will be waived.

C. Timeline for implementation, review, and revision.

Work on the selected goals is already underway at Acton Elementary School. With regard to improvement in mathematics, the staff conducted a retrospective data analysis using the ISTEP and online assessment summary reports. With this school, group, class, and individual data from the various assessments, teachers have worked in teams to understand the implications of the data and draw conclusions regarding the message the data has for student learning at Acton. The implementation of strategies developed in this process has resulted in increased student learning and performance.

#1 School Improvement Goal/Objective

2017 -2018

- Use of computational fluency initiatives (Tiger Timed Traits) will continue. Initial student data will indicate degree of success with the initiatives. Revision will occur as needed.
- Discussions during the Wednesday professional development sessions will result in greater student learning. Grade level teams will become more focused and adept at analysis and actions.
- Students will become more comfortable with online benchmark testing such as NWEA and Acuity.
- Math curriculum committees will revise the district math curriculum.
- Further student data will provide an indication of the effectiveness of math strategies.
- Professional development meetings will be well established and increased student learning will be evident.

#2 School Improvement Goal/Objective

2017-2018

- Further student data will provide an indicator of the effectiveness of strategies.
- The district goal for DIBELS benchmark remains at 100% of students.
- Discussions during Wednesday professional development sessions are even more focused and result in even greater student learning.
- Reading adoption will focus on application of Reading Strategies.
- 95% Phonemic Awareness and Phonics Instruction will be taught daily in all three tiers of instruction
- Orton Gillingham Instruction will begin in first and second grade at the Tier 3 level and in special education pull out services.

I, Cathy Smith, as the exclusive representative, by signing this document, demonstrate my support for the Professional Development Program submitted by the above-mentioned school.

Signature Date

Cathy Smith
Name (Typed)

Committee responsible for this plan:

Name	Group you are Representing	Signature	Date
Brook Wessel-Burke	Principal	<i>B. Wessel-Burke</i>	9/11/17
Cheryl Emerine	Teacher	<i>Cheryl Emerine</i>	9/11/17
Heather Biswas	Teacher	<i>Heather M. Biswas</i>	9/11/17
Katie Brooks	Teacher	<i>Katie Brooks</i>	9/11/17
Stephanie Simmons	Teacher	<i>Stephanie Simmons</i>	9/11/17
Katie Reynolds	Teacher	<i>Katie Reynolds</i>	9/11/17
Shari Leal	Teacher	<i>Shari Leal</i>	9/11/17
Lindsey Elliott	Teacher	<i>Lindsey Elliott</i>	9/11/17
Amanda Stevenson	Parent	<i>Amanda Stevenson</i>	9/11/17

