

Acton Elementary
School Improvement Plan

2018 – 2019



**Acton Elementary School Improvement Plan
Franklin Township Community School Corporation**

2018 -2019

Description of the Curriculum and information regarding the location of the curriculum that is available for public inspection:

Acton Elementary School uses the Indiana Academic Standards as our curricular framework. These standards can be accessed through the Franklin Township Community School Corporation's website at www.ftcsc.org. Curriculum teams use an ongoing curriculum revision process, using the Common Formative Assessment 2.0 process. This process involves identifying Priority Standard and Supporting Standards from the Indiana Academic Standards. Teachers collaborate in grade level study groups to design lessons and activities which incorporate differentiated instruction. The process allows for the gathering of data from benchmark assessments to monitor academic growth of our students.

**Established Objectives of Continuous Improvement
(over a 3- year period):**

	2018-2019	2019-2020	2020-2021
Attendance Rate:	97.2%	97.3	97.4
ILEARN Proficiency	75%	77%	79%

These expectations/ goals will be evaluated and reviewed annually based on previous year's data. Based on the data adjustments in goals and strategies will be revised.

Specific Areas you have identified that improvement is needed immediately.

18-19 Goal #1 Acton students will improve their Math ISTEP scores from the Spring 2018 combined score of 84.8% to 87% on the Spring 2019 ILEARN Assessment.

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
- Special Services 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 consistently review computational fluency.
- Common vocabulary is taught consistently through our adopted curriculum

18-19 Goal #2 Acton students will improve their ELA ISTEP scores from the Spring 2018 combined score of 80 % to 82% on the Spring 2019 ILEARN Assessment.**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
- Special Services 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 Common Formative Assessments progress throughout the school year.

18-19 Goal #3 Acton students will reduce office referrals for "defiance in the classroom" from 17 referrals in the 17-18 school year to 15 or less during the 18-19 school year.

Strategies

- Weekly respect lessons shared during morning announcements or morning meeting.
- Developing Conscious Discipline community strategies school-wide.
- Teaching and reteaching classroom procedures and expectations
- Tracking student behaviors for behavior modification lessons
- SOS referrals for students struggling with appropriate classroom behaviors
- Social Skills groups daily for students in need.

Drivers

- Principal
- Counselor
- Instructional Coach
- PBIS Team Members
- Classroom Teachers
- Special Services Teachers

Resources Needed

- Conscious Discipline resources
- Morning Meeting professional development
- PBIS expectations videos
- Zones of Regulation resources

Timeline

- Ongoing emphasis throughout the entire school year

Status of Goal Attainment

- PBIS team will monitor status and progress throughout the year.

Name and Description of Assessments in Addition to ILEARN and ISTEP+:

This school complies fully with the expectations regarding the administration of ILEARN, ISTEP+, IAM, IREAD and End of Course Assessments.

- Dibels Literacy; A nationally normed pre-reading and reading assessment used in grades K - 2 as a benchmark screener and progress monitoring tool
- AIRWays: A program designed to reflect a student's progress toward mastery of state standards. The assessment is given 3 times a year, and the data is present to help teachers identify which standards their students are struggling to master.
- 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.
- TOMAGS (Test of Mathematical Ability for Gifted Students) is to measure a student's ability to use mathematical problem-solving and reasoning.
- 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.
- CogAT is used to measure general and specific reasoning abilities in three domains: verbal, quantitative, and nonverbal. Measuring cognitive development with CogAT is one component of identification for eligibility in the High Ability program
- WIDA (grades 1-12) function as a screener that is used for both initial and English Language (EL) program placement of students who are identified as Limited English Proficient (LEP).

Professional Development Narrative:

Provision Outlining Addressing the Needs of All Learners:

- Data Analysis
 - Acton Elementary School, like all Franklin Township schools, participates in Professional Learning Communities (PLCs) weekly to provide our teachers with time, structure and collaborative opportunities for student data analysis. Working with the Indiana Academic Standards and using the Common Formative Assessment 2.0 framework, all teachers use PLC time to evaluate instructional effectiveness as measured by common formative and common summative assessments. Data analysis determines remediation intervention necessary to close achievement gaps and enrichment for students who have surpassed academic expectations.
- Strategies, Programs, Services and Activities
 - Acton Elementary School, delivers a strong core program built upon the Indiana Academic Standards and the Common Formative Assessment 2.0 framework
 - Everyday Mathematics emphasizes the application of mathematics to real-world situations. Numbers, skills, and mathematics concepts are not presented in

isolation, but are linked to situations and contexts that are relevant to everyday life. The curriculum also provides numerous suggestions for incorporating mathematics into daily classroom routines and other subject areas.

- Conscience Discipline is a comprehensive, multidisciplinary self-regulation program that integrates social-emotional learning, school culture and discipline.
- Guided Reading is a small-group differentiated instruction that supports students in developing reading proficiency. The small-group model allows teachers to target specific learning needs, provide appropriate scaffolding, and gradually reduce support to promote independence.
- Positive behavioral interventions and support (PBIS) is a systematic program designed to build a positive culture and community in classrooms and schools. The goal of PBIS is to support student achievement and success, while decreasing inappropriate student behaviors.
- Evaluation on the impact of these activities
 - Ongoing review of local formative assessments and standardized assessments allows Acton Elementary School staff to monitor our core program and analyze student growth on a continual basis. Weekly PLC review of student data and teacher best practices informs daily instruction. Common formative assessments serve as benchmarking screeners in preparation for high stakes standardized summative assessments that serve as a capstone evaluation of student learning and teacher effectiveness.
- Assurances
 - Principals have completed the Indiana Department of Education Legal Standards for accreditation assurances.

Provisions to Maximize Parental Participation

Parent participation is a key component of success within our school. The school year begins with a Back to School Night/Open House which provides parents with the opportunity to meet their child's teachers. During this event, teachers share classroom expectations, opportunities for parental involvement and other important classroom information. Acton has an active Parent Teacher Organization, which partners with our teachers to assist them in providing for our students a well-rounded experience of academic, social and community events.

Provisions to Maintain a Safe and Disciplined Learning Environment

Acton Elementary School conducts emergency preparedness drills during the school year. These drills include; fire, severe weather, lockdown and bus evacuation drills. Acton Elementary School building has a secured entrance. This requires all visitors to enter through the main office, have their identification verified and a criminal history check through our Safe Visitor System prior to being issued a visitor pass. All other exterior doors are locked at all time and can only be unlocked from the outside using a staff members school identification badge. Franklin Township Community School Corporation has their own Police Department which consist of five officers and a K9 dog trained in detecting drugs and firearms. These officers are in our buildings daily to assist.

Acton Elementary School implements a school wide Positive Behavior Intervention System (PBIS) plan to promote positive behavior of all students. At the beginning of each school year, the behavioral expectations are shared with all students, parents and staff through grade level meetings or homerooms. Procedures and behavioral policies are also shared with new students as they enroll. Our PBIS plan was created with input from all staff members and the expectations are posted throughout the school building.

Provisions for the Coordination of Technology Initiatives

Franklin Township Community School Corporation submitted the required Online Technology Plan in full compliance with IC 20-20-13. The plan can be found in its entirety on the secure DOE online system. The document details our comprehensive plan for the coordination of technology initiatives. The coordination is best summarized in Sections II and VIII of the plan: "Our technology integration specialists have been hard at work integrating in-house digital lesson plans that have been created by teams of teachers within the district. Our goal being to shift from physical textbooks and purchased digital content to teacher curated/created digital content.

We are in the middle of working on a three- year technology plan implementation with the focus of being BYOD at the secondary level with heavy district-owned technology in primary. We are intentionally focusing on ensuring training for teachers is delivered ahead of any device rollouts. Teachers this year received training on effective use of Google Classroom in elementary and Canvas in secondary."

Cultural Competency

In Franklin Township, we welcome diversity. We will incorporate culturally appropriate strategies for increasing educational opportunities and the educational performance of all. All administrators have been trained in the identification of disproportionality with Dr. Renee Azize. In turn, the administrators have conducted professional development with their teachers and staff on culturally appropriate strategies for increasing educational opportunities and academic performance for represented groups.

Statutory Requirement

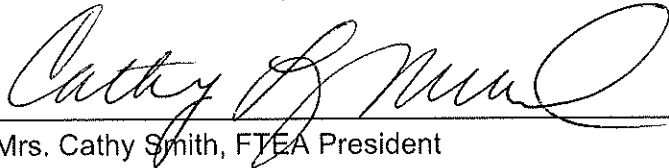
This plan was approved by the Franklin Township Community School Corporation's Board of Trustees on

10/19, 2018

It can be accessed easily and in easily comprehensible language , online at www.FTCSC.org



Dr. Bruce Hibbard, Superintendent of Franklin Township Community School Corporation



Mrs. Cathy Smith, FTEA President