Indiana School Improvement Plan

Taylorsville Elementary School

Bartholomew Consolidated Schools

9711 Walnut St
Taylorsville, IN 47280-7784

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Introduction

The comprehensive Indiana School Improvement Plan aligns the improvement requirements for schools under Title I, PL221, and the Student Achievement Plan (SAP) for focus and priority schools.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Taylorsville Elementary School (TES) is an Indiana public school located at 9711 Walnut Street in Taylorsville, Indiana. TES is one of eleven elementary school in the Bartholomew Consolidated School Corporation (BCSC). We provide academic instruction, basic health services, transportation services, food serves, before and after-school childcare services, counseling services, special education services, summer programming, and home-school services to 613 Pre-Kindergarten through Grade 6 students and their families. Taylorsville serves approximately 60 Pre-Kindergarten students through our Title I Pre-Kindergarten program five full days a week, free of charge to all families. Our diverse student population includes 34% of Hispanic ethnicity, 75% of students receive free or reduced textbooks, and 24% of English Language (EL) Learners.

 TES consists of one large building originally constructed in 1973, but enlarged and upgraded in 1992. The large classrooms are well-lit and attractively furnished. There are movable walls between most classrooms, which offer a variety of grouping options to meet the learning and social needs of our students. The building consists of three wings that are connected in the middle by the Media Center. We have a large gymnasium that can accommodate 400 with a soundproofing interior. In the summer of 2015, a new HVAC system was added to allow for increased classroom control of temperature. This also provided increased permanent shelving for all rooms. TES also has ADA accessible restrooms in student hallways (updated in 2012-2014). In December 2013, a new secure entry was installed to ensure student and staff safety in the event of an emergency.

 Taylorsville Elementary has also received additional technology upgrades, including mounted Smartboards, document cameras, blu ray players, and 1:1 student devices. Live student-led morning announcements are conducted each day from the Media Center. Three television screens also provide student recognition and event information.

 TES strives to communicate with parents and the community via weekly email and paper newsletter from the leadership, parent and teacher conferences, school website, Class DOJO, and phone/email correspondence.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

TES is committed to continuous improvement processes that mandate a focus on student learning and achievement. We are committed to our mission and vision. Our goals, strategies, measures, and action plans are developed, deployed, managed, and communicated through our High Expectation Objectives (HEO's). Strategies for deploying HEO's involve a process throughout the school to ensure alignment and connection. Through this process, everyone in the school is assured of understanding the improvement work they do and how it relates to the direction of TES. TES's vision statement reflects our key student and stakeholder requirements. The vision is developed with input from the CIC, students, staff, and parents. It is reviewed every other year and updated as necessary. Our vision is displayed in classrooms, offices, other areas of buildings, and on our Website. Students recite the School Pledge twice each week during student-produced morning announcements. Our vision is used to identify the HEO's and to set goals in order to align information gathering, staff development, strategic planning, process design and management, and our leadership system.

School Mission Statements: To achieve educational excellence for all learners by acquiring the basic knowledge needed to communicate, work together, and thrive in a diverse community.

School Vision Statement: We believe Taylorsville is a learning community with heart committed to Deeper Learning.

TES actively supports all BCSC core values. The Continuous Improvement Council (CIC) and all staff review the core values at the beginning of each school year. Meetings are held to ensure the understanding of these values. For example, when TES hires new staff, a team approach is used with interview questions centering on core values and best practices. TES recognizes its responsibilities and strives to develop a learning community. Local residents volunteer weekly to assist struggling students. Local businesses donate basic necessities, school supplies, and/or other miscellaneous items to support the students in their learning. These community members also believe in our students' learning and strive to provide materials to narrow the achievement gap. In turn, the students and staff of TES support local residents and businesses by giving back through various community service projects and Angel Tree initiatives, serving as the community park and athletic venue, and sharing in the harvest of the community garden. BCSC and TES' Mission, Vision, and HEO's are constantly reviewed to ensure alignment with the Baldrige core values.

Instruction services are provided in inclusive classrooms, where the average teacher-pupil ratio in grades K-6 is 1:24. Ninety full and part-time employees work at Taylorsville Elementary School. As a part of the BCSC, the Universal Design for Learning (UDL) is our instructional framework for all instruction. The Daily 5 framework is utilized for all language arts instruction, providing whole-group mini-lessons in combination with focused small group instruction. School-Wide Learning Outcomes (SWLOs) are also being implemented to facilitate student ownership of learning goals. The Kindergarten and 1st Grade classrooms are participating in a pilot phonics instruction program entitled Read by 3, a multi-sensory approach to developing mastery of phonics and phonemic awareness skills. We also provide a pathway of multi-age learning, with two classrooms of 1st, 2nd, and 3rd graders. In grades 4 through 6, teaching teams departmentalize and collaborate, creating a team of students at each grade level. With a full-time EL teacher, specialized instruction is provided to EL students in the general education classroom via SIOP practices. All of these pathways enable student achievement in a variety of ways.

In December 2012, Taylorsville was recognized as a Positive Behavior Instruction & Support (PBIS) Model Site by the Indiana Department of Education. TES continues to implement a culturally responsive school-wide PBIS plan. This involves a monthly meeting in which positive recognition and discipline data are reviewed and procedural expectations are examined to address areas of need.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

NOTABLE ACHIEVEMENTS

Technology IMprovement

1:1 in K-6

Mounted Smartboards

Document Cameras

 itslearning & Google Drive

Daily 5

PBIS Model Site

Kdg & 1st Grade Multi-Sensory Pilot

National Elementary Honor Society

Student Council

AREAS OF IMPROVEMENT

PLCs as a process for effectively using data to drive instruction

Increasing the overall performance of all students

Narrowing the Achievement Gap between Paid Students & Free/Reduced Students

Narrowing the Achievement Gap between Non-EL Learners & EL Learners

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Taylorsville believes that having a clear understanding of who its stakeholders are and how their needs impact the district underlies its ability to provide quality educational programs and services within the district. In order to identify stakeholder needs and expectations regarding our learning environment, inclusive culture, and continuous improvement process, we rely on a data and research driven decision making processes. We collect data from our stakeholders through formal and informal strategies.

Parents provided feedback through a survey that is conducted annually to determine satisfaction with instruction, programming, communication, and facility. Parent/facilitator meetings are held in the fall and spring. Parents have opportunities for input, questions, and sharing concerns at anytime.

District residents are able to provide feedback through a variety of options as well. The Superintendent conducts Schoolhouse meetings to solicit input from public on educational instruction and programming several times a year. PTO meetings are conducted once each month. Informal information about concerns and needs of students are shared at meetings through the planning of activities.

Our community partnerships are extremely valuable to our students' success and motivation. The partnerships provide opportunities for external review of students' growth and understanding in concepts related to the academic goals. These partnerships provide our students with connections to the community that wouldn't otherwise be available.

Taylorsville teachers have collective responsibility in their Grade Level PLC Teams. Work is managed through grade level meetings, staff meetings, the Positive Behavior Instructional Support PLC (PBiS), Instructional Consultation Team (ICT), and the Continuous Improvement Council (CIC). The building principal has day-to-day responsibilities for managing the faculty and staff in the building.

Taylorsville Elementary School has a Continuous Improvement Council comprised of teachers, administration,and parent representatives. This committee keeps the direction of the school and the employees focused on continuous improvement and student success.

We utilize School Wide Learning Outcome surveys to develop an understanding of where we are as a school in developing the qualities of Expert Learners within the Universal Design for Learning framework for our students. Taylorsville also uses student surveys to determine whether students feel we are meeting the goals of our school improvement plan.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

Taylorsville's selection and use of data is driven by the seven district High Expectation Objectives (HEOs) from which key performance measures and supporting data have been identified. The HEOs and performance measures are also reviewed against Indiana Law 221 and Every Student Succeeds Act (ESSA) to assure all relevant measures of performance have been covered.

District objectives are reviewed at the school and program level and strategies and action plans for implementation are developed. Measures are then developed to determine if the strategies are making progress toward meeting the objectives. The CIC uses the continuous improvement tools to monitor the systems and process planning and implementation of the School Improvement Plan. The corporation CCIC oversees this area of improvement for the district.

The CIC is selected to provide representation of various stakeholder groups. The CIC meets monthly to discuss progress towards improvement goals and identify areas for growth. Meetings are scheduled at the beginning of the year to provide as much notice as possible so that all stakeholder groups are represented at every meeting.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

In order to maintain a high degree of customer satisfaction, it has become important for our school to continuously strive towards our goals for improvement. Data and results are communicated to stakeholders through electronic, print and a wide variety of face-to-face interactions and meetings as well as faculty and staff meetings, and committee and task force meetings. Formative data is shared in order to inform key stakeholders of progress toward goals.

Parent Portal is an initiative that allows parents access to their children's performance in regard to grades, discipline, homework status, and attendance.

Dashboard information pertinent to Taylorsville Elementary School's action plan, goals, and school improvement are reviewed by the CIC and shared with all teachers and BCSC via the shared technology information network. The CIC, the ICT and the PBIS committees are responsible for determining needs, gathering information, developing a plan of action, and presenting the information to the CIC and/or staff. The CIC reviews the data, compiles the information, and disseminates it to the various stakeholders.

Deliver consistent information.
*Provide information from Continuous Improvement Council meetings as relevant.

Create open communication between internal and external stakeholders.
*Encourage external stakeholders to subscribe to a weekly email newsletter.
*Conduct School Climate Survey each school year.
*Offer external stakeholder workshops and seminars on "hot topic" issues (Universal Design for Learning, Positive Behavior Support) to encourage shared vocabulary and understanding with internal stakeholders.
*Keep school and classroom websites up to date with relevant information.

Be an active part of the community.
*Internal stakeholders should attend community meetings and events.
*Establish relationships with community partners for support and project support.

Promote school success.
*Highlight staff and student success through weekly newsletter and social media sites.

Strategies for Open Communication

*Keep communication simple, with vocabulary that is friendly and open.

*Communicate early and often.

*Invest in face-to-face communication

*Build community relationships

Printed Communication

*Flyers about important events passed out to students to bring home.

*Provide weekly newsletter in print form for families in need.

*Provide informational brochures on "hot topic" issues (Universal Design for Learning, Positive Behavior Support, School Wide Learning Outcomes).

Online Communication

*Weekly newsletter from both teachers and principal.

*Consistently updated, easy to navigate school and classroom websites.

*Use social media tools (Facebook, Twitter) for reminders, not as a first point of communication.

Face-to-Face Communication

*Once a semester parent-teacher conferences.

*Quarterly school showcase nights for external stakeholders.

*Internal stakeholder presence at community events where students are involved (performances, fundraisers, block parties, etc.).

Self Assessment

Introduction

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 2.0

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school has a process for review, revision, and communication of its purpose. The process has been implemented. The process includes participation by representatives from stakeholder groups. The purpose statement focuses primarily on student success.	•Survey results •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Communication plan to stakeholders regarding the school's purpose •Minutes from meetings related to development of the school's purpose •Purpose statements - past and present	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is sometimes evident in documentation. This commitment is sometimes reflected in communication among leaders and most staff. Some challenging educational programs and equitable learning experiences are implemented so that all students achieve some degree of learning, thinking, and life skills. Evidence indicates some commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership maintains high expectations for professional practice.	•Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •Survey results	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a continuous improvement process for improving student learning and the conditions that support learning. Some stakeholder groups are engaged in the process. School personnel maintain a profile with data on student and school performance. The profile contains data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. Most interventions and strategies are implemented with fidelity. Some documentation that the process yields improved student achievement and instruction is available.	•Survey results •Agenda, minutes from continuous improvement planning meetings •Communication plan and artifacts that show two-way communication to staff and stakeholders •The school continuous improvement plan	Level 2

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Taylorsville Elementary School has a strong culture of shared values and beliefs. One of our strengths being that we do have a school plan for continuous improvement. We meet regularly with teachers, teaching assistants, and parents to discuss our plan and we share notes with other stakeholders involved. Involving more community stakeholders in our school plan is an area which needs improvement. We plan on continuing to reach out to find a community member to be an active participant in our Continuous Improvement Committee. Last year, we started implementing staff, parent, and student surveys around a number of topics. We would like to continue to do this and share results. School leaders share agendas and meeting notes with all staff and would like to continue and expand this to more stakeholders. As part of the new school improvement plan, we will set smart goals to guide academic and organizational goals. The goals will guide what we do and will be continually monitored throughout the school year.

Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Overall Rating: 2.83

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.	•Student handbooks •Staff handbooks •School handbooks	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	•Governing body minutes relating to training •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •List of assigned staff for compliance •Proof of legal counsel •Assurances, certifications •Governing body training plan •Findings of internal and external reviews of compliance with laws, regulations, and policies •Communications about program regulations •Historical compliance data •Governing body policies on roles and responsibilities, conflict of interest •Governing code of ethics	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership.	•Roles and responsibilities of school leadership •School improvement plan developed by the school •Stakeholder input and feedback •Maintenance of consistent academic oversight, planning, and resource allocation •Survey results regarding functions of the governing body •Agendas and minutes of meetings	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	•Examples of collaboration and shared leadership •Survey results •Examples of decisions aligned with the school's statement of purpose •Examples of decisions in support of the school's continuous improvement plan	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders sometimes communicate effectively with stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback from stakeholders, work collaboratively on school improvement efforts, and provide some leadership roles for stakeholders. School leaders' efforts result in some stakeholder participation and engagement in the school.	•Minutes from meetings with stakeholders •Copies of surveys or screen shots from online surveys •Survey responses •Involvement of stakeholders in a school improvement plan •Communication plan	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •Governing body policy on supervision and evaluation •Supervision and evaluation documents with criteria for improving professional practice and student success noted •Job specific criteria •Representative supervision and evaluation reports	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Taylorsville Elementary School has staff and student handbooks in which we frequently reference. We communicate regularly about trainings, staff responsibilities, and program regulations. Having a school improvement plan and communicating frequently throughout agendas, meeting notes, newsletters, and surveys; staff, students, and parents understand the goals and purpose of the school. School decisions are made only after input from the school's governing body. We would like to continue these items of importance in order to have an efficiently run school. We would like to improve on communicating with all stakeholders, especially outside community members. Working continuously on maintaining and improving a shared vision and purpose in our school will help create the culture we are striving for at Taylorsville Elementary School. We are striving to comply to HEO #2, Deep Community Commitment to All Learners' Success, by having community members volunteer for activities such as book buddies, Minds on Math, Big Brothers, Big Sisters, and career days.   When students see outside community members frequent their school, they start to realize that the school is the cultural center of their community. Involving stakeholders, other than staff, in decision making as well as providing opportunities for stakeholders to actively gain knowledge about school processes, academic practices, and facility need will continue to be a priority at Taylorsville Elementary School.

Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 2.83

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	•Survey results •Lesson plans •Learning expectations for different courses •Posted learning objectives •Representative samples of student work across courses	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	•Curriculum guides •A description of the systematic review process for curriculum, instruction, and assessment •Common assessments •Standards-based report cards •Surveys results •Products – scope and sequence, curriculum maps •Lesson plans aligned to the curriculum •PLC Documentation	Level 3

Indiana School Improvement Plan

Taylorsville Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	•Teacher evaluation criteria •Agenda items addressing these strategies •Professional development focused on these strategies •Authentic assessments •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool •Student work demonstrating the application of knowledge •Findings from supervisor walk-thrus and observations •Interdisciplinary projects	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	•Curriculum maps •Supervision and evaluation procedures •Peer or mentoring opportunities and interactions •Recognition of teachers with regard to these practices •Examples of improvements to instructional practices resulting from the evaluation process •Administrative classroom observation protocols and logs	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.	•Common language, protocols and reporting tools •Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Examples of improvements to content and instructional practice resulting from collaboration	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.	•Examples of learning expectations and standards of performance •Examples of assessments that prompted modification in instruction •Samples of exemplars used to guide and inform student learning	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for school personnel.	•Records of meetings and walk thrus/feedback sessions •Survey results •Professional learning calendar with activities for instructional support of new staff •Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning •Personnel manuals with information related to new hires including mentoring, coaching, and induction practices	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.	•Survey results •Volunteer program with variety of options for participation •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Calendar outlining when and how families are provided information on child's progress •Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	•List of students matched to adult advocate •Curriculum and activities of formal adult advocate structure •Description of formal adult advocate structures	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Most teachers use common grading and reporting policies, processes, and procedures based on criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented across grade levels and courses. Most stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures may or may not be evaluated.	•Sample report cards for each grade level and for all courses •Sample communications to stakeholders about grading and reporting •Policies, processes, and procedures on grading and reporting •Growth Model Report Cards in Kindergarten - 2nd grade with expansion to subsequent grades planned.	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	•Results of evaluation of professional learning program. •Evaluation tools for professional learning •Survey results •Brief explanation of alignment between professional learning and identified needs •Crosswalk between professional learning and school purpose and direction	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	•List of learning support services and student population served by such services •Training and professional learning related to research on unique characteristics of learning •Data used to identify unique learning needs of students	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Taylorsville's school curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and student learning. To ensure student learning, teachers of grades K-2 follow a scope and sequence based on the corporation critical standards for English Language Arts and Math. Learning objectives or goals are posted in most classrooms.

HEO #1 Welcome and Diverse Learning Culture

Taylorsville has a PBIS committee that includes representatives from all grade levels (PreK-6th). This committee meets monthly and develops ideas that staff can use to build positive relationships with students. Positive relationships are developed through awarding paws and coupons to those following our school wide expectations of being safe, responsible and respectful. According to the PBIS indicator on the teacher success rubric, teachers have scored a 4.41/5. This shows a positive association with students and the learning environment. To continue this positive association with all students, our staff has had numerous trainings in Culturally Responsive Practices to ensure we are meeting the needs of all students. Teachers reflected through a professional journal on best practices and the effectiveness of these in their classroom.

HEO #3 Enable Achievement of Core Academic Knowledge and Critical Thinking

Taylorsville ensures academic achievement of core knowledge and critical thinking by creating and implementing a scope and sequence of critical standards in all grade levels. Upon entering kindergarten, a readiness exam is administered. The kindergarten teachers use the

results of this readiness exam to individualize instructional practices. Teachers frequently assess proficiency of student knowledge of skills through formal and informal assessments to help drive instruction. Evidence is represented with a score of 4.12/5 on our Teacher Success Rubric. Through SWLO (school wide learning outcomes) students are expected to demonstrate self directed learning. As we are in our first full year of implementing SWLOs, our Teachers Success Rubric score of 3.97/5 is evidence that we still have room to improve.

HEO #6 Agile Collaborative Learning Environment

Taylorsville has implemented the concept of Professional Learning Communities throughout our grade level teams. During these weekly meetings, teachers collaborate to review and plan intervention strategies based on student data.

HEO #7 Commitment to Lifelong Learning

As cited in our Teachers Success Rubric with a score of 4.82/5, teachers demonstrate a strong commitment to lifelong learning by attending multiple professional development opportunities within the school and district. Many of these professional development opportunities revolve around Universal Design for Learning (UDL) and PBIS practices.

It is evident that teachers use the practices learned in the professional development opportunities according to the results of the Teachers Success Rubric category of student learning. The score of 4.12/5 shows that teachers are using their professional development to benefit student learning.

Survey Results

According to the staff survey, Taylorsville Elementary School leaders and staff are making plans to improve the area of need, 3.10. Grades Kindergarten through 3rd grade are fine tuning the implementation of Growth Model Report Cards to make grading and reporting a clearly defined process. Grades 4th-6th are working on developing common assessments to use with students.   This would provide teachers common assessment data to analyze during their PLC collaborative time. We will continue to work on indicator 3.8, by keeping our families engaged and informed of their child's learning progress.

Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating: 2.29

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures describe how school leaders are to access, hire, place, and retain qualified professional and support staff. School leaders determine the number of personnel necessary to fill the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund most positions critical to achieve the purpose and direction of the school.	•Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Assessments of staffing needs •Documentation of highly qualified staff	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are sometimes focused on supporting the purpose and direction of the school. Instructional time is usually protected. School leaders attempt to secure material and fiscal resources to meet the needs of all students. School leaders express a desire to allocate instructional time, material resources, and fiscal resources so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations sometimes include achieving the school's purpose and direction.	•Examples of efforts of school leaders to secure necessary material and fiscal resources •School schedule •Alignment of budget with school purpose and direction •School calendar	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	•Survey results •Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests •Safety committee responsibilities, meeting schedules, and minutes	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	•Budget related to media and information resource acquisition •Survey results •Data on media and information resources available to students and staff •Schedule of staff availability to assist students and school personnel related to finding and retrieving information	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of most stakeholders. School personnel have a technology plan to improve technology services and infrastructure.	•Technology plan and budget to improve technology services and infrastructure •Survey results •Policies relative to technology use	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel endeavor to determine the physical, social, and emotional needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.	•Student assessment system for identifying student needs •Agreements with school community agencies for student-family support •Social classes and services, e.g., bullying, character education •List of support services available to students	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel endeavor to determine the counseling, assessment, referral, educational, and career planning needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.	•List of services available related to counseling, assessment, referral, educational, and career planning •Description of IEP process •Description of referral process	Level 2

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Qualified professional and support staff are not always sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program. We do have qualified support staff, but there are too few to serve the population and needs of our diverse student body.

Instructional time, material resources, and fiscal resources are primarily focused to support the purpose and direction of the school. Interruptions are limited to instructional time. Although, due to the many district/school wide expectations, the flow of the school day sometimes is impeded, thus causing quality instruction to be interrupted. Material and fiscal resources have strongly supported access to media and information necessary to achieve educational programs. Student engagement has increased due to resources allowing for multiple means of representation and expression, however, we have yet to see significant improvement in academic achievement.

The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff. There is a procedure in place for staff members to easily alert our school and district maintenance crew to address facility issues. The school is proactive in teaching and reinforcing safe procedures through the Positive Behavior Instruction and Support initiative.

The school provides a safe and culturally responsive environment for all students; however meeting the needs of our diverse, transient population can be challenging.
The school personnel provides physical, social, and emotional support through programs and services such as character development classes, counseling support, a licensed nurse, access to community agencies, etc., but the needs of our student population outweigh the staff capabilities.

While our school has many positive attributes, we continually strive for improvement. Teachers and additional support staff are encouraged to attend professional development opportunities on a variety of topics (Professional Development Pit-Stops, Universal Design for Learning Institute, Project Based Learning, Daily 5, etc). The culture of our school is accommodating and welcoming to all stakeholders, but we need to specifically focus on providing opportunities for parents to support academic achievement for their children.

Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: 2.6

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel use an assessment system that produces data from multiple assessment measures about student learning and school performance. The system generally provides consistent measurement across classrooms and courses. Some assessments, especially those related to student learning, are proven reliable and bias free. The system is evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	•Documentation or description of evaluation tools/protocols •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance •Evidence that assessments are reliable and bias free	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	•Written protocols and procedures for data collection and analysis •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	•Professional learning schedule specific to the use of data •Documentation of attendance and training related to data use •Training materials specific to the evaluation, interpretation, and use of data	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	•Agendas, minutes of meetings related to analysis of data •Description of process for analyzing data to determine verifiable improvement in student learning •Examples of use of results to evaluate continuous improvement action plans •Evidence of student readiness for the next level •Evidence of student growth	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.	•Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders •Survey results •Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals •School quality control procedures for monitoring information about student learning, conditions that support learning, and the achievement of school improvement goals •Executive summaries of student learning reports to stakeholder groups	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Type your TES implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness, but we do not yet have a consistent process that enables us to use the results to effectively guide continuous improvement. TES teachers have consistently reviewed and analyzed state, local, and classroom assessment data to help drive instruction, with the goal of increased student achievement. All professional and non-certified staff use the data to monitor student progress, but only certified staff are systematically involved in analyzing data to make instructional changes.

Leadership monitors information about student learning from district and statewide assessments in alignment with school improvement goals.

Leaders also communicate some results of student achievement to parents and community via newsletters and school website. Cross grade level meetings were held to communicate information regarding student achievement and preparedness for the next level.

TES school leaders and staff have written plans to improve the areas of need. The instructional coach and district testing coordinator will continue to support teachers in analyzing and using all available data to monitor student achievement as it drives the daily instruction. All teachers K-4 will be using the district's standards based proficiency scales, sample tasks, and common assessments. This will allow every instructional activity to be aligned to critical standards for all grades throughout the year. Formative assessments will be used to monitor progress prior to the administration of ISTEP. Grade level teams will meet weekly in PLC meetings, and data meetings will focus on student achievement and effective instructional practices.

response here.

Report Summary

Scores By Section

Section Score
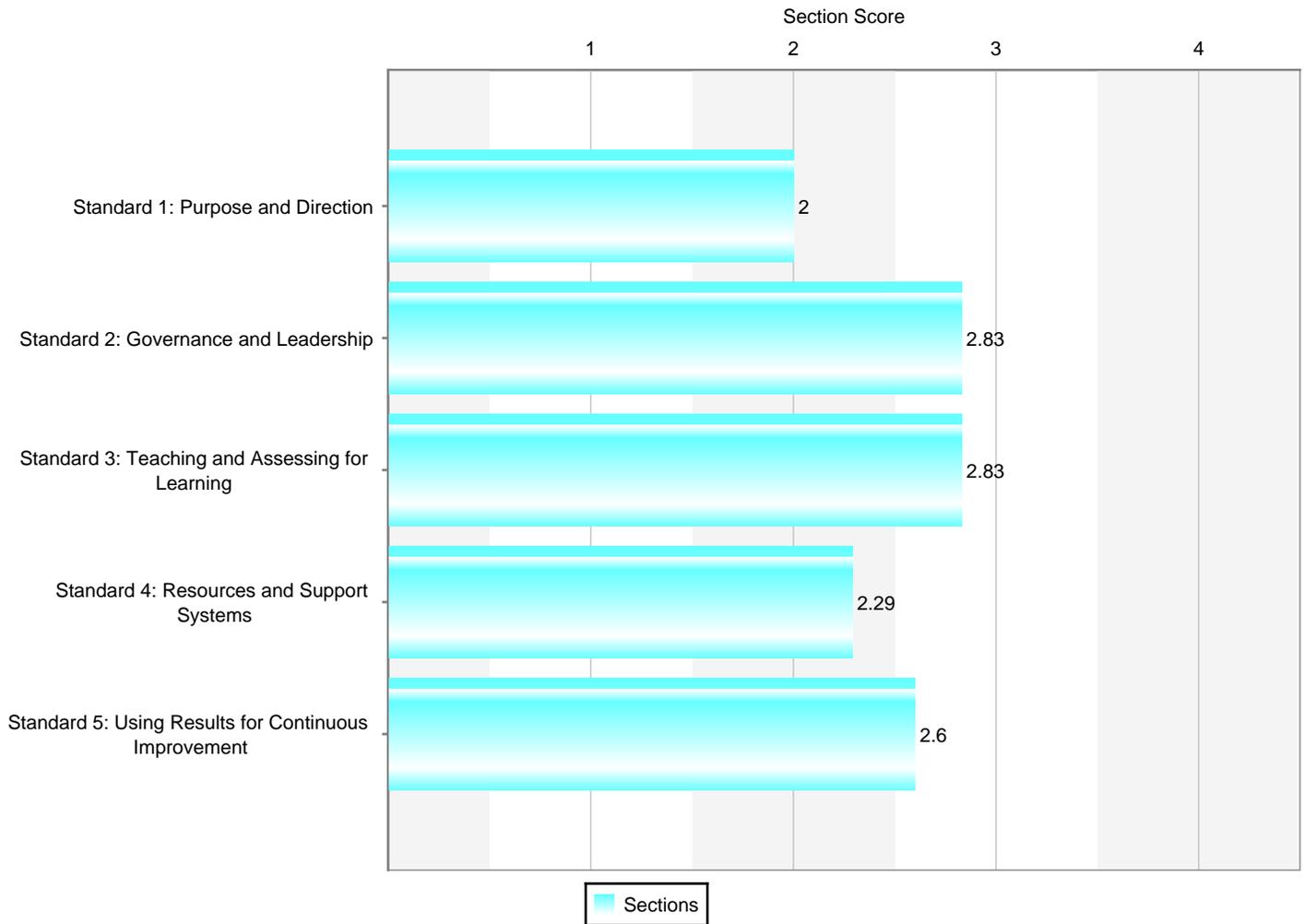
Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		Taylorsville Data 2015 2015 ISTEP Data

Evaluative Criteria and Rubrics

Overall Rating: 2.5

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is indifferently analyzed and presented with little clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is below what would otherwise be expected.	Level 2

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.	Level 2

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

Percentage of Individual Student Growth in English/Language Arts in the Bottom 25% and in the Top 75% of all students.

Percentage of Students demonstrating Proficiency in Dibels continues to show growth from BOY to EOY

Percentage of PreK students demonstrating Kindergarten Readiness continues to increase.

Describe the area(s) that show a positive trend in performance.

Percentage of Students demonstrating Proficiency in Dibels continues to show growth from BOY to EOY

Percentage of PreK students demonstrating Kindergarten Readiness continues to increase.

Percentage of Students demonstrating mastery of Critical Standards as measured by Common Assessments

Overall Growth of Individual Student Lexile Levels as measured by Achieve

Overall Number of Office Discipline Reports has declined.

Which area(s) indicate the overall highest performance?

Percentage of Individual Student Growth in English/Language Arts in the Bottom 25% and in the Top 75% of all students.

Percentage of Students demonstrating Proficiency in Dibels continues to show growth from BOY to EOY

Percentage of PreK students demonstrating Kindergarten Readiness continues to increase.

Which subgroup(s) show a trend toward increasing performance?

Students of Hispanic Ethnicity in ELA and Math

Students receiving Special Educations Services in ELA

English Language Learners in ELA and Math

Between which subgroups is the achievement gap closing?

Students of White Ethnicity

Students not receiving Special Education Services

Students not Limited English

Which of the above reported findings are consistent with findings from other data sources?

All of the above

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

Overall Percentage of Students passing ELA, Math, and both ELA and Math

Percentage of Students showing High Growth in the Bottom 25% and in the Top 75% in Mathematics

Percentage of students demonstrating Proficiency on mCLASS Math from BOY to EOY

Describe the area(s) that show a negative trend in performance.

Overall Percentage of Students Passing English/Language Arts in all grade levels

Overall Percentage of Students Passing Math in all grade levels

Which area(s) indicate the overall lowest performance?

Percentage of Students passing BOTH English/Language Arts and Math

Which subgroup(s) show a trend toward decreasing performance?

Percentage of Students with White and Hispanic Ethnicity in ELA and Math

Percentage of General Education Students and Students receiving Special Education Services in ELA and Math

Percentage of Students paying for Meals and Textbooks and Students receiving Free/Reduced Meals and Textbooks in ELA and Math

Percentage of Students considered non-Limited English and English Language Learners in ELA and Math

Between which subgroups is the achievement gap becoming greater?

Students paying for their own lunch and Students receiving Free/Reduced Meals and Textbooks

Which of the above reported findings are consistent with findings from other data sources?

All of the above

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics — 2.5

Sections
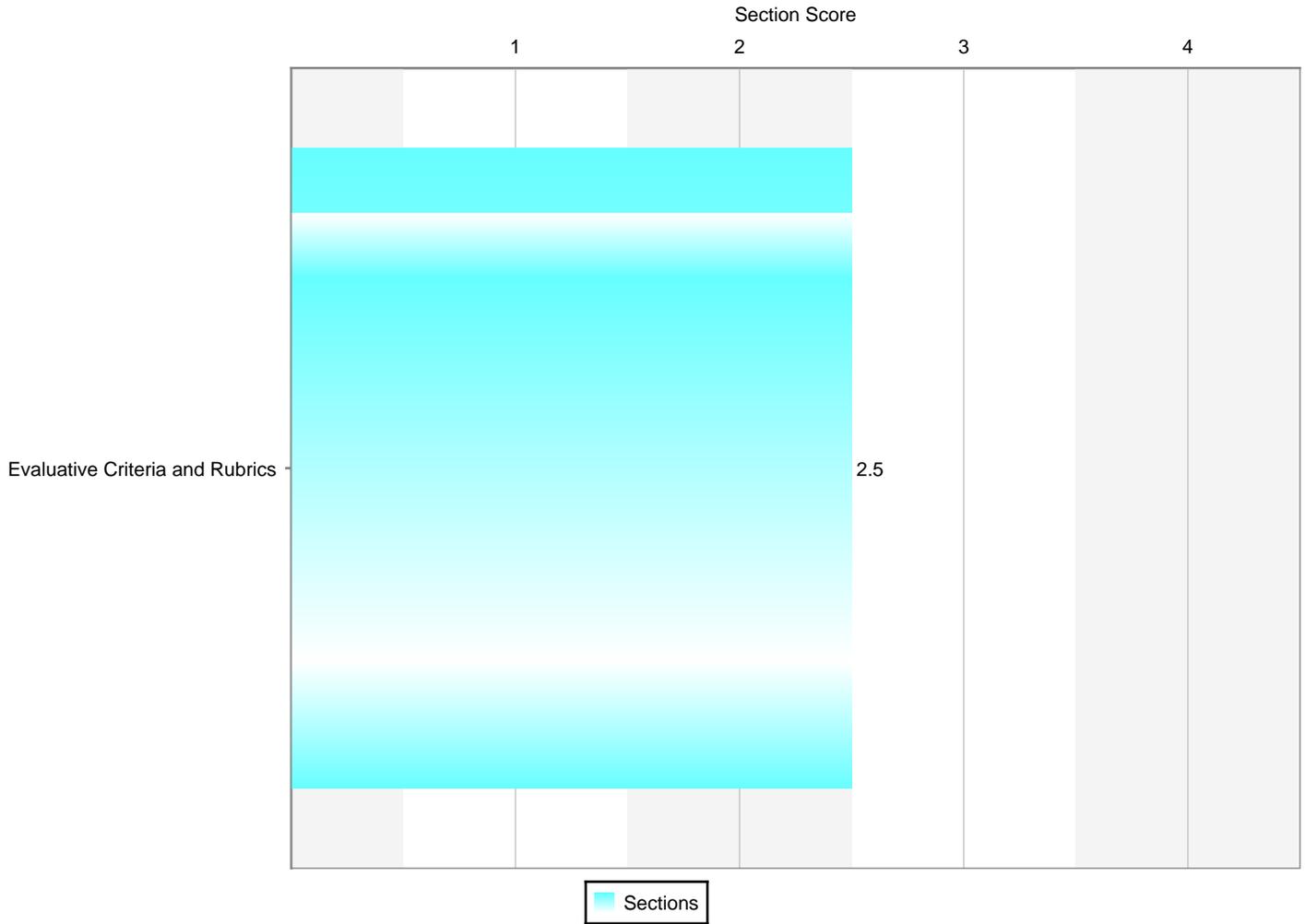
Taylorsville Elementary Plan

Overview

Plan Name

Taylorsville Elementary Plan

Plan Description

Goals & Plan

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Taylorsville Elementary School will become proficient in the areas of Language Arts and Math.	Objectives: 2 Strategies: 12 Activities: 14	Academic	$0
2	Teachers will be participants in grade level Professional Learning Communities.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	$0
3	All students will use the Taylorsville PBIS Expectations	Objectives: 1 Strategies: 2 Activities: 3	Organizational	$500

Goal 1: All students at Taylorsville Elementary School will become proficient in the areas of Language Arts and Math.

Measurable Objective 1:

65% of All Students will demonstrate student proficiency (pass rate) of Indiana State Standards in English Language Arts by 06/30/2017 as measured by ISTEP+ and Growth Model Report Cards.

Strategy 1:

Read By 3 Multisensory Pilot - Teachers in grades K-1 will implement the Read By 3 Multisensory approach to teaching reading readiness. The teachers are supported

by an academic coach who provides training and modeling of lessons.

Research Cited: M. A. Rooney Foundation and Orton-Gillingham

Evidence of success: DIBELS

Activity - Teacher Training and Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Academic coach provided training on Read By 3 Multisensory pilot program	Academic Support Program	08/03/2015	06/30/2017	$0	No Funding Required	Classroom teachers, academic coach, and principal

Strategy 2:

Fountas and Pinnell Leveled Literacy Intervention - Individual and small group instruction for students in grades K-6 provided outside of the 90 minute

English/Language Art block.

Research Cited: Irene Fountas and Gay Su Pinnell

Evidence of success: Acuity, ISTEP+, STAR Reading, DIBELS, F&P Benchmark Assessments

Activity - F&P LLI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Individual and small group literacy instruction for students in K-6	Academic Support Program	08/03/2015	06/30/2017	$0	Title I Schoolwide	Title 1 Teachers and teaching assistants

Strategy 3:

Read 180 - Small group instruction on literacy skills for grades 4-6. Implemented during designated intervention time and outside the 90 minute English/Language Arts

block.

Research Cited: Houghton Mifflin Harcourt, What Works Clearinghouse

Evidence of success: Acuity, ISTEP+, Read 180 assessments, Basal Assessments

Activity - Read 180 Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Read 180 small group instruction for 4th-6th graders conducted during designated intervention time and outside of the 90 minute English/Language Arts block.	Academic Support Program	08/03/2015	06/30/2017	$0	Title I Schoolwide	Title 1 Teacher

Strategy 4:

Orton Gillingham - Students in Kindergarten and 1st grade will spend 15 minutes per day engaged in the Orton Gillingham multi sensory approach.

Research Cited: Institute for Multi-Sensory Education

Evidence of success: DIBELS, Lexile levels, STAR Reading levels, Growth Model Report Cards

Activity - Orton-Gillingham	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in small group and whole class instruction following the Orton-Gillingham Multi-Sensory approach.	Academic Support Program	08/03/2015	06/02/2017	$0	District Funding	Classroom teachers and teaching assistants

Strategy 5:

Close Reading - Close Reading will teach our students to read more critically and analyze literary and informational text to improve comprehension.

Research Cited: Sunday Cummins and Smekens Education

Evidence of success: DIBELS, Acuity, GMRC, ISTEP+, common assessments

Activity - Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement the Close Reading strategy across all content areas.	Direct Instruction	08/03/2015	06/02/2017	$0	No Funding Required	Classroom Teachers

Strategy 6:

Yes, MA'AM - Yes, MA'AM will aid children in the organization of their thoughts to compose a more cohesive response to reading.

Research Cited: Smekens Education

Evidence of success: GMRC, common assessments, ISTEP+

Activity - Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement the Yes, MA'AM strategy across all content areas.	Direct Instruction	08/03/2015	06/02/2017	$0	No Funding Required	Classroom Teachers

Strategy 7:

Achieve 3000 - Online program allows students to read, comprehend, and interact with non-fiction text at their instructional level.

Research Cited: Differentiated instruction to improve students' reading and writing, and prepare them for college and career success (Achieve 3000)

Evidence of success: GMRC, common assessments, ISTEP+, DIBELS

Activity - Achieve 3000	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At each student's individualized lexile level, provides whole group, differentiated instruction in small groups, independent stations to read, comprehend, and interact with non-fiction text. Stretch article utilized to help students dig deeper into the text. Thought question for each article helps build writing proficiency.	Academic Support Program	08/03/2015	06/02/2017	$0	Title I Schoolwide	Classroom Teachers

Strategy 8:

Sheltered English - An instructional approach used to make academic instruction in English understandable to English learners to help them acquire proficiency in English while at the same time achieving in content areas. Sheltered English instruction differs from ESL in that English is not taught as a language with a focus on learning the language. Rather, content knowledge and skills are the goals. In the sheltered classroom, teachers use simplified language, physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies and other subjects.

Research Cited: National Clearinghouse Bilingual Education 1987

Evidence of success: ACCESS, ISTEP+, Acuity, DIBELS, Common Assessments

Activity - Content Based Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Content knowledge and skills are increased by teachers using simplified language, physical activities visual aids, and the environment to teach vocabulary.	Academic Support Program	08/03/2015	06/02/2017	$0	Title III	ELL Teacher, ELL Teaching Assistants, Classroom Teachers

Strategy 9:

Book Buddies - One-to-One tutoring program using leveled books. Tutors review word study and the pace is set by the student's performance. Serves students primarily in grade 2.

Research Cited: Bartholomew County Literacy Task Force

Evidence of success: DIBELS, GMRC, Adopted Text Book Assessments

Activity - Book Buddies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

One-to-one instruction using leveled books and focusing on word study and comprehension skills.	Academic Support Program	09/01/2015	06/02/2017	$0	District Funding	Community Volunteers and Book Buddies Site Coordinator

Strategy 10:

Daily 5 Literacy Stations - Direct and explicit instruction in strategies to use to improve any or all of the following: comprehension, accuracy, fluency, working with

writing, working with words, reading to self, reading to others, listening to reading.

Research Cited: Gail Boushey & Joan Moser, Daily 5 and the Daily Cafe 2006, 2009

Evidence of success: DIBELS, Acuity, GMRC, ISTEP+, iRead, Adopted Curriculum Assessments

Activity - Daily 5	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Daily 5 is a core of common routines and framework. Daily 5 is a plan for how students spend their time working independently while teachers meet with small groups or confer with individual students.	Direct Instruction	08/03/2015	06/02/2017	$0	No Funding Required	Classroom Teachers and Teaching Assistants

(shared) Strategy 11:

Universal Design for Learning Implementation - Teachers will use multiple means of engagement to encourage students to connect prior learning experiences with new

content utilizing the UDL Framework.

Teachers will use multiple means of representation utilizing various high and low tech formats present content using multiple examples with adjustable levels of

challenge while highlighting critical features and considering student barriers.

Teachers will provide students with multiple means of action and expression with student choice to demonstrate skills after practicing with scaffolding support.

Research Cited: CAST 2005

Evidence of success: Schoolwide Learning Outcomes, Acuity, ISTEP+, Adopted Text Assessments, mClass, DIBELS, Growth Model Report Cards

Activity - Monitor Implementation of UDL Framework	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of the UDL Framework through walk throughs, fidelity checks and professional development.	Direct Instruction, Professional Learning, Policy and Process	08/03/2015	06/02/2017	$0	No Funding Required	Administrative Team, UDL Coach and UDL Facilitator, Teachers

Measurable Objective 2:

60% of All Students will demonstrate student proficiency (pass rate) Indiana State Standards in Mathematics by 06/30/2017 as measured by ISTEP+ and Growth Model Report Cards.

(shared) Strategy 1:

Universal Design for Learning Implementation - Teachers will use multiple means of engagement to encourage students to connect prior learning experiences with new content utilizing the UDL Framework.

Teachers will use multiple means of representation utilizing various high and low tech formats present content using multiple examples with adjustable levels of challenge while highlighting critical features and considering student barriers.

Teachers will provide students with multiple means of action and expression with student choice to demonstrate skills after practicing with scaffolding support.

Research Cited: CAST 2005

Evidence of success: Schoolwide Learning Outcomes, Acuity, ISTEP+, Adopted Text Assessments, mClass, DIBELS, Growth Model Report Cards

Activity - Monitor Implementation of UDL Framework	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of the UDL Framework through walk throughs, fidelity checks and professional development.	Direct Instruction, Professional Learning, Policy and Process	08/03/2015	06/02/2017	$0	No Funding Required	Administrative Team, UDL Coach and UDL Facilitator, Teachers

Strategy 2:

Individualized Technology Based Interventions - Students will have access to online programs that will increase engagement, allow for individualized instruction, and aid in data collection.

Research Cited: Matthew K. Burns, Ph.D., University of Minnesota, RTI Action Network

McIntire, 2002; McLeod, 2005; Pierce, 2005; Wayman, 2005

Evidence of success: Classroom Assessments, ISTEP+, Acuity, DIBELS, mCLASS, Growth Model Report Cards

Activity - Prodigy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Online individualized instruction/assessment provided in the area of Math.	Academic Support Program	08/03/2015	06/02/2017	$0	No Funding Required	Classroom Teachers

Activity - Front Row Ed	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Online individualized instruction/assessment used in the area of Math.	Academic Support Program	08/03/2015	06/02/2017	$0	No Funding Required	Classroom Teachers

Activity - Moby Max	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Online individualized instruction/assessment used in the areas of Math and Language Arts.	Academic Support Program	08/03/2015	06/02/2017	$0	No Funding Required	Classroom Teachers

Goal 2: Teachers will be participants in grade level Professional Learning Communities.

Measurable Objective 1:

collaborate to improve student proficiency of critical standards and improve instruction by 06/01/2017 as measured by grade level common assessments and Teacher Success Rubric.

Strategy 1:

Professional Learning Communities - Meet weekly to develop and use scope and sequence, common assessments, and data analysis to provide remediation and enrichment opportunities.

Research Cited: DuFour, DuFour, Eaker and Many, Learning by Doing, 2006

Evidence of success: Common Assessments, Teacher Success Rubric

Activity - Scope and Sequence of Critical Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLCs will develop scope and sequence of critical standards at each grade level.	Professional Learning	12/01/2015	06/02/2017	$0	No Funding Required	Certified Teaching Staff

Activity - Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLCs will create common assessments for teachers to administer in classrooms.	Policy and Process	01/01/2016	06/02/2017	$0	No Funding Required	Certified Teaching Staff

Activity - Common Assessment Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLCs will track and analyze common assessment data.	Policy and Process	01/01/2016	06/02/2017	$0	No Funding Required	Certified Teaching Staff

Activity - Instructional Adjustments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will make instructional changes and provide remediation and enrichment opportunities.	Direct Instruction	01/01/2016	06/02/2017	$0	No Funding Required	Certified Teaching Staff

Goal 3: All students will use the Taylorsville PBIS Expectations

Measurable Objective 1:

demonstrate a behavior aligned to the school expectations by 06/02/2017 as measured by a reduction in office discipline reports.

Strategy 1:

Monthly Meetings - PBIS PLC will meet monthly to analyze data and create action plans to address areas of need from Office Discipline Reports and to develop ongoing positive reinforcements.

Research Cited: The Equity Project, Center for Evaluation and Education Policy, Indiana University

Evidence of success: Office Discipline Report Data and Positive Reinforcement Data

Activity - Coupons & Paws	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Individual students can earn Coupons for pencil drawings or for purchasing items from the PBIS Store. Classrooms can earn Paws for a monthly drawing for a reward Paw Party.	Behavioral Support Program	08/03/2015	06/02/2017	$500	Other	PBIS PLC, Classroom Teachers

Activity - Analysis of Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

PBIS PLC analyzes data to determine areas of need to host Expectation retraining for students on morning Announcements or at the specified site in the building.	Behavioral Support Program	08/03/2015	06/02/2017	$0	No Funding Required	PBIS PLC

Strategy 2:

New Student Training - The School Counselor meets with all new students quarterly to introduce the Taylorsville PBIS Expectations by site and train students in meeting the Expectations.

Research Cited: The Equity Project, Center for Evaluation and Education Policy, Indiana University

Evidence of success: PBIS Data

Activity - 1 on 1 Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After the initial training, should a new student to Taylorsville receive an Office Discipline Report, the School Counselor will meet one on one with the new student to provide additional training and support for the PBIS Expectations.	Behavioral Support Program	08/01/2016	06/02/2017	$0	Financial Aid	PBIS PLC and School Counselor

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitor Implementation of UDL Framework	Monitor the implementation of the UDL Framework through walk throughs, fidelity checks and professional development.	Direct Instruction, Professional Learning, Policy and Process	08/03/2015	06/02/2017	$0	Administrative Team, UDL Coach and UDL Facilitator, Teachers
Daily 5	The Daily 5 is a core of common routines and framework. Daily 5 is a plan for how students spend their time working independently while teachers meet with small groups or confer with individual students.	Direct Instruction	08/03/2015	06/02/2017	$0	Classroom Teachers and Teaching Assistants
Common Assessment Data	PLCs will track and analyze common assessment data.	Policy and Process	01/01/2016	06/02/2017	$0	Certified Teaching Staff
Prodigy	Online individualized instruction/assessment provided in the area of Math.	Academic Support Program	08/03/2015	06/02/2017	$0	Classroom Teachers
Teacher Training and Support	Academic coach provided training on Read By 3 Multisensory pilot program	Academic Support Program	08/03/2015	06/30/2017	$0	Classroom teachers, academic coach, and principal
Instructional Adjustments	Teachers will make instructional changes and provide remediation and enrichment opportunities.	Direct Instruction	01/01/2016	06/02/2017	$0	Certified Teaching Staff
Scope and Sequence of Critical Standards	PLCs will develop scope and sequence of critical standards at each grade level.	Professional Learning	12/01/2015	06/02/2017	$0	Certified Teaching Staff
Front Row Ed	Online individualized instruction/assessment used in the area of Math.	Academic Support Program	08/03/2015	06/02/2017	$0	Classroom Teachers
Moby Max	Online individualized instruction/assessment used in the areas of Math and Language Arts.	Academic Support Program	08/03/2015	06/02/2017	$0	Classroom Teachers
Implementation	Teachers will implement the Yes, MA'AM strategy across all content areas.	Direct Instruction	08/03/2015	06/02/2017	$0	Classroom Teachers

Common Assessments	PLCs will create common assessments for teachers to administer in classrooms.	Policy and Process	01/01/2016	06/02/2017	$0	Certified Teaching Staff
Analysis of Data	PBIS PLC analyzes data to determine areas of need to host Expectation retraining for students on morning Announcements or at the specified site in the building.	Behavioral Support Program	08/03/2015	06/02/2017	$0	PBIS PLC
Implementation	Teachers will implement the Close Reading strategy across all content areas.	Direct Instruction	08/03/2015	06/02/2017	$0	Classroom Teachers
				Total	$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Book Buddies	One-to-one instruction using leveled books and focusing on word study and comprehension skills.	Academic Support Program	09/01/2015	06/02/2017	$0	Community Volunteers and Book Buddies Site Coordinator
Orton-Gillingham	Students will participate in small group and whole class instruction following the Orton-Gillingham Multi-Sensory approach.	Academic Support Program	08/03/2015	06/02/2017	$0	Classroom teachers and teaching assistants
				Total	$0	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Achieve 3000	At each student's individualized lexile level, provides whole group, differentiated instruction in small groups, independent stations to read, comprehend, and interact with non-fiction text. Stretch article utilized to help students dig deeper into the text. Thought question for each article helps build writing proficiency.	Academic Support Program	08/03/2015	06/02/2017	$0	Classroom Teachers
Read 180 Small Group Instruction	Read 180 small group instruction for 4th-6th graders conducted during designated intervention time and outside of the 90 minute English/Language Arts block.	Academic Support Program	08/03/2015	06/30/2017	$0	Title 1 Teacher
F&P LLI	Individual and small group literacy instruction for students in K-6	Academic Support Program	08/03/2015	06/30/2017	$0	Title 1 Teachers and teaching assistants
				Total	$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Coupons & Paws	Individual students can earn Coupons for pencil drawings or for purchasing items from the PBIS Store. Classrooms can earn Paws for a monthly drawing for a reward Paw Party.	Behavioral Support Program	08/03/2015	06/02/2017	$500	PBIS PLC, Classroom Teachers
				Total	$500	

Financial Aid

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
1 on 1 Meetings	After the initial training, should a new student to Taylorsville receive an Office Discipline Report, the School Counselor will meet one on one with the new student to provide additional training and support for the PBIS Expectations.	Behavioral Support Program	08/01/2016	06/02/2017	$0	PBIS PLC and School Counselor
				Total	$0	

Title III

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Content Based Instruction	Content knowledge and skills are increased by teachers using simplified language, physical activities visual aids, and the environment to teach vocabulary.	Academic Support Program	08/03/2015	06/02/2017	$0	ELL Teacher, ELL Teaching Assistants, Classroom Teachers
				Total	$0	

Title I Schoolwide Plan Requirements

Introduction

The school assures the following requirements have been met (Sections 1111(b)(1), 1114 (b)(1)(A)] and 1309(2) of the Elementary and Secondary Education Act (ESEA):

Title I Schoolwide Plan Requirements

Label	Assurance	Response	Comment	Attachment
1.	A Comprehensive Needs Assessment (CNA) of the whole school has been completed.	Yes	Self-assessment completed and attached within this document.	

Label	Assurance	Response	Comment	Attachment
2.	There is implementation of schoolwide reform strategies that provide opportunities for all children to meet proficient and advanced levels of student academic achievement.	Yes	Goal and action plan	

Label	Assurance	Response	Comment	Attachment
3.	There is implementation of schoolwide reform strategies that use effective methods and instructional strategies that are based on scientifically based research that: strengthens the core academic program, increases the amount of learning time, includes strategies for serving underserved populations, includes strategies to address the needs of all children in the school, but particularly low achieving children and those at risk of not meeting state standards, address how the school will determine if those needs of the children have been met, and are consistent with, and are designed to implement state and local improvement plans, if any.	Yes	PLC process with general education teachers, Scope and Sequence with Instructional Coaches support, frequent review of Title 1 progress and data.	

Label	Assurance	Response	Comment	Attachment
4.	There are highly qualified teachers in all core content area classes.	Yes	All staff members have met highly qualified status.	

Label	Assurance	Response	Comment	Attachment
5.	There is high quality and on-going professional development for teachers, principals, and paraprofessionals.	Yes	Via staff meetings, Grade Level PLCs, and district planning	

Label	Assurance	Response	Comment	Attachment
6.	There are strategies to attract high-quality, highly qualified teachers to this school.	Yes	Teacher recruitment efforts, rigorous interview process to identify best fit for Taylorsville students	

Label	Assurance	Response	Comment	Attachment
7.	There are strategies to increase parental involvement, such as literary services.	Yes	Monthly family night events at school tied to Title1, STEM, Literacy, etc.	

Label	Assurance	Response	Comment	Attachment
8.	The school will provide individual academic assessment results to parents. If so, describe how this will be done.	Yes	Parent/Teacher conferences occur twice yearly, growth model standards-based assessments and report cards are given to parents to give accurate reflection of student progress	

Label	Assurance	Response	Comment	Attachment
9.	There are strategies to involve parents in the planning, review, and improvement of the schoolwide plan.	Yes	Parent representatives are included in building leadership (CIC) and PTO was reinstated in the fall of 2012	

Label	Assurance	Response	Comment	Attachment
10.	There are plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program.	Yes	Pre-K students attend Taylorsville Elementary School and activities are planned to ensure a smooth transition.	

Label	Assurance	Response	Comment	Attachment
11.	There are opportunities and expectations for teachers to be included in the decision making related to the use of academic assessment results leading to the improvement of student achievement.	Yes	Teachers and other staff members serve as CIC members, which drives all decision making in the building.	

Label	Assurance	Response	Comment	Attachment
12.	There are activities and programs at the school level to ensure that students having difficulty mastering proficient and advanced levels of the academic achievement are provided with effective, timely additional assistance.	Yes	Besides Title 1 programming, intervention time is built into the school schedule to ensure that all students receive remediation or enrichment based on their specific academic needs.	

Label	Assurance	Response	Comment	Attachment
13.	The school participates in the coordination and integration of federal, state, and local funds; and resources such as in-kind services and program components.	Yes	Taylorsville participates in all district-wide Title 1 programs, as required by federal mandates.	

Label	Assurance	Response	Comment	Attachment
14.	Does the school plan to consolidate programs under the schoolwide program?	No	There are no plans to reduce or limit programs under the schoolwide program.	

Conclusion

The Indiana School Improvement Plan is designed to be comprehensive and for continuous improvement. Systemic use and consistent reflection are encouraged to update the status of the goals in order to make school improvement continuous and actionable.