Park Elementary #2329
500 S. Sycamore Street
Fairmount, IN 46928

Madison-Grant United School Corporation #2825

An "Exemplary Progress" School

Combined Title I Schoolwide/PL 221/Malcolm
Baldrige National Quality Award for Education Plan

2013-2016

Emily K. Tracy, Principal

Title I Schoolwide Plan Checklist

Directions: Review the Title I Schoolwide Plans prior to mailing to the IDOE to ensure that all requirements listed below have been met. Insert the page number where each component can be found in the column to the right. If a plan does not include all ten components, it is out of compliance with NCLB requirements and will need to be adjusted.

Schoolwide Plan: Section 1114 (b) (2) Any school that operates a schoolwide program shall first develop (or amend a plan for such a program that was in existence on the day before the date of enactment of the NCLB Act of 2001), in consultation with the LEA and its school support team or other technical assistance provider under section 1117, a comprehensive plan for reforming the total instructional program in the school that:

i. Describes how the school will implement the components described below

ii. Describes how the school will use resources under this part and other sources to implement the components

iii. Includes a list of SEA programs and other federal programs that will be consolidated in the schoolwide program

iv. Describes how the school will provide individual student academic assessment results in a language the parents can understand, including an interpretation of those results, to the parents of a child who participates in the academic assessments required by the SEA plan.

Components of a Schoolwide Plan	Page
1. A comprehensive needs assessment of the whole school	14-16
2. Implementation of schoolwide reform strategies that: ❐ Provide opportunities for all children to meet proficient and advanced levels of student academic achievement ❐ Use effective methods and instructional strategies that are based on scientific research that: ❐ Strengthen the core academic program ❐ Increase the amount of learning time ❐ Include strategies for serving underserved populations ❐ Include strategies to address needs of all children in school, but particularly low achieving children and those at risk of not meeting state standards ❐ Address how the school will determine if needs of the children have been met ❐ Are consistent with and designed to implement state/local improvement plans	25-32, 34-38 16, 27 5,6, 32 25-32, 34-38 25-32 5,6, 15, 23-24 34-38 3-5 3-5
3. Highly qualified teachers in all core content area classes	7-8
4. High quality on-going professional development for teachers, principals, and paraprofessionals	34-38, 38-40
5. Strategies to attract high-quality, highly qualified teachers to this school	4-5, 8, 27
6. Strategies to increase parental involvement, such as literary services	9, 31
6 a. Description of how the school will provide individual academic assessment results to parents	32
6 b. Strategies to involve parents in the planning, review, and improvement of the schoolwide plan	9-10
7. 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 8. Transition Between Buildings	31-32

9.	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	9-10
10.	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	25-31
11.	Coordination and integration of federal, state and local funds; and resources such as in-kind services and program components	42
10 a. A list of programs that will be consolidated under the schoolwide plan (if applicable)		42

Based on a review of the information received from the Indiana Department of Education in May 2010 regarding Frequently Asked Questions about school improvement plans, a review of the Title I Schoolwide Plan requirements, AND including the most important elements required by the Education Criteria for Performance Excellence (Baldrige National Quality Program), the following checklist of key elements for school improvement should be considered when developing your plan. Adjust this checklist as local, state, and federal expectations and guidelines change.

Required and Recommended Components of a PL 221 Plan	Page
All Schools	
1. Objectives for a 3-year period that are reviewed and revised annually in order to accomplish the achievement objectives of the school	34-38
2. Objectives consistent with academic standards and targeting at least the school's attendance rate and percentage of students meeting academic standards under the ISTEP+ program. (Add graduation rate for secondary schools.)	3-6, 11-15, 34-38
3. Information regarding how and to what extent the school expects to make continuous improvement in all areas of the education system where results are measured by setting benchmarks for progress on an individual school basis	1-7, 12-15, 18-24, 25-31, 34-40
4. Identification of areas where immediate improvement is required	24
5. Strategies to improve cultural competency of teachers, administrators, staff, parents, and students. The SIP team shall identify all student subgroups (racial, ethnic, language minority, cultural, exceptional learning, and socioeconomic groups) in the school population; incorporate culturally appropriate strategies for increasing educational opportunities and educational performance for each group; and recommend professional development required to increase cultural competency in the school's educational environment.	40-42
6. List of statutes and rules that the school wishes to have waived	42
7. Description of the curriculum and location where the public can view the curriculum	6-7
8. Titles and descriptions of assessments to be used in addition to ISTEP+ assessments	12-14
9. A plan that is submitted to the governing body and made available to all interested members of the public in an easily understood format	1-40
10. Strategies to maximize parent participation in the school	9, 31
11. Provisions to maintain a safe and disciplined learning environment for students and teachers	30
12. Provisions for the coordination of technology initiatives in support of learning.	41-42

13. A professional development program that includes/is predicated on an analysis of student learning data; strategies, programs, and services to address student learning needs; activities to implement the strategies, programs, services; and evaluation of the impact of these activities; assurance that the professional development program complies with the board's core principles for professional development (http://www.doe.in.gov/accreditation/prodev.html)	34-40
14. Signatures of school/corporation exclusive representative indicating support for the professional development plan	*iv*

Additional Recommended Elements	
15. Narrative description of the school, community, and educational programs	1-32
16. Mission, vision, and beliefs	2
17. Data (including graphs) from the annual performance report	16, 17-24
18. Data related to performance indicators other than those included in the annual performance report	16, 17-24
19. Other information about educational programs and the learning environment	1-40
20. Information about how the school's curriculum and instructional strategies supports the achievement of Indiana Academic Standards	2-7, 12-15, 17-40
21. Analysis of student achievement (ISTEP+ and other assessment results)	17-24
22. Proposed interventions based on school improvement goals	25-40
23. Highly Qualified Staff listing and strategies to attract high qualified staff	7-8
24. Opportunities for Teachers, Staff, and Students To Be Included in Decision-Making	2-3, 4-5, 8, 9

Documentation of Support for the Professional Development Section of the Strategic and Continuous School Improvement Plan by the Madison-Grant United School Corporation/Indiana State Teachers Association

As required by 511 IAC 6.2-3-3, we, as the representatives of the Madison-Grant United School Corporation Education Association/Indiana State Teachers Association, have reviewed and are in support of the attached School Improvement Plan for Park Elementary. We are satisfied that the plan meets the core principles found at the following site:
http://www.doe.in.gov/accreditation/prodev.html

David Pyle	Jan Roth	
Representative	Representative	

Documentation of Annual Review and Revision

Certification of Annual Review 2011	Certification of Annual Review 2012	Certification of Annual Review 2013	Certification of Annual Review 2014
Principal	Principal	Principal	Emily Tracy
Date	Date	Date	9-10-14

Section 1: Introduction and Organizational Profile

Our Community. Park Elementary School is located in Fairmount, Indiana, in Grant County. The Fairmount Historical Society is active in preserving local historical buildings and celebrating famous area individuals (each September we hold the James Dean Celebration). Park Elementary was opened in 1956 and multiple expansions and renovations have occurred through the years.

Park Elementary serves Fairmount Township in Grant County. The population of Fairmount was 2732 in July 2009, growing to 2917 in 2012. We also draw students from the Jonesboro (population 1734) and Fowlerton (population 259) areas. Grant County had a population of 68,796 in 2009, increasing to 69,330 in 2012.

Three years ago, the MGUSC Board of Trustees closed Liberty Elementary, and many of the students now attend Park. Of the two remaining elementary schools (Park Elementary, Summitville Elementary in the Madison-Grant United School Corporation, Park Elementary is the largest. The current enrollment is 374 students (2010 enrollment was 375), and we serve students in grades K through 6. The poverty rate in Grant County among children under 18 is 25.5% (115% of state average). The 2012 unemployment rate for Grant County was 10% (118% of state average). Among adults 25 years or older, 84% hold a high school diploma (state average 86.6%). Slightly more than 16% of adults have a B. A. or higher degree, (state average 22.7%). Taylor University, Indiana Wesleyan University and IVY Tech are located in Grant County. Ball State University, Anderson University, and Indiana University at Kokomo are in surrounding counties. Our student population is 98% Caucasian. Preliminary figures for 2013-14 indicate that approximately 44% of Park students are receiving free lunches (2011-12 rates was 40%; 2010-2011 rate was 45%) and 10% are receiving reduced lunches (2011-2012 rate was 7%; 2010-2011 rate was 12%). The structure of Park families reveals that 70-75% of Park students live with two parents, and about the same number of families are homeowners. We are pleased to report strong parental/family involvement in and support of their children's education. In the past three years, between 90-95% of Park parents attended the parent/teacher conferences, with both parents attending conferences in many cases.

Key Demographic Data

MGUSC Catchment Area Population	9,600
Ethnicity	98% White
Family Structure	70+% traditional two-parent family
Median Family Income	Range of $38,745 (83.5% of state aveage)
Education Level	84% hold high school diploma or equivalent; 16% hold bachelor's degree or higher (both are slightly higher than in recent years, perhaps due to the recession)
Length of Residency in Madison/Grant Counties	66% lived locally for more than 15 years
Technology at Home	84% have computers at home
Involvement with MGUSC Schools	90-95% of students are represented at parent/teacher conferences

Madison-Grant United School Corporation. MGUSC is located at 11580 S. E00W, Fairmount, IN 46928. The corporation was formed in 1965. The total student population is 1429 at present compared to 1481 at the same time last year, with 46 tuition transfer students, compared to 37 last year. Although the overall enrollment has declined slightly (along with area population) in recent years, the number of transfer-in students has increased, a sign of stakeholder satisfaction with the continuous improvement activities and performance of our schools. In the past several years, the most important change to our student population has been an increase in the number of students living in poverty.

Recently, the leadership system (Board, Superintendent, District Improvement Team, and all employees and stakeholders) revised our vision, mission, and values—core drivers of organizational improvement and leadership success. The vision, mission, and values are shown below:

> *The vision of MGUSC is to become the highest performing school corporation in Madison and Grant counties by 2016. We will achieve our vision by attaining 90+% performance in reading, state testing, and graduation rate. We will rank in the top 25% of Indiana school districts by 2020.*

We know that this is a challenging vision, but we are already making progress: Park and Summitville elementary schools are among the highest performing schools in the two-county area. We at Park have made strong gains on ISTEP+ and IREAD-3 in the past three years. Park was the top performing school in the county with 100% of students passing the IREAD-3 assessment. Our mission is straightforward and directly linked to our dashboard. Both our vision and mission statements are measurable, inspiring, and easy to remember.

> *Our mission is to develop students who can read, write, master the core academic standards, develop responsibility, and who are successful in post-secondary settings.*

Much has been written recently about the importance of core values and organizational performance (Rosenthal and Masarech, 2003, for example). Our core values guide our decision-making, talk, and actions.

MGUSC Core Values

Value	Definition	Examples of Embedding the Value
Integrity	Doing what you say you are going to do, adherence to moral and ethical principles, soundness of moral character, honesty	Operating a highly ethical organization, having no audit exceptions, adults and students demonstrating honesty
Continuous Improvement	Showing growth and progress in learning and teaching; an ongoing effort to improve education services or processes and student learning; efforts can seek incremental or breakthrough improvement	Student Success Process, PDCI activities such as identification of improved reading assessments

| High Expectations	Raising the bar, requiring more from our students and employees; believing that everyone can be successful given the correct resources	MGUSC Vision Statement, Focus on Reteaching for Higher Mastery, Co-Teaching for special needs students
Accountability	Holding one another responsible for performance and behavior; obligation or willingness to accept responsibility	MGUSC Dashboards and System-to-System Talks, MGUSC Common Assessments, Development (2010-11) of New Evaluation Tools
Data-Driven Decision-Making	The process of making decisions based on data; performance data linked to our dashboards and scorecards as well as research related to best practices	Review of Research to Guide Textbook Adoption
Teamwork	A joint action by two or more persons or a group in which each person subordinates his or her interests and opinions to the unity and efficiency of the group	District Improvement Team, Co-Teaching with Special Education teachers
Safety	Protection against physical, social, spiritual, financial, emotional, occupational, psychological, educational, or other types of consequences of failure, damage, error, accidents, or harm	Safety Policies and Procedures, Update to District Crisis Handbook, Additional Administrators trained as School Safety Specialists
Alignment	Eliminating gaps and overlaps with standards; clear, common direction and communication that promotes people working toward mutual goals	Use of IDOE Academic Standards Maps, Using Common Assessments throughout MGUSC, Developing District-Wide Policies/Procedures; District Improvement Team

We are working to embed our values in daily practice and dialogue. Some examples that show how we intend to systematically live our values include: teachers spending a few minutes each day discussing a story that exemplifies one of our values, Board and superintendent recognizing employees and students who have demonstrated one or more of the values, and posting the values, vision, and mission on our websites and physically in our buildings and classrooms.

Living and Embedding Core Values in Practice
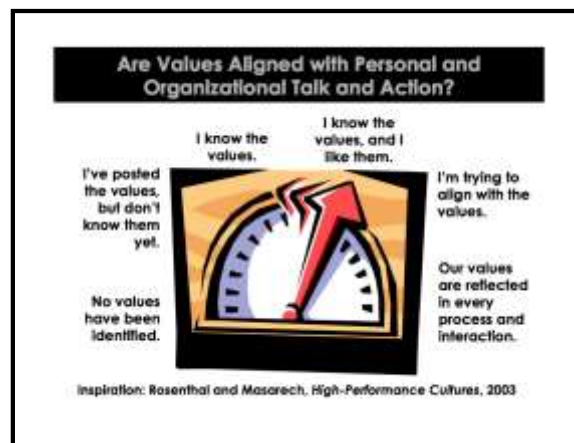
Improvement Philosophy/Model. At MGUSC, we are following the "Continuous Quality Improvement" model of organizational improvement. CQI is defined as *"ensuring the continuous improvement of processes and results through evidence-based decisions and empowered employees and students in order to exceed our stakeholders' expectations" (Modified from Smith, Discenza, & Piland, 1993.).* The Board of School Trustees, the administrative team, a District Improvement Team (teachers and administrators), and teacher/staff teams have developed/revised our core values, vision, and mission. We have also created a district dashboard and scorecard of key performance indicators. Another element of our CQI model is the **Plan, Do, Check, Improve (PDCI) Process.** At Park Elementary School, we understand that planning is done in the present, while implementation is in the present and future. Therefore, we can never know how well our plans will work until we check for results. Often, despite our best efforts, plans will not work out in practice, and we will have to make adjustments. Therefore, we follow the PDCI process in order to ensure fine-tuning of our approaches based on feedback from our students, staff, and families.

Plan, Do, Check, Improve Process
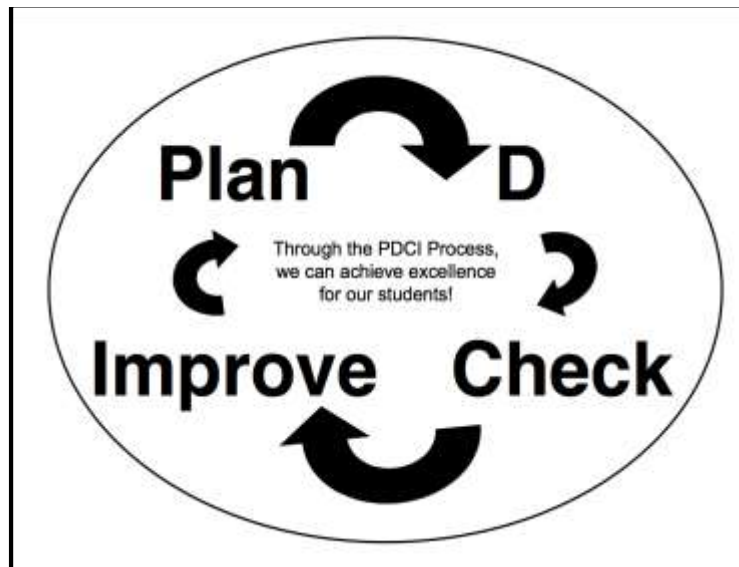
In the past year, MGUSC and Park Elementary School have conducted PDCI activities designed to:

Recent PDCI Projects and Outcomes

Project Focus	Observed Outcomes
Strategic Plan Development	A team of MGUSC employees, Board, and community members have met throughout 2010-11 to create a five-year plan. This plan has continued to be adapted to meet the needs of our district.
Greater Mastery of State Academic Standards	Aligned maps and common assessments created, improvements in ISTEP+ pass rates observed in buildings where greatest fidelity was achieved

Improved Literacy Among Students	National consultant working with all K-12 staff, greater focus on literacy (reading and writing), better reading assessments, teachers know which students are not reading at grade level, interventions in place, rising percentage of students reading on grade level
Highly Effective Staff Following Best Practices	Teacher and administrative teams have worked to redesign our evaluation system in support of greater accountability, collaboration, and evidence-based practice.
Use of Data Warehouse	We have invested in a data warehouse, and in 2013, we learned that students' math computational skills have not developed adequately—we have implemented Rocket Math.

System-to-System Process. To help us improve governance, constructively enhance various reporting relationships, and to further our core value of accountability, we have begun using the System-to-System (S2S) Process in conjunction with our dashboard (Benjamin, 2007a, 2007b). The S2S process helps us ensure that we are using the leading data for each key performance indicator (KPI) listed on the dashboard for the purpose of continuous improvement—not merely to gather data. At least twice each semester, teachers meet with the principal to discuss (for example) the number/percent of students in their classrooms and grade level who read on or above grade level, who write at target levels or higher (we have provided Smekens training to all faculty), who master Indiana Academic Standards based on interim and reteaching assessments, who demonstrate appropriate behavior, and so on, until all KPIs on the school dashboard have been reviewed. Teachers regularly collaborate about their dashboard data and plan interventions and differentiated instruction based on their students' performance results.

These meetings focus on two major concerns: Are we successfully implementing our target strategies? Does the leading performance data suggest that we are making progress? An outcome of S2S meetings is the Plan, Do, Check, Improve (PDCI) cycle that helps students, teachers, and principals target areas of needed improvement, devise data-driven interventions, monitor implementation of new approaches, check interim success, and modify interventions as needed.

Elsewhere in this document, we have discussed our community, our history, our strengths and challenges. The following table provides a snapshot of our student population.

Park Population and Key Demographics

School	Year	Total Population	Free/ Reduced	Special Education
Park	2014-15	405	220 (54.7%)	74 (18.3)
	2013-14	403	217 (54%)	61 (15%)
	2012-13	415	188 (45%)	69 (17%)
	2011-12	349	165 (47%)	40 (11%)

	2010-11	375	169 (45%)	56 (15%)
	2009-10	NA	NA	NA
	2008-09	NA	NA	NA
	2007-08	NA	NA	NA

Major Programs, Offerings, and Services (Academic and Non-Academic). We meet the needs of Park students through a comprehensive mix of programs, services, and personnel. Park Elementary offers a full-time Life Skills class and two sections of full-day kindergarten. We have three sections in grades 1, 2, 3 and6 with a class size ranging from approximately 17-24. We have two sections in grades K, 4, and 5. Students participate in regular physical education, art, music, band, depending upon grade level and interest. The high ability students in grades K-6 receive enrichment via a differentiated instructional coach. The differentiated instructional coach supports the classroom teachers by providing resources, curriculum, and instructional strategies to implement with high ability learners within the classroom. The high ability students are also offered two Saturday enrichment programs each semester. We also share a counselor who visits our building three days each week and a speech and language clinician and a school nurse. Three special education teachers and three instructional assistants provide additional support for identified students. We are a part of the Grant County Special Education Cooperative. Park offers breakfast and lunch to all students and provides a latch-key program until 5:45 P. M. each day. In 2013, due to our size, a Dean of Students position was added to the Park organizational chart and shared with the other elementary school two days a week.

Park was awarded "Title I Schoolwide status in 2010. With the funds received through this grant our school provides a full-time Title I teacher and part time aides who can work with all Park students. The most "at risk" students are targeted based on a combination of our dashboard and scorecard data (mClass, Fountas/Pinnell, 6 Traits, standards-aligned assessments, ISTEP+, IMAST scores, NWEA scores). Title I staff have used Soar to Success, Skills Tutor, Early Success Program, Reading A-Z, Lindamood-Bell (LiPs and Seeing Stars), Let's Talk About It Oral Fluency Program and Read Naturally to meet the needs of students. We added Rocket Math in 2013-2014. Title I staff have been instrumental in providing embedded professional development in our intermediate classrooms in order to establish guided reading groups. We will be reviewing these interventions along with our entire 90-Minute Reading Block and balanced literacy model this school year.

As mentioned above, Park has developed a Reading Plan that includes a 90-minute reading block each day for each grade level as well as literacy folders that supply a wealth of data on each individual student at Park Elementary School. A site-based committee discusses the plan and its implementation regularly, making necessary improvements and providing professional development in support of the plan requirements.

When funding permits, students benefit from summer school programming, allowing further development of students' intellectual abilities and perceptual cognition.

After-school remediation is offered throughout the school year for students in grades 3-6 falling below standard on the ISTEP+ and NWEA skills testing. Students who score 10 points above the ISTEP cut score will also have the opportunity to participate in the remediation. As we further develop our "dashboard" tool, and collaboration about our leading data, we will be better able to use additional performance results to identify students who will benefit from extended-day/extended-year services.

Park students participate in a variety of enrichment and public service programs. Park School Singers perform regularly in our community, and we participate in service projects such as canned food drives and the Riley Hospital Kids Caring and Sharing program. Our student council is active in helping us identify ways of improving our school and community. Each year one of our students participates on the Grant County Community Foundation (we receive support for the purchase of literacy materials, music equipment, and other needs). Students in grades 4-6 participate in the annual Grant County Spelling Bee.

Staff dedication and commitment are definitely strengths for this school. Many of the teachers volunteer for extra duties, after-school programs and activities, and provide individual help for their students after school hours. The staff functions as a family: they genuinely care for each other and their students. The staff strives to attain academic excellence with all students (one of our core values is high expectations). Our teachers meet the individual needs and specific learning styles of their students by using a variety of teaching methods, programs, and materials. We are becoming more proficient in analyzing dashboard and scorecard performance data and selecting/developing best practice improvement strategies. Teachers continue to grow professionally by attending conferences and in-services throughout the school year—now linked directly to our Quality Classroom Walkthrough Tool/Process. Our focus in the past three years has been on improving literacy, increasing mastery of the Indiana Academic Standards, enhancing instructional effectiveness/quality, and ensuring engaging/motivational classroom and school environments. Teachers have access to a professional library of periodicals and reference books to further their knowledge on the latest trends in teaching as well as programs that have proven effective in working with elementary age students. We have also begun to develop online resources that align with the Walkthrough tool.

The Park Parent Teacher Organization is under construction. We are working to redesign the PTO's annual fundraiser which allows us to support field trips, convocations, and the purchase of rewards and supplies.

Park Elementary School Curriculum, Location, and Methods by Which the Curriculum Is Available for Public Review. Our curriculum at Park Elementary is curriculum adopted by the Madison-Grant United School Corporation that consists of the Indiana Academic College and Career Ready Standards for each subject at each grade level. The Madison-Grant curriculum is formally reviewed/revised for each subject area during the textbook adoption year (although as part of our PDCI philosophy we are always making improvements at grade level PLC meetings as well as periodic cross-building collaborations). Mr. John D. Trout (superintendent), building principals, and our Dean of Students supervise and lead in textbook adoption/curriculum-related improvements. We are currently engaging in professional development activities focusing on the work of Dr. Steve Benjamin. Dr. Benjamin has provided training to teachers and administrators in the Student Success Process (8-Step Process) which requires all teachers to sequence the Indiana Academic Standards by 3- or 4-week blocks, create aligned mastery assessments (common assessments in all grade levels and shared subjects), analyze the results of mastery testing, and use the data to guide reteaching throughout the year. At Park, we know that "it's not about covering material, but rather, student mastery of the standards." We place special focus on essential standards. We are knowledgeable about the new standards and we have recently mapped our English Language Arts and Math standards by quarters (based on the most current information provided by the IDOE). Teachers use textbooks as resources to teach the academic standards, as well as teacher-made instructional units that have been shown to deliver the greatest student mastery. Recent textbook adoption meetings have stressed the need to become more digital in our approach to instruction and in terms of our curriculum materials (several teachers have experimented with digital textbooks, and we see electronic delivery as an important method of engaging 21st Century learners.

Sample Curriculum ELA Mapping Work 4th Grade Quarter 1

Week	Story	Strategy	IAS CCR	Standard Indicator	Teach	Test	Re-Teach	Re-test
1	Because of Winn Dixie	Summarizing	4.RL.2.3	Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot.				
			4.RL.2.2					
			4.RV.2.4	Apply knowledge of word structure elements (suffixes, prefixes, common Greek and Latin affixes and roots), known words, and word patterns to determine meaning.				
			4.RF.1	Apply foundational reading skills to demonstrate reading fluency and comprehension.				
			4.RF.5	Orally read grade level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.				
			4.W.6.2.d	Spelling - Using spelling patterns and generalizations in writing single and multi-syllable words.				

W e e k	Story	Strategy	IAS CCR	Standard Indicator	Teac h	Test	Re-Teach	Re-test
			4.SL.4.1	Using appropriate language, report on a topic or text or provide a narrative in an organized manner, with effective introductions and conclusions, using appropriate structure, appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly and concisely at an understandable pace.				
2	Lewis & Clark and Me	Questioning	4.RL.2.1	Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.				
			4.RV.2.4	Apply knowledge of word structure elements (suffixes, prefixes, common Greek and Latin affixes and roots), known words, and word patterns to determine meaning.				
			4.RF.1	Apply foundational reading skills to demonstrate reading fluency and comprehension.				

W e e k	Story	Strategy	IAS CCR	Standard Indicator	Teac h	Test	Re-Teach	Re-test
			4.SL.2.4	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.				
3	On the Banks of Plum Creek	Background Knowledge	4.RL.2.3	Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot.				
			4.RL.2.2	Paraphrase or retell the main events in a story, myth, legend, or novel; identify the theme and provide evidence for the interpretation.				
			4.RV.2.2	Identify relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings.				
			4.SL.2.3	Demonstrate knowledge and use of agreed upon rules for discussions and carry out assigned roles.				

W e e k	Story	Strategy	IAS CCR	Standard Indicator	Teac h	Test	Re-Teach	Re-test
			4.RL.3.2	Compare and contrast the point of view from which different stories are narrated, including the difference between first and third person narrations.				
4	The Horned Toad Prince	Story Structure	4.RL.2.1	Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.				
			4.RV.2.2	Identify relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings.				
			4.SL.4.1	Using appropriate language, report on a topic or text or provide a narrative in an organized manner, with effective introductions and conclusions, using appropriate structure, appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly and concisely at an understandable pace.				

W e e k	Story	Strategy	IAS CCR	Standard Indicator	Teac h	Test	Re-Teach	Re-test
5	Letters Home from Yosemite	Text Structure	4.RN.2.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text				
			4.RN.3.2	Describe the organizational structure of events, ideas, concepts, or information in a text or part of a text.				
			4.RV.2.4	Apply knowledge of word structure elements (suffixes, prefixes, common Greek and Latin affixes and roots), known words, and word patterns to determine meaning.				
			4.SL.2.3	Demonstrate knowledge and use of agreed upon rules for discussions and carry out assigned roles.				
6	What Jo Did	Background Knowledge	4.RN.3.2	Describe the organizational structure of events, ideas, concepts, or information in a text or part of a text.				

W e e k	Story	Strategy	IAS CCR	Standard Indicator	Teach	Test	Re-Teach	Re-test
			4.RV.2.4	Apply knowledge of word structure elements (suffixes, prefixes, common Greek and Latin affixes and roots), known words, and word patterns to determine meaning.				
			4.SL.4.1	Using appropriate language, report on a topic or text or provide a narrative in an organized manner, with effective introductions and conclusions, using appropriate structure, appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly and concisely at an understandable pace.				
7	Coyote School News	Story Structure	4.RL.2.1	Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.				
			4.RL.2.3	Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot.				

W e e k	Story	Strategy	IAS CCR	Standard Indicator	Teach	Test	Re-Teach	Re-test
			4.RV.3.5	Consult reference materials, both print or digital, to find the pronunciation and clarify the precise meanings of words and phrases.				
			4.SL.4.1	Using appropriate language, report on a topic or text or provide a narrative in an organized manner, with effective introductions and conclusions, using appropriate structure, appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly and concisely at an understandable pace.				
8	Scene Two	Questioning	4.RN.2.1	Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.				
			4.SL.2.4	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.				

Week	Story	Strategy	IAS CCR	Standard Indicator	Teach	Test	Re-Teach	Re-test
9	Horse Heroes	Monitor and Clarify	4.RN.4.1	Distinguish between fact and opinion; explain how an author uses reasons and evidence to support a statement or position (claim) in a text.				

Teachers review the results of MGUSC assessments in order to determine which instructional techniques work best, and these interventions are collected in "best practices" folders, further enhancing our curriculum-that-works. The IDOE guides/standards and Madison-Grant Curriculum are located in the Park Library, the Principal's office, and online at the IDOE. Standards maps and reviews of instructional resources for other subjects can be obtained by contacting classroom teachers.

Although as a continuous improvement school/district we are continually seeking to improve our curriculum and instructional practices through the PDCI process, we conduct formal reviews as part of the textbook adoption cycle (headed by Mrs. Whybrew). Teachers and other stakeholders ensure that all resources (textbooks, supplementals, reading lists) are reviewed and updated for that particular subject area. We adopted new math and science materials in the spring of 2011. In 2010-11, the math and science-health teams engaged in a review of the literature/research for each of their areas to develop a solid understanding of best practices prior to considering the materials/resources that best reflect high quality curriculum/instruction. In 2012-2013 a committee worked to adopt Reading Street. We also used the IDOE evaluation rubrics to guide our analysis.

Highly Qualified Teachers and Paraprofessionals

Teacher's Name	Teaching Assignment	Indicator of Being HQ
Emily Tracy	Principal	Master's (Not Required)
Laura Ashba	6th Grade	Praxis
Dorothy Bennett	5th Grade	Praxis
Kara Cribley	Counselor	Master's (Not Required)
Brittney Creager	3rd Grade	HOUSSE
Mary Drown	6th Grade	Praxis
Tara Eastburn	3rd Grade	HOUSSE
Shannon Belt	Art	HOUSSE
Kay Furnish	2nd Grade	HOUSSE

Rebecca Freel	2nd Grade	Praxis
Sheryl Hackney	Title I	HOUSSE
Christine House	6th Grade	HOUSSE
Jessica Petty	Speech	Master's Degree
Tracie Jessie	Life Skills	Praxis
Susan Klee	5th Grade	HOUSSE
Julia Lambert	Kindergarten	HOUSSE
Kristen Lothamer	Special Education Resource	Praxis
Vicki Mason	3rd Grade	HOUSSE
Megan McAdams	Special Education Resource	Praxis
Ashley McClelland	1st Grade	Praxis
Erin Nichols	1st Grade	HOUSSE
Ashley Parks	1st Grade	HOUSSE
David Pyle	4th Grade	HOUSSE
Janette Roth	Kindergarten	HOUSSE
Jane Sharkey	Music/Band Director	HOUSSE
Andrew Smith	PE	HOUSSE
Amy Vollenhals	4th Grade	HOUSSE
Susan Klee	5th Grade	Praxis
Kimberly Whybrew	Dean of Students	Praxis
Julie Zoch	2nd Grade	Praxis
Paraprofessional's Name	Assignment	Indicator of Being HQ
Deb Conrad	Lifeskills	Awaiting ParaPro
Misty Downam	Title I Assistant	College credit hours
David Nelson	Special Education Assistant	ParaPro
Deb Renfroe	Title I Assistant	Master's Degree
Joseph Sauer	Title I Assistant	College credit hours
Karen Pollen	Title I	ParaPro
Sheri Smith	Resource Room	College credit hours

Carrie Irvine	Library Media Aide	College credit hours
Cathy Trout	Title I Academic Specialist	Bachelor's

Strategies to Attract and Retain Highly Qualified Teachers. Madison-Grant United School Corporation has worked to align all soft systems (recruitment, interview and selection, induction, mentoring, supervision, professional development, leadership opportunities, reward and recognition) to provide a more coherent experience for our teaching staff. MGUSC has implemented a New Teacher Academy to provide support to incoming teachers during their first two years. We plan to attract new teachers by focusing on new technology and by offering professional development opportunities that link with evidence-based practice. In the past year, a team of teachers and administrators have revised our teacher evaluation system to emphasize transparency, communication, continuous improvement, and feedback all within an evidence-based structure. (See our current evaluation walkthrough tool elsewhere in this document.) MGUSC administrators attend teacher candidate interview days to interview prospective teachers. Park offers many opportunities for student teachers to work in our building. Top performing student teachers are hired when possible. Park only assigns teachers to their area of qualification.

Many area resources make Madison and Grant counties an attractive location for our teachers (recreation, higher education facilities, arts, reasonable cost of living, closeness to major cities yet we have that small rural feeling).

Organizational/Leadership Structure of MGUSC/Park Elementary School. As MGUSC learns more about and engages in continuous quality improvement, the way we work has begun to change significantly. The following figure shows the MGUSC/Park leadership structure.
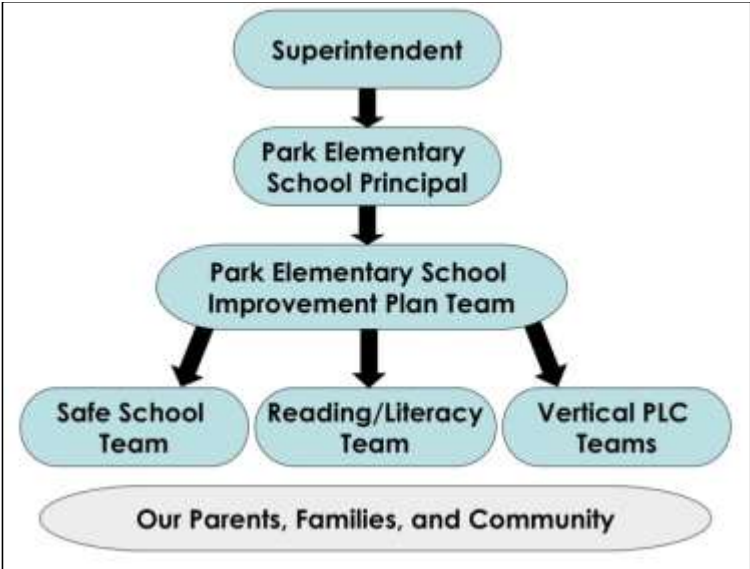
Systems/Processes that Involve Students, Teachers, Staff, and Parents in Decision-Making and Continuous Improvement. The preceding figure documenting our leadership structure shows that there are many opportunities for teachers, staff, and parents to engage in decision-making and continuous improvement at Park Elementary School (two parents sit on our school improvement plan team). Our core value of teamwork helps us engage each group in meaningful ways. Regarding student engagement in decision-making and continuous improvement, we are

beginning, as part of the CQI model, to require students to set personal/group learning goals, analyze their own performance data, and engage in continuous improvement activities. Each classroom is expected to conduct regular class meetings to discuss performance and improvement—these expectations are embedded in our new walkthrough process.

Governance and Reporting Relationships. Governance is provided by our Board of School Trustees, a seven-member team that is elected by the community. The Board has been directly involved in leading our recent continuous quality improvement activities. The principal of Park Elementary School is supervised directly by the superintendent. Within our school, the principal works with individual teachers, para-professionals, and support staff as well as area entities to ensure that all required/eligible services are available for our students, that the quality of all services meets expectations, and that we are engaging in continuous improvement work. We conduct regularly scheduled collaboration (PLC) and performance review meetings (S2S Talks).

School Improvement Plan Team Members and Process for Developing Our Plan. In order to meet the requirements of PL 221 and to stay true to our core value of teamwork, the following individuals assisted with the development of this document.

Park School Improvement Plan Team Members

Name	Position
Emily Tracy	Principal
Jan Roth	Kindergarten Teacher
Erin Nichols	1st Grade Teacher
Julie Zoch	2nd Grade Teacher
Vicki Mason	3rd Grade Teacher
Amy Vollenhals	4th Grade Teacher
Alice Bennett	5th Grade Teacher
Laura Ashba	6th Grade Teacher
Jane Sharkey, Andy Smith, Shannon Belt	AMP
Jessica Petty	Speech
Kristen Lothamer	Special Education Resource
TBD	Parent/Volunteer

We hold regular monthly meetings with agendas linked to current Park, MGUSC, and state developments; discussions about implementation of our strategies; book and article studies, a review of our dashboard performance data; curriculum mapping, and other pertinent activities. We maintain minutes of our meetings. The meetings reflect several of our values, including teamwork, data-driven decision making, high expectations, accountability, continuous improvement, and alignment.

Timeline for Review and Improvement. The timeline for review and improvement of our school improvement plan is as follows:

Date	Activity
September 2014	Submit update to previous plan to MGUSC Board and IDOE. Meet to review baseline dashboard performance data in each key dashboard area. Meet to review actions specified in plan and assign responsibilities and CEOs for each action step/strategy. Assign responsibilities for individual collection of specific SIP data charts that will be needed for September 2014 submission.
October 2014	Conduct first S2S talks to review reading, math, and standards mastery data.
November 2014	Meet to discuss implementation of plans and to begin to discuss needed improvements.
January 2015	Conduct second set of S2S talks to review reading, math, and standards mastery data. Engage in mid-year plus/delta activity to determine major adjustments to plan now and for the following year.
February 2015	Meet to discuss implementation of plans and to continue to discuss needed improvements.
March 2015	Conduct second set of S2S talks to review reading, math, and standards mastery data. Begin rewriting sections of our plan.
April 2015	Complete new draft of our plan and submit to school staff and post on website so community can provide input.
May 2015	Conduct final set of S2S talks to review reading, math, and standards mastery data. Complete new update of our plan.
September 2015	Submit plan to MGUSC Board and IDOE and continue cycle again.

Section 2: Dashboard and Scorecard

Titles and Descriptions of Assessment Instruments. In recent years, many school corporations across the nation and throughout Indiana have created **dashboards** of **key performance indicators** as the tool/organizing structure that ensures the most critical measures of success are uppermost in the minds of faculty, students, and parents [See Hess, F. M. and Fullerton, J. (May 2009). The Numbers We Need: Bringing Balanced Scorecards to Education Data. *Phi Delta Kappan, 90*(7), 665-669 and Benjamin, S. (2007). Minding the Performance Gap: Focusing Leaders on the Vital Few Competencies, *EDge,* 2(3), 1-19]. As you review our dashboard, note that we have carefully identified measures and assessments for the top six performance areas: reading, writing, math, attendance, behavior, and parent/family accountability and involvement.

Elmore (2003), while not using the term "dashboard," suggested the following: "Not surprisingly, schools and school systems that do well under external accountability systems are those that have consensus on norms of instructional practice, strong internal assessments of student learning, and sturdy processes for monitoring instructional practice and for providing feedback to students, teachers, and administrators about the quality of work."

At Park, we have chosen to be proactive, using more frequent formative **"leading"** data in order to engage in continuous improvement throughout the year. In essence, we have adopted the approach recommended by Stiggins (2002) who suggests shifting our thinking toward assessment **for** learning, not assessment **of** learning, and Marshall (2005, p. 731, emphasis added), who notes that, "The engine that drives high student achievement is teacher teams working collaboratively toward common curriculum expectations and using **interim assessments** to continuously improve teaching and attend to students who are not successful." Our dashboard reflects the importance of leading, rather than lagging data.

At Park, the dashboard is an extremely important tool that answers the following questions:
- What are the most important outcomes that we should track?
- What measures and tools will give us high quality information often enough during the school year so that we can use the data for "real time" continuous improvement work?
- Who will be accountable for gathering, reviewing, and using the data for the purpose of continuous improvement?

The Park dashboard of key performance indicators allows us to implement the advice provided by Pieper (2004, p. 25): "Constant monitoring is necessary to measure whether the organization is meeting objectives and to identify potential problems before they become too large." In addition to the leading measures listed on our dashboard, we monitor scorecard key performance indicators as well.

MGUSC/Park Elementary School Dashboard of Key Performance Indicators 2010-2013		
Key Performance Indicators	Leading Measures	Frequency
1. Percent of K-12 students reading at or above grade level and/or showing progress by AYP groups	Pre-K and Early K and beyond: Peabody Picture Vocabulary Test-4 (Vocabulary Diagnostic)	On entry and as needed
	Grades K-2: mClass; mClass Fluency Checks; MGUSC Phonemic Awareness/Phonics Assessment (Screening/Diagnostic)	Quarterly
	Grades 1-4 (only first semester of 4th grade): MGUSC Oral Reading Fluency Assessment (Screening)	Quarterly
	Fountas/Pinnell Leveled Readers and running records (Diagnostic, Progress Monitoring, Screening)	As needed
	Note: We will also make use of Acuity for reading and standards mastery data	Monthly
	Grades 3-9: MGUSC Oral Reading Fluency Assessment (Diagnostic)	As needed to diagnose status and track progress for students determined to require more intensive reading interventions
	Grades 1-9 and beyond: Woodcock-Johnson III Reading Comprehension Sections (Diagnostic)	As needed to diagnose status and track progress for students determined to require more intensive reading interventions
	Grades K-11: NWEA (Screening)	Three times each year
	Grades 1-12: IRI Burns/Roe (Diagnostic)	As needed to diagnose status and track progress for students determined to

		require more intensive reading interventions
	Grades 2-12: 6 Traits Rubric	Quarterly write to common prompts, plus additional use of 6 Traits Rubric in content area classrooms
2. Percent of K-12 students mastering state academic standards in writing/language arts and/or showing progress by AYP groups	Grades K-12: MGUSC Language Arts Essential Words Mastery Checks	Quarterly
	Grades K-12: MGUSC Language Arts Standards-Aligned Common Assessments	Monthly
	Grades K-12: Mastery Reteaching Assessments	Weekly, biweekly as determined by teacher/data
	Grades K-12: MGUSC Math Standards-Aligned Common Assessments	Monthly
	Grades K-12: Mastery Reteaching Assessments	Weekly, biweekly as determined by teacher/data
3. Percent of K-12 students mastering state academic standards in math and/or showing progress by AYP groups	Grades K-12: MGUSC Math Essential Words Mastery Checks	Quarterly
	Grades K-8: MGUSC Math Facts Assessments	Daily, weekly as determined by teacher/data

	MGUSC Science and Social Studies Standards-Aligned Common Assessments	Monthly
	Mastery Reteaching Assessments	Weekly, biweekly as determined by teacher/data
4. Percent of K-12 students mastering state academic standards in science and social studies and/or showing progress by AYP groups	MGUSC Science and Social Studies Essential Words Mastery Checks	Quarterly
	MGUSC Content and Fine Arts Standards-Aligned Common Assessments	Monthly
	Mastery Reteaching Assessments	Weekly, biweekly as determined by teacher/data
5. Percent of K-12 students mastering state academic standards in all other subject areas and/or showing progress by AYP groups	MGUSC Content and Fine Arts Essential Words Mastery Checks	Quarterly
	Real-Time Report for Attendance	Daily and weekly as needed to monitor specific students
	Tardies	Daily and weekly as needed to monitor specific students Weekly
6. Percent attendance	Positive Behavior Reports	Daily and weekly as needed to monitor specific students Weekly Weekly Quarterly
	Office Referrals Report	
7. Percent of students with appropriate/inappropriate behavior	Suspension Report	Weekly Quarterly
	Expulsion Report	
	MGUSC Extra/Co-curricular Activities Report	

Park Elementary School Scorecard

Student Learning Outcomes	Frequency	Who Uses Data for Improvement
ISTEP+ Pass/Pass Plus Rates	Annual	Teachers and Principal
NWEA Reading, Language Usage, and Math	Annual	Teachers and Principal
Student and Stakeholder-Focused Results		
End-of-year Attendance Rate	Annual	Teachers and Principal
Student/Parent Satisfaction Results	Annual	Teachers and Principal
Overall Student Enrollment	Annual	Principal
Behavior Data (Expulsions, Suspensions, Referrals)	Annual	Teachers and Principal
Budgetary, Financial, and Market Results		
Grants Received	Annual	Principal
Transfers In	Annual	Principal
Workforce Engagement, Satisfaction, and Development		
Teacher Turnover Rate	Annual	Principal
Percentage Highly Qualified	Annual	Principal
Employee Satisfaction Results	Annual	Principal
Number of Professional Development Hours per Employee	Annual	Teachers and Principal
Satisfaction with Professional Development	Annual	Teachers and Principal
Degree of Best Practice Implementation (Walkthrough Performance)	Annual	Teachers and Principal
Leadership Outcomes		
Ethical Violations	Annual	Principal
Compliance Results	Annual	Principal
Satisfaction with Leadership	Annual	Principal and Leadership Team
Percent Strategies and Action Plans Deployed According to Plan	Annual	Teachers and Principal

Comprehensive Needs Assessment. We conducted a comprehensive needs assessment in 2009-10. We have updated our needs assessment information by engaging in regular S2S and collaboration meetings to review our dashboard and scorecard performance. Previously, the School Improvement Team conducted a needs assessment using several tools that included a survey to staff and community members. The team looked at student data and reviewed weekly collaboration notes to identify areas of need. Several areas were consistently identified which included improved student performance in all areas, technology, parental involvement, and school climate. Language arts and math were areas of need identified on our dashboard and scorecard. Specific areas of need identified:

Technology (see technology plan in following section)

School Climate

- Communication between administration, certified and non-certified staff, and all stakeholders
- Increased opportunities for parental involvement and parent education
- Positive behavior supports for all students
- Training for all general education teachers of students on the Autism spectrum and best practice for inclusion.

Student Achievement

- Language Arts/Literacy (fluency, comprehension, writing)
- Math (computation, measurement, and problem solving--improve student math achievement because scores have reached a plateau, and we need to learn evidence-based strategies to get us to the next level)

Supporting Data for Comprehensive Needs Assessment (see last year's plan for detailed information regarding climate surveys and further analysis of needs assessment data).

This year, we wanted to gather strategy implementation data as the key component of our comprehensive needs assessment. We felt that we had many robust strategies listed in our plan, but wondered to what extent we were implementing them with fidelity. Kaplan and Norton (2005) indicate that in most organizations the problem is NOT that we don't have good plans, but rather, we fail to communicate, implement, and adjust based on feedback (PDCI). The following chart indicates level of implementation with current strategies/assessments.

We have had good levels of implementation with many of our approaches. However, we must either take some things off our plate (IN Read Assess, Scholastic ELA Readiness, Visit Model Classrooms, Skills Tutor, Problem of the Day) or redirect our attention, expectations, and

Percent (Among Target Grades) Reporting Implementation of Strategy
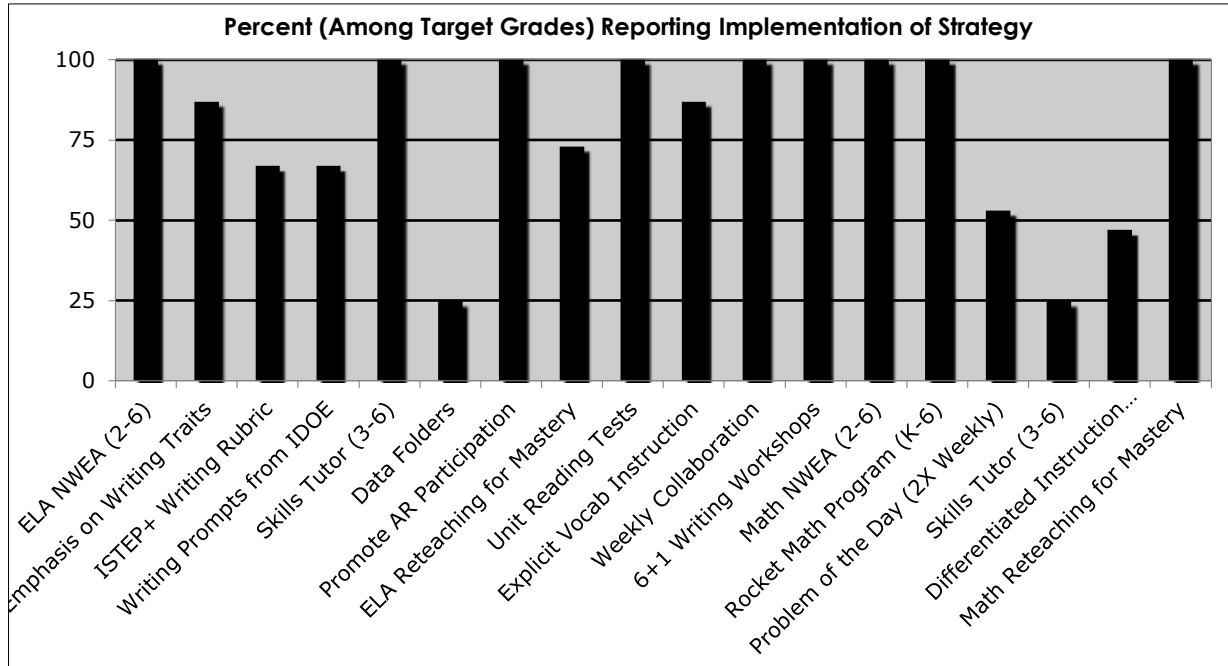
monitoring to ensure that all strategies are fully implemented. The best strategies will be worthless if they are not implemented.

Section 3: Dashboard and Scorecard Results

Data ➜ Knowledge ➜ Action ➜ Improvement

Dashboard Performance Results. In this section, we will review our learning results and other key dashboard data. As we have indicated, we manage our continuous improvement by regularly reviewing and discussing our leading data such as reading and writing levels, standards mastery/reteaching data, attendance and behavior rates. We believe that if we focus on improving our school based on the dashboard leading data, we can be agile in our responses to student learning needs while using our support programs/people effectively.

Our dashboard data indicate some areas of strength, but other areas in which additional work must be scheduled. We believe that we have many high-yield strategies and best practices in place—those that have been effective at the national and state level as well as at Park. However, we believe that successfully implementing our identified strategies in each classroom is an important challenge. We must ensure that everyone is using the practices consistently in the interactions with our students.

Reading Levels. At Park, we use a data triangle of reading assessments to determine each student's reading performance and to obtain information that guides teachers in their response to student needs. We will be more sophisticated next year in reporting our reading data, but this year, we will present only a few data sources, and some may be incomplete because we did not have a good system in place to track and compile our data, although we did discuss it regularly.

Generally, our data indicates that we need to do much more to help our students meet our district target of 90+% of students reading on/above grade level by 2016. We understand the importance of reading, especially comprehension, for success in all other aspects of school and life. We have made significant improvements in the past years, including shifting away from basal, whole-group instruction and implementing small leveled guided reading groups in the intermediate grades. We have also developed a reading continuum of the Indiana Academic Standards in language arts for K-1 that stresses the importance of phonemic awareness (the number 1 predictor of future success in reading at this age) and phonics along with writing.

Despite positive changes, we will continue to work with our literacy consultant and make our own internal reviews of classroom practice to ensure that we implement evidence-based practice across the board.

Reading NWEA Performance

Legend: ■ Fall 2010 □ Winter 2010 ■ Spring 2011 ■ Spring 2013 ■ Spring 2014
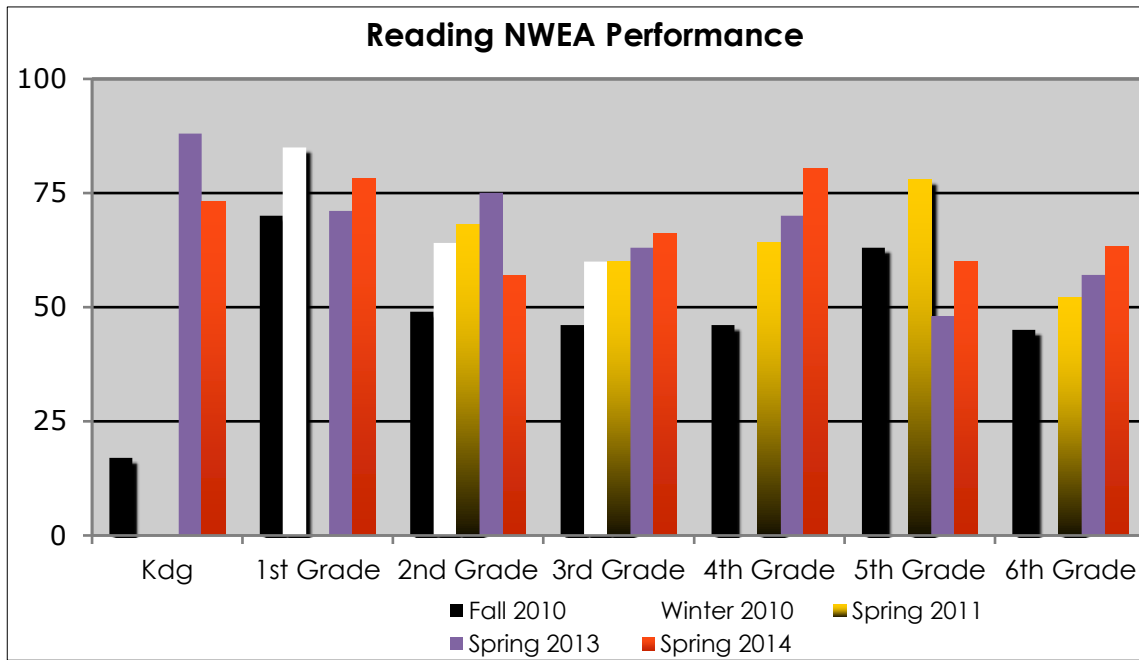
We have recently begun using Fountas/Pinnell resources. The next chart indicates Spring 2013 percent of student reading at or above level according to F/P benchmarks.

Fountas/Pinnell Reading Levels (Percent on or Above)

Legend: ■ Spring 2013
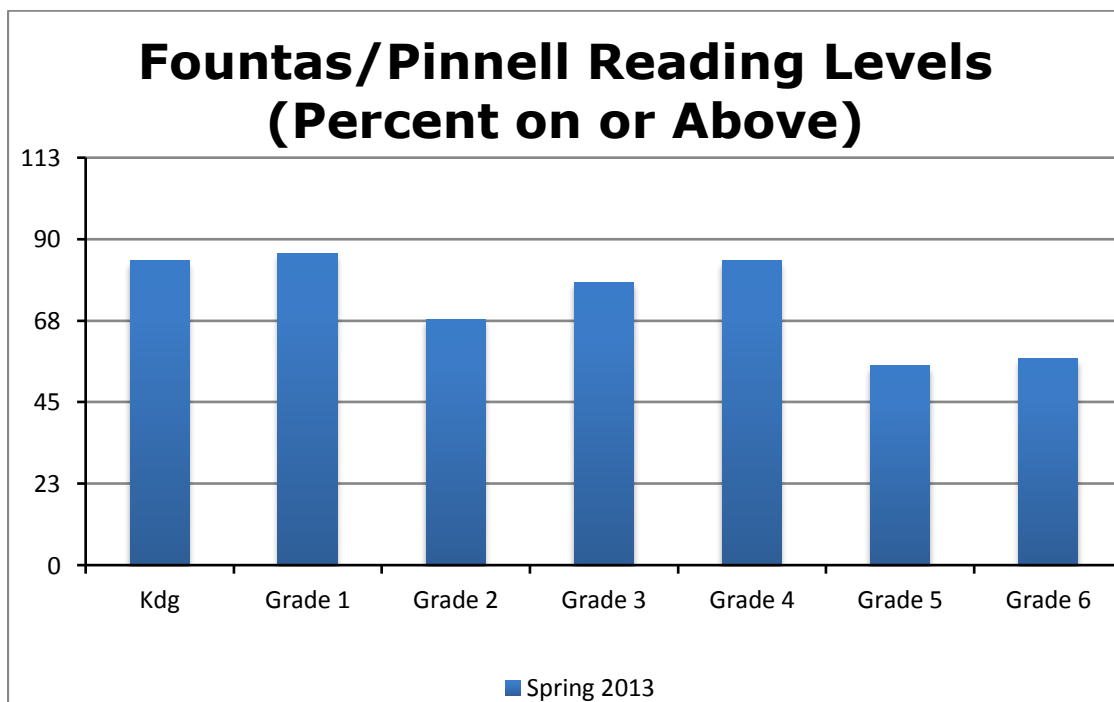
We also track our NWEA Language Use performance, and these results track other data including our ISTEP+ Language Conventions and Applications data below.
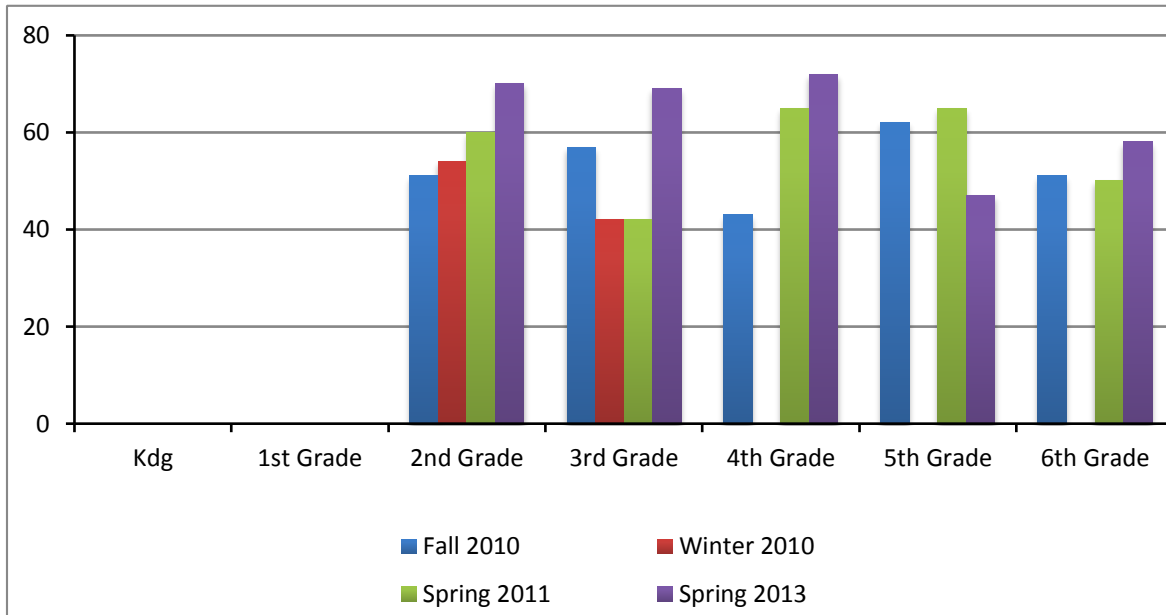
The following chart displays some of our writing performance data. We will be ensuring that we fully implement our strategies related to writing and writing workshop. We know there is a synergistic relationship between reading and writing. We believe that the adoption of our two new writing rubrics will be of great help to students and teachers. We are disappointed that relatively few of our students score in the highest two bands in terms of writing applications, but we believe that Writer's Workshop will boost these results.

Writing Applications (Percent Scoring in Each Point Band)								
	Grade 3		Grade 4		Grade 5		Grade 6	
	2011	2013	2011	2013	2011	2013	2011	2013
6 Points	4	0	2	0	2	0	2	0
5 Points	29	28	13	12	39	10	23	35
4 Points	38	62	49	55	44	46	51	52
3 Points	20	4	30	26	5	37	16	8
2 Points	9	2	4	8	5	3	5	3
1 Point	0	0	2	0	0	2	0	0
Language Conventions (Percent Scoring in Each Point Band)								

	Grade 3		Grade 4		Grade 5		Grade 6	
4 Points	42	56	60	53	66	46	72	76
3 Points	44	34	26	38	22	44	21	16
2 Points	11	4	11	9	7	7	2	8
1 Point	2	2	2	0	0	2	2	0

We also utilize the NWEA to provide information regarding math performance. We know that computation, measurement, and problem solving are problem areas. We have strategies in place to attend to these deficiencies.

Math NWEA Performance
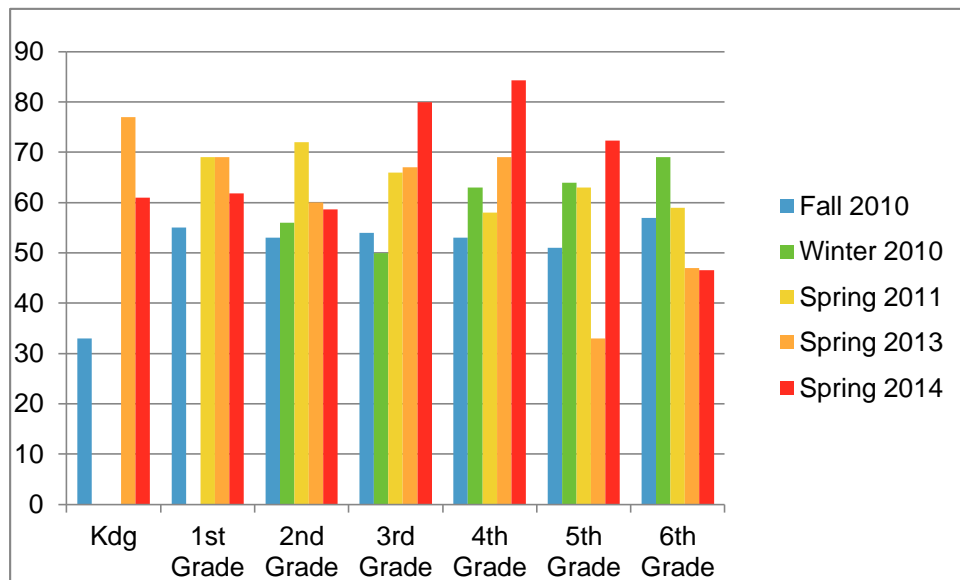
Mastery of Academic Standards/Reteaching. For four years, we have been implementing the Student Success Process (8-Step Process) with great results. This is a best practice recognized by the IDOE. When students are not demonstrating mastery on standards, they create short cycle assessments to monitor student response to reteaching. The charts below show selected results from several grades. In the coming year, we will begin to apply SSP to science and social studies.

Sample Math Standards Improvement Resulting from SSP (8-Step Process)
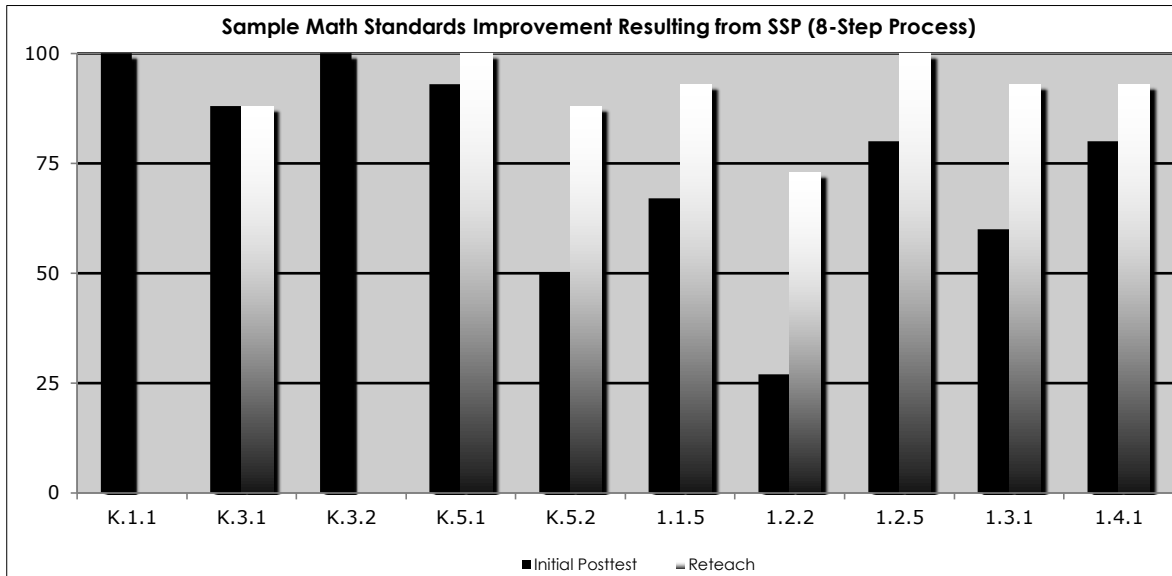
Attendance Rate. We believe that it is important for students to be in regular attendance—both in order to take advantage of learning opportunities and assistance provided by our faculty and staff, but also to learn responsibility in order to prepare for success after graduation.

Park Attendance Rate and Comparisons

Year	Benchmark	State Average	Park Elementary
2013-2014	NA	NA	97.6%
2012-2013	*NA*	*NA*	96
2011-2012	*98.59 (Ferdinand)*	*96.18*	96.2
2010-2011	NA	NA	97
2009-2010	97.8	96.2	95.8
2008-2009	97.7	96.1	95.9
2007-2008	97.6	95.9	NA
2006-2007	NA	95.8	NA

Although our attendance rate compares well with other schools in our district and with state average, we hold high expectations that we will hit our target of 97.8 percent by the end of 2016.

Student/Parent Satisfaction. As a continuous quality improvement school, we believe that it is important to regularly listen to our stakeholders in order to determine their satisfaction levels. Where necessary, we make improvements in order to better meet the needs of our customers. We do not have any current student/parent satisfaction data to report but will organize in 2013-

14 update to provide this information in our next plan. Our district is preparing to select a survey that will be administered this school year. We will use the data to help us make needed enhancements to our programs and practices.

Scorecard Performance

To reiterate, we focus almost constant attention on our dashboard data throughout the school year. We meet three times each year in S2S meetings to discuss student performance in reading, writing, mastery of standards, attendance, and behavior. We believe that by focusing our attention on the "leading" data, our performance in such "lagging" measures as IREAD and ISTEP+ will necessarily improve. And we have improved! In 2011, we were awarded the **"Exemplary Progress"** designation due to the hard work of our teachers and students and to the evidence-based practices that we are implementing. This year, we attained a 98% pass rate on IREAD—highest in our region. We have also improved both the initial success and the retests results.

**Park IREAD Performance**
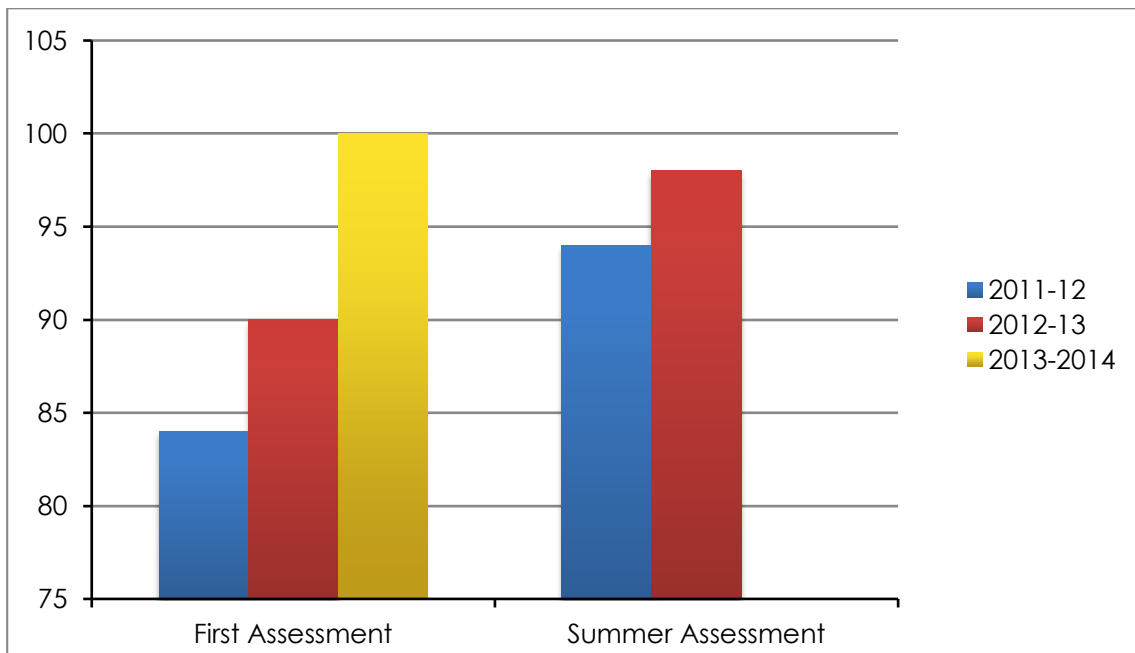
ISTEP+ Language Arts Performance
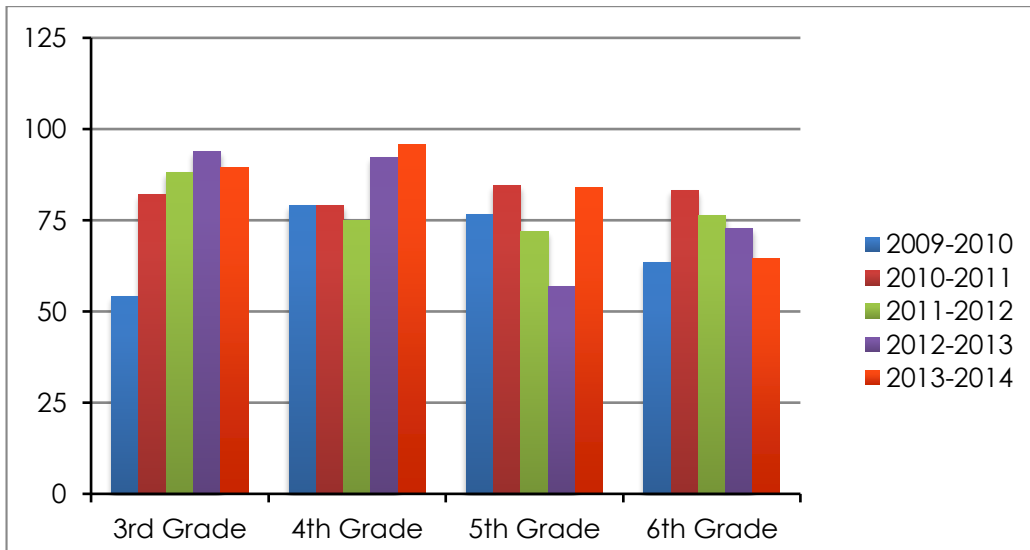
Despite some overall positive trends, we know that much work is needed. Our students need more assistance in reading and writing. We will be stressing evidence-based practice in these two areas (oral reading fluency, vocabulary, comprehension, writers' workshop), with many improvements to be implemented at the school and classroom levels.

ISTEP+ Math Performance
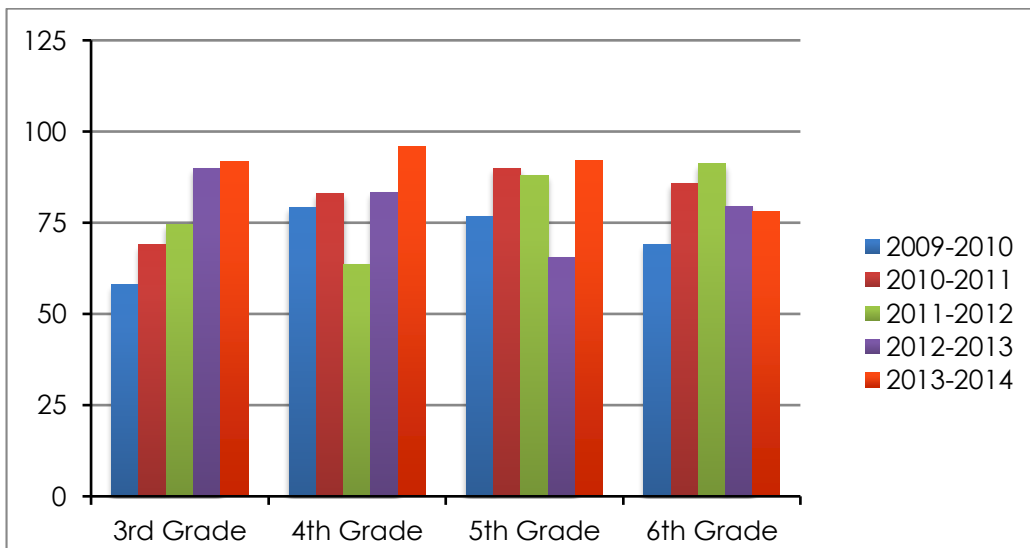
Again, we have seen overall positive trends in some cases, but must refocus our efforts on mastery of essential standards, reteaching, computational fluency, modeling, math vocabulary, and problem-solving.

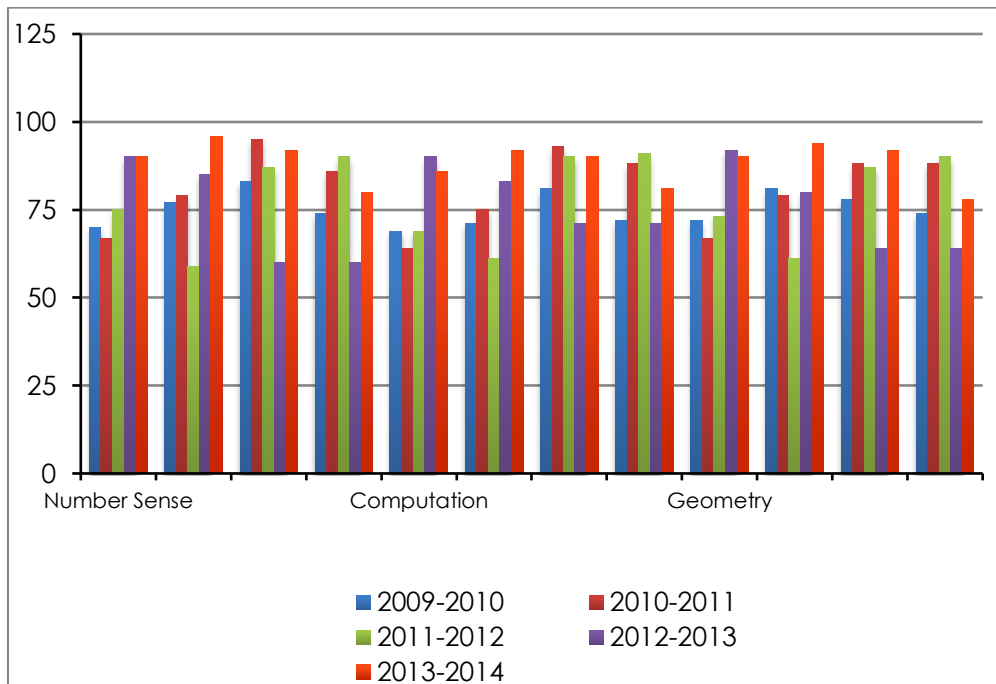**Vocabulary, Literary Text, and Informational Text Performance**
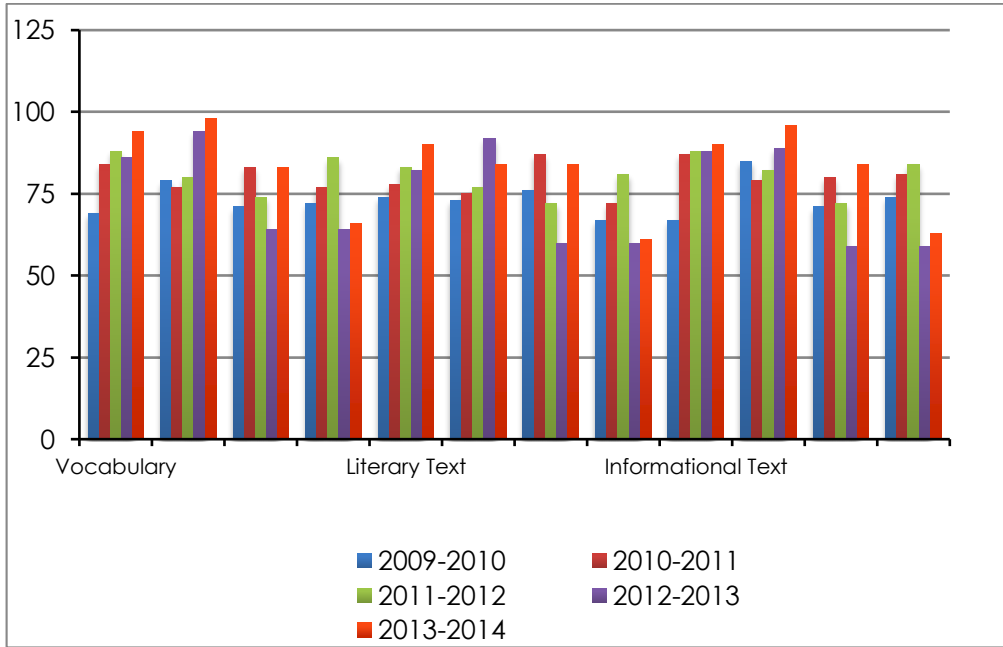
Writing Process, Writing Applications, and Language Conventions Performance
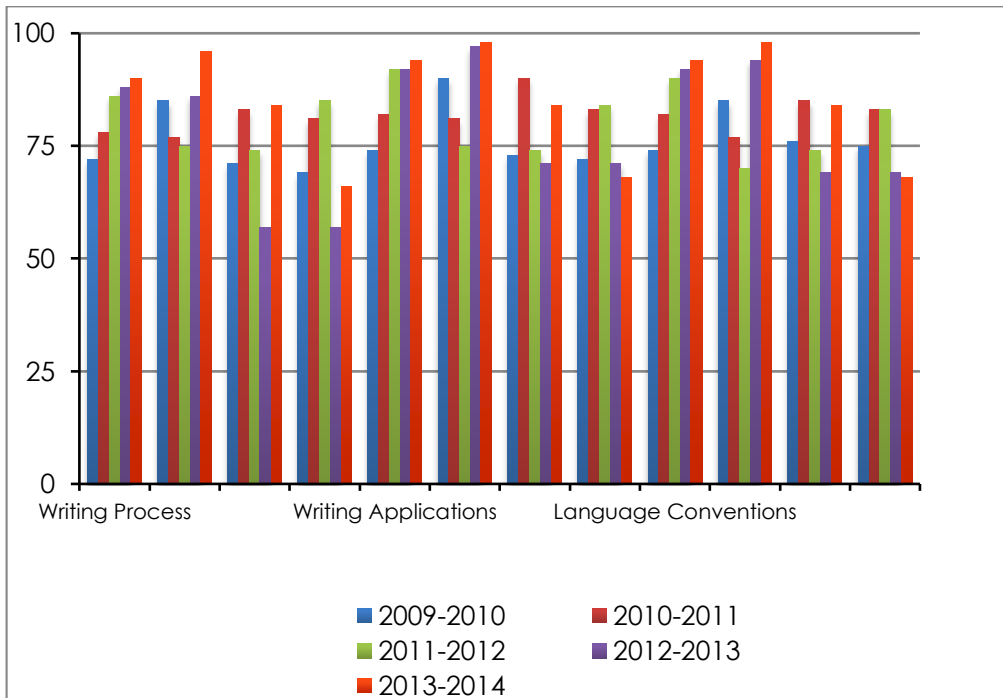
In 2011-2012, we engaged in a schoolwide writing process professional development, and we are confident that our performance will rise over the next two years.

Number Sense, Geometry, and Computation Performance

Legend: 2009-2010, 2010-2011, 2011-2012, 2012-2013, 2013-2014

Legend: 2009-2010, 2010-2011, 2011-2012, 2012-2013, 2013-2014

Again, our NWEA data, ISTEP+ data, and our own dashboard data, especially the degree to which students are mastering the specific math standards as evidenced on our 3-week and reteaching assessments and as reported and discussed in our S2S meetings indicate that problem solving, measurement, and computation are the three most common problems. We have identified and are implementing evidence-based strategies that include regular math facts practice, reading comprehension instruction/modeling, and SSP.

Analysis of ISTEP+ Student Achievement. Overall, we are very pleased with the progress our students have demonstrated on ISTEP+ in recent years. We attribute the students' success to multiple factors. In the fall, we identified our weakest standards at each grade level in both Language Arts and Math. We used this information to develop daily lesson plans and to guide our curriculum for after-school remediation. We also created a testing environment that was conducive to optimum student performance.

Although we are back to performing above state average on ISTEP+ and have been awarded the **"Exemplary Progress"** designation, we still have areas of concerns to address. In Math, computation, measurement, and problem solving are areas in which we score the lowest school-wide. In Language Arts, we have identified writing applications and language conventions as the two weaker standards. NWEA supports the above findings, listing computation (Math) and writing applications (Language Usage) as our areas of concerns. The NWEA Reading test provides even further information (informational text comprehension is a greater problem than literary text comprehension). We have reiterated our expectations that classrooms spend more time on math facts (What Works Clearinghouse, RTI Math suggests at least 10 minutes practice daily) and problem solving. We see problem solving to be as much a reading comprehension issue as a math concern, and we will provide support for teachers as they model reading comprehension strategies and conduct teacher "think alouds" as students practice problem solving. Measurement will be a key standard for discussion during our S2S meetings.

Most Important 3-Year Objectives/SMART Goals/Specific Areas Where Improvement Is Needed Immediately

As part of our district-level strategic planning activity, we have established a number of challenging targets:

- 90+% of students reading on/above grade level with all students showing at least one-year's growth annually
- 90+% of students mastering essential vocabulary lists in each subject
- 90+% of students writing at level 4 or higher
- 95%+ of students achieving mastery of basic math facts by end of 2nd (add/subtract) and 4th (multiplication) and 5th (division) grades
- 90+% of students passing ISTEP+
- 98% attendance rate

Three major factors have been identified as root causes of poor reading performance among our students:

Incomplete implementation of SBRR (within our 90-minute reading block) in all classrooms. Support for this claim is based on principal, consultant, and coach observations throughout 2011-13.

The lack of vocabulary knowledge among many of our students. Data support:
- Knowledge of vocabulary (word meanings) contributes as much as 70-80% toward comprehension (Bromley, 2007).
- Children in the lowest income status group are exposed to 616 words per hour; those from working class families experience 1,251 words; and children whose parents are professionals hear 2,153 words per hour (Hart and Risley, 1995).

- Teachers typically devote only a few minutes of each class period to vocabulary instruction (Rathvon, 2003; Roser and Juel, 1982).

Lowest performing students do not read enough (both within school and independently). We learned that on average, our lowest performing readers spend less than 5 minutes reading independently, and this correlates with national research that finds "the average time spent reading for all grades is 7.1 minutes a day in public schools around the nation whereas students in the top 5 percent of national reading scores read 144 times more than students in the bottom 5 percent (Gallagher, 2003). Adding only 20-40 minutes of independent reading per day can dramatically improve reading performance.

In addition, we believe that ensuring the highest quality classroom practice (as evidenced in our walkthrough process) must be an immediate area of emphasis (requiring school professional development for principal and teachers.

We must stress the following:
- Vocabulary
- Writing Workshop
- Language conventions
- The five dimensions of reading—appropriate to specific grade levels
- Guided reading groups (as part of our 90-minute reading block
- Math: number sense, problem solving, computation, and measurement

Section 4: Key Schoolwide Reform/Improvement Strategies and Action Steps/Timelines Resulting from Analysis of Performance Results and Review of Best Practices

Instructional Strategies that Support the Indiana Academic Standards. Park teachers utilize a variety of instructional strategies and teaching methods to support the achievement of the Indiana Academic Standards. Beginning in 2011, teachers and principals have used the Quality Walkthrough Tool to guide us in the implementation of evidence-based classroom/school practices. Park Elementary is striving to become a data-driven school by identifying our weak areas in the Academic Standards and addressing them through various management and instructional strategies. In the Language Arts curriculum, writing development has been, and will continue to be a focus in improving our performance. Teachers are using journal writing, power writing lessons, and graphic organizers to emphasize and enhance student writing. Accelerated Reader is an additional program used to supplement the curriculum.

Since the implementation of standards-aligned teaching and reteaching (guided by analysis of data), students have strengthened their math skills and become more aware of the math used in everyday life. We have also stressed, in alignment with the research and our dashboard, mastery of basic math facts. Many teachers use hands-on manipulatives to teach abstract concepts in a more concrete way.

We are also able to provide extended time with a highly qualified teacher for students who are falling behind. For students in grades 2-6, we offer after-school remediation in the fall. Remediation is four days a week for four weeks. Students are instructed in Language Arts and Math, with a focus on their weakest standards. In the spring, we provide after-school tutoring in Math, Reading, and Writing. Each content area is reviewed in a 3-week session. We offer summer school and Jump Start sessions when funding permits. Now that we are a Targeted Title I school, we have additional personnel who provide additional assistance to students in need.

Best Practice Strategies. In this section, we list our most important strategies/programs (determined based on a careful review of the research and pilot implementation in our setting coupled with regular progress checks). We will not discuss all of our strategies, but will highlight the few most important (evidence-based classroom practice, literacy, mastery of standards, quality of instruction, extra time for learning, safety) to show that we have carefully considered each approach following a review of our own data as well as research evidence that shows the strategy has worked in other schools.

Quality Classroom Walkthrough Tool/Process. In 2010-11, a team of MGUSC teachers worked with administrators and Dr. Benjamin to develop an evidence-based classroom walkthrough tool as part of a comprehensive overhaul of our evaluation system. The team developed a tool that comprises four quadrants: literacy, standards and mastery learning, high quality instruction, and engaging/motivating classrooms. In each of these four domains, a number of performance expectations guide teachers and administrators as they strive to ensure the highest quality practice. We piloted this new process in the spring of 2011 and following our PDCI philosophy, revisions were made based on feedback from principals and teachers. We believe that this new process will improve teacher practice and student achievement in the years to come.

Teacher's Name	Subject/Grade
Date	Time

Check boxes as appropriate. For some indicators, circle the appropriate response. Clarify feedback on reverse.

Literacy	Standards, Assessment, and Mastery Teaching
❑ Explicit vocabulary instruction, other "working with sounds/letters/words" activities appropriate for developmental levels using best practice methods ❑ Student-created (or teacher-assisted) word walls, journals ❑ Direct reading comprehension strategy instruction including modeling, extended discussion, interpretation of text meaning ❑ Modeling/development of reading fluency ❑ Guided reading, self-selected reading activities/blocks ❑ Regular/authentic writing (multiple genres) using effective strategies (including modeling, metacognition, peer assistance, sentence combining, rewriting) and scoring rubrics ❑ Journals, folders for writing and response to reading ❑ Literacy-rich, print-rich environment that includes a variety of materials (fiction, information) and levels	❑ Clear focus on specific academic standards/learning objectives (following standards sequence/map linked with short-cycle formative and summative assessments) ❑ Core (essential) standards occupy primary focus of instruction ❑ Learning objectives understood by students ❑ Thematic approach or linkage of learning among standards and subjects ❑ Vision, mission, goals established, posted, discussed ❑ Aligned classroom dashboard created, teacher documents past/current results ❑ Collection, analysis, and use of standards mastery and other important data for continuous improvement (reteaching, improved performance) ❑ Essential standards taught multiple times throughout the year to achieve and maintain mastery

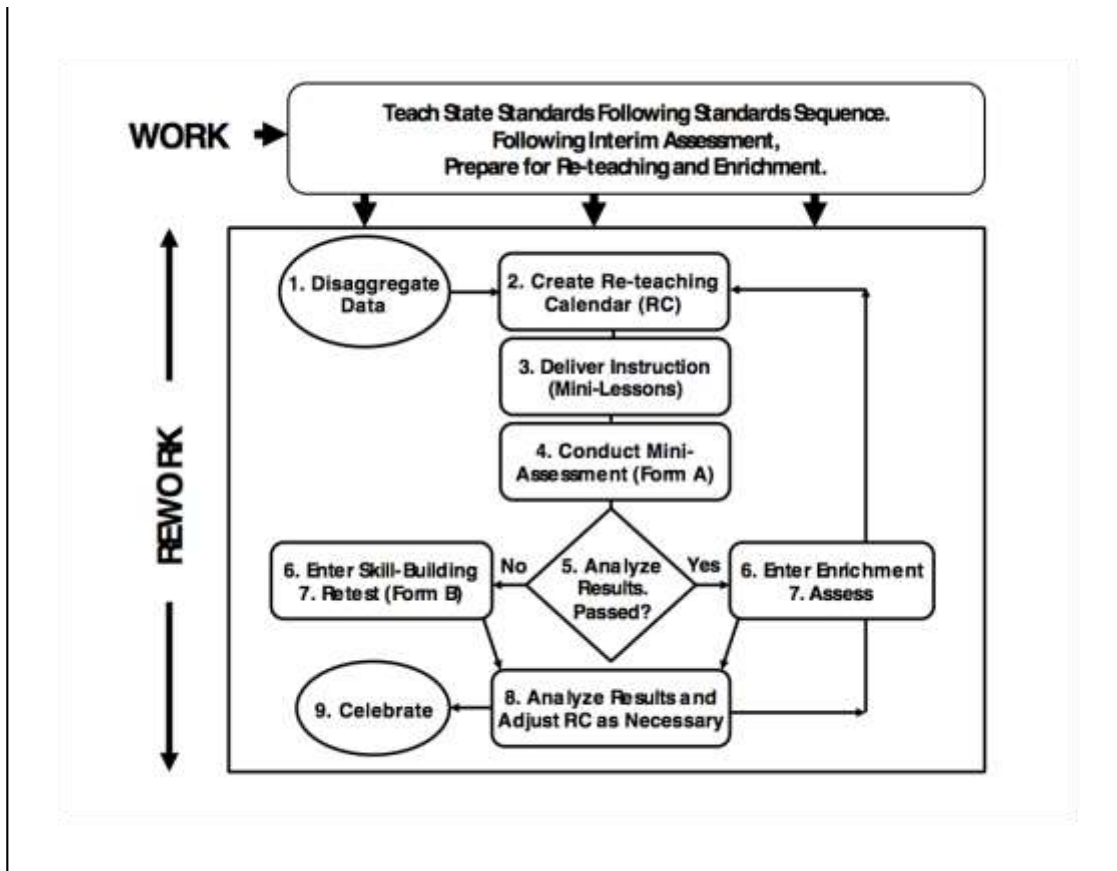| High Quality Instruction	Engaging Classroom Environment
❑ Effective instructional planning ❑ Clear communication (including instructions) ❑ Teacher/students demonstrated/discussed relevance, importance of learning for students ❑ Use of a variety of levels of questioning/activities including remembering, understanding, applying, analyzing, evaluating, and creating ❑ Examples of scaffolding/brightening/deep questioning to enhance thinking, understanding ❑ Appropriate wait time following questioning ❑ Examples of authentic student work ❑ Pacing of instruction was appropriate ❑ Grouping practices: whole group, small group, individual assistance, flexible grouping ❑ Command of academic standard: strong, good, weak ❑ Use of high-yield instructional strategies (similarities/differences, summarizing/note-taking, reinforcing effort/providing recognition, homework/practice, nonlinguistic representations, cooperative learning, setting objectives/providing feedback, generating/testing hypotheses, and/or cues/questions/advance organizers) ❑ Differentiation or tiered instruction, including use of various teaching strategies, provision of alternative reading materials, enrichments, lesson adjustment ❑ Use of engaging instructional activities including inquiry/problem-based, project-based/active learning, centers, stations, multiple intelligences, discussion ❑ Teacher talk constituted a small, moderate, large amount of instructional time ❑ Use of essential questions, anticipatory set, activating prior knowledge, modeling, guided practice/monitoring, closure, and/or independent practice ❑ Effective use of available technology by teacher/students ❑ Efficient, effective use of learning time by teacher/students	❑ Teacher moved about the classroom to provide assistance and engage with individual students ❑ Most students were authentically (enjoyment, interest), ritualistically (following directions, working on task), dysfunctionally (off-task or disruptive) engaged ❑ Classroom walls/halls displayed group performance data, student work, process flowcharts, expectations ❑ Students have learning goals, well-defined improvement strategies, knowledge of their own performance results (e.g., data folders) ❑ Evidence of a culture of high expectations for all students—belief that all students can learn at high levels ❑ Work performed by students was challenging, but within their zones of proximal development ❑ Use of quality tools (PDCI, plus/delta, affinity process, consensogram, cause/effect diagram, driving-restraining forces diagram, lotus diagram, classroom meetings, flowchart, nominal group process) for problem-solving, data-driven decision making, reflection, metacognition ❑ Students exercised appropriate autonomy, selected some of their own learning activities, and assisted in the creation of class routines and rules ❑ Safe and orderly classroom where procedures, expectations are clear; effective classroom management ❑ Teacher values/supports students' intrinsic motivation for learning ❑ Caring attitude, positive teacher/student interaction/relationship including teacher actively listening, accepting student input; awareness of student interests/goals ❑ Students received specific feedback regarding learning tasks, short-term successes, progress toward goals ❑ Effort (examples of all-time personal best) and improvement toward mastery are valued ❑ Students appeared to have equal opportunity to learn ❑ Evidence that students and teacher work collaboratively to improve satisfaction and performance within classroom

1

Balanced Literacy Model. Because reading is so critical to student success in school and life, we at Park have invested much time and professional development in order to develop highly effective literacy practices, programs, and assessment tools. We have provided ongoing professional development. Our balanced literacy model is reflected by a number of evidence-based literacy performance indicators on our walkthrough tool, including explicit vocabulary instruction using best practice methods, direct instruction in and modeling of reading comprehension strategies, development of fluency, extended text discussion to build meaning, writing, and establishing literacy-/print-rich environments). We have created a 90-minute reading block plan as part of our balanced literacy model. K-6 have scheduled 90-minute blocks daily that are uninterrupted. Our school has created a team (all teachers are represented) to supervise the implementation and improvement of our 90-Minute Reading Plan.

Mastery of Indiana Academic Standards (Student Success Process). Marshall's recommendation that teachers should develop common curriculum plans and interim assessments for the purpose of improving teaching and attending to students who are not successful strengthens our support for a key intervention in place at Park: the Student Success Process (SSP) or the 8-Step Model as it is also known. SSP was developed for Indiana schools following extensive national benchmarking (Brazosport, TX and Charlotte Mecklenburg, NC, for example; Broad Prize Winners—see McFadden, 2009), state benchmarking (Hawthorne Elementary, Sycamore Elementary, and other Title I Distinguished Schools), and review of the effective schools research (Lezotte and Pepperl, 1999).

The purpose of SSP is to increase student mastery of the Indiana Academic Standards through alignment of the taught and tested curriculum with the standards, re-teaching, and allocating additional learning time within the school day for students who fail to achieve mastery on short-cycle assessments of the taught standards. This research-based process assesses students on essential skills and provides a framework for re-teaching and enriching students based on individual needs.

Park Elementary School faculty have created 3-/4-week curriculum sequences that identify which standards will be taught and when they will be taught. At the end of each cycle, teachers and the principal review their interim test results, noting areas of strength and weakness. Teachers generate a list of weak skill indicators in their subject area (large number of students failed to master). Grade level teams or individual teachers develop a "re-teaching" calendar, and 5-7 minute mini-lessons are taught in the classroom on the targeted skill for 1-2 weeks. Following these mini-lessons, students take a short follow-up mastery assessment. If students achieve 80% or higher on the "A" test they receive 30 minutes of enrichment. Students who do not achieve the required score of 80% receive 30 minutes of daily re-teaching. At the end of the "re-teaching" cycle, students take the "B" test to see if the skill has been mastered. The cycle of teaching mini-lessons and re-teaching and enriching continues until new indicators are selected based on the results of the next standards-aligned assessments. SSP blends well with our RTI model requirements that are discussed in the following section.
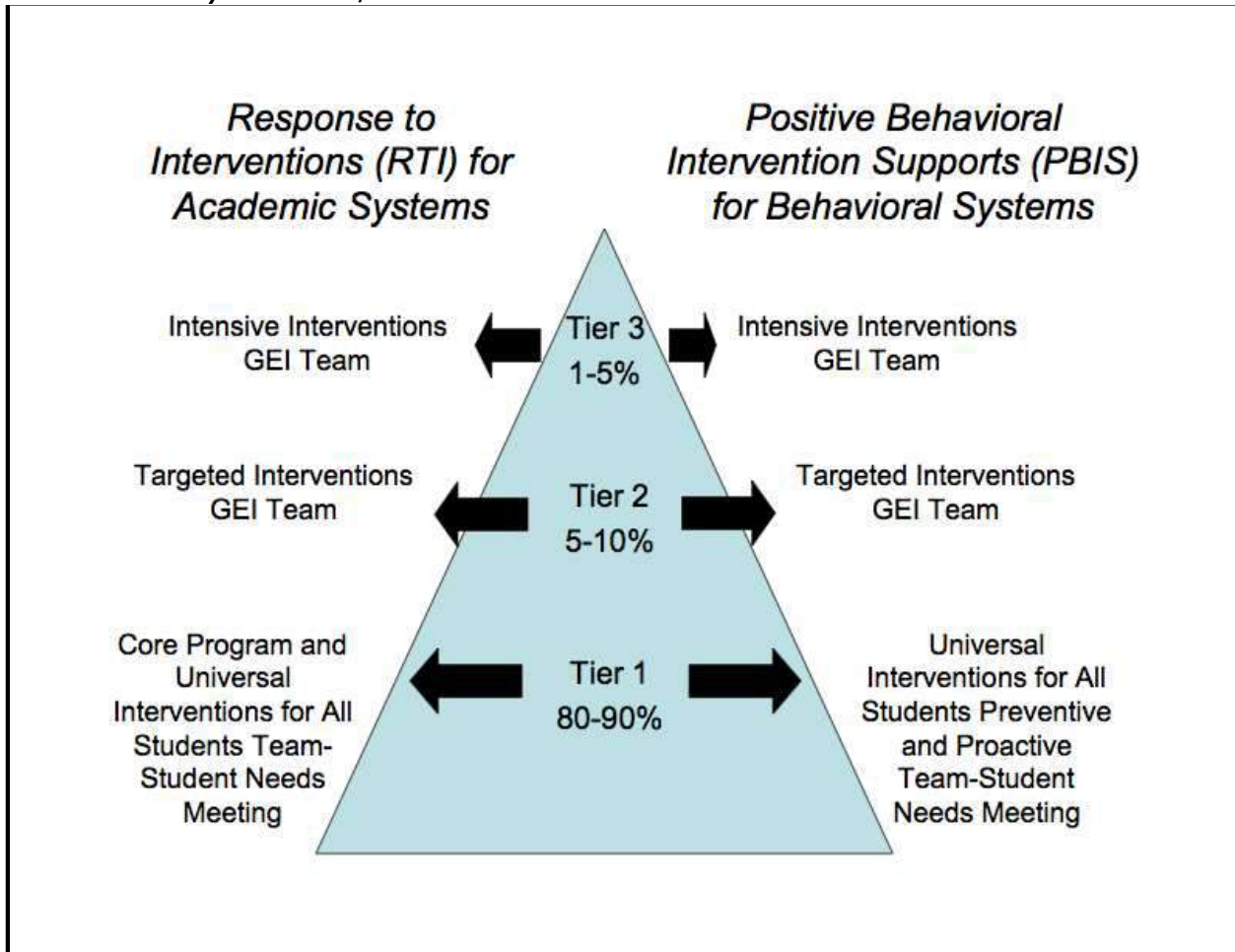
Park Student Success Process

WORK → Teach State Standards Following Standards Sequence. Following Interim Assessment, Prepare for Re-teaching and Enrichment.

REWORK

1. Disaggregate Data
2. Create Re-teaching Calendar (RC)
3. Deliver Instruction (Mini-Lessons)
4. Conduct Mini-Assessment (Form A)
5. Analyze Results. Passed?
   - No → 6. Enter Skill-Building / 7. Retest (Form B)
   - Yes → 6. Enter Enrichment / 7. Assess
8. Analyze Results and Adjust RC as Necessary
9. Celebrate

Response to Intervention Process. Our current RTI/PBIS model is shown in the next chart. We have already included many interventions that align well with RTI thinking, including SSP, extra literacy support, and high quality, best practice instruction. AT MGUSC, RTI "integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities" (National Center on Response to Intervention, 2009). We use GEI/SST, Positive Behavioral Intervention Supports, Special Education, Student Success Process, and our Balanced Literacy Model to provide effective additional support for Tier 2 and 3 students.

The new MGUSC RTI framework has been introduced and will help teachers identify students before learning gaps become difficult to overcome. Through the assessment process we will identify and work in small groups with students needing additional time and practice to reach learning objectives through differentiated instruction.

We are continually evaluating new developments in this field and updating our model in alignment with state and national guidelines.

Response to Interventions (RTI) for Academic Systems

Positive Behavioral Intervention Supports (PBIS) for Behavioral Systems

Intensive Interventions GEI Team

Tier 3
1-5%

Intensive Interventions GEI Team

Targeted Interventions GEI Team

Tier 2
5-10%

Targeted Interventions GEI Team

Core Program and Universal Interventions for All Students Team-Student Needs Meeting

Tier 1
80-90%

Universal Interventions for All Students Preventive and Proactive Team-Student Needs Meeting

We continue to find ways to make our RTI/PBIS model link with other interventions and programs for the benefit of our students and to provide the appropriate professional development and collaboration time that our teachers require in order to help them make effective decisions.

Safe and Disciplined Learning Environment. Park Elementary maintains a safe and disciplined learning environment by reviewing its emergency procedures and Crisis Response Guide periodically. We have established a Safe School Helpline (800.418.6423) that allows students, parents, family members, and community members to report concerns. Parents must provide all necessary emergency information for their children at registration. During the spring/summer of 2013, we redesigned the entrance to our building in order to make it more secure. All visitors must now be "buzzed in" (video camera, microphone, electronic lock), and they must enter the office area first before proceeding to hallways and classrooms. Visitors must sign in at the front office prior to reporting to any classrooms. Teacher and all employees wear name badges, and walkie/talkies allow teachers to communicate with the office during recess and while buses are loading and unloading. We have also redesigned parking and traffic flow to make the environment more safe and attractive. We closely supervise drop-off and pick-up of students. Traditional fire and tornado drills are practiced as required by state law as well as other emergency procedures. Staff members have an increased awareness of school safety procedures. We are careful to administer medications following guidelines established by physicians. We continually review our behavior, school health, and injury data and procedures in order to make enhancements as necessary. For example, in 2008, the discipline committee developed a leveled form for schoolwide discipline to allow a more systematic approach and to foster better communication in school and

between school and homes. We have also implemented a schoolwide character education program as a means of improving behavior and safety.

Parent/Community Participation. Parents and community members are welcomed at Park Elementary School. Parent-teacher conferences are scheduled every fall for all grade levels. Our Meet the Teacher Night (beginning of the school year) allows parents and students to learn about their teacher's expectations. Many parents and grandparents volunteer in the classrooms, lunchroom, and on the playground. Daily agendas, emails, and/or phone calls concerning student progress are made weekly to parents, helping to strengthen the home and school relationship. The Title I staff hosts several evening events for parents and their families, including informational meetings that explain to parents how they can best help their child in reading and math. Academic Family Nights (reading/math) also help to make positive connections between home and school. The Kids Hope Mentoring program involves an adult mentor tutoring individual students that have academic needs. We engage students and parents in Literature Circles (reading clubs), family reading nights, math facts practice at home (we provide resources for homes). We have also discussed other methods of engaging with and listening to our parents and community elsewhere in this document. Staff send newsletters home and our websites provide much needed information. We hold many special events (Veterans' Day, Grandparents' Day, Pastries with Parents, PTO Carnival, and more to enhance involvement, communication, and participation.

The Park Parent Teacher Organization is under construction. We are working to redesign the PTO's annual fundraisers which allows us to support field trips, convocations, the purchase of rewards and supplies.

Research indicates the need of a transition plan from home to school (home to pre-school or kindergarten), between grades (grade 1-2, for example), and between levels (elementary to junior high). Park is reviewing our transition plans this school year, but we currently have the following activities in place:

- We conduct parent meetings, student tours, and meet the teacher opportunities when students prepare to move into a new grade.
- We transport our 6th grade students to the junior high in the spring to tour the facility and meet the junior high teachers and principal.
- We stress the skills and attitudes that students will require if they are to be successful in the next level.
- Provide yearly kindergarten round-up.

The goal of these activities is to build relationships with preschoolers and their families in order to ease transition and accelerate achievement.

Transition Strategy	Who Is Responsible for Implementing the Strategy?	Evidence of Successful Integration
Incoming/transitioning student/parent and student nights	Counselors, Teachers, Administrators	Participation rates and satisfaction scores
Looping	Teachers, Principal	Improved results data, dashboard data
Peer mentoring with struggling students	Counselors, Teachers	Improved results data, dashboard data
6th grade visits to junior high	Counselors, Teachers, Administrators	Participation rates and satisfaction scores

Strategies to Increase Learning Time. We have already made some changes for the coming school year involving collaboration time. This changes will strengthen/lengthen time for learning. In addition, we will be investigating efficiency and effectiveness of all our activities, including schedules, restroom breaks, transition times, in classroom activities of teachers and students, aligning homework with most powerful learning activities, and more.

Strategies to Provide Individual Academic Assessment Results to Parents. We intend to continue our parent/teacher conferences and to gradually shift to student-led conferences in which students lead the reporting of most of their performance results. In addition, we are exploring additional methods of communicating with all parents, but especially with those whose children are struggling (notes in student data binders, phone calls, emails, and monthly meetings with the few students most in need in each classroom are possible responses. In addition, we are investigating how Title I can assist with enhanced communication of student results.

We also hope to provide some parent education workshops in literacy and math. We believe that once parents understand our strategies for improvement in these areas, they will be in a better position to act on the data that we provide them. We also intend to survey parents to ask them how we can enhance the communication of academic assessment results from school to home and home to school.

Goals, Strategies, and Action Plans for Our Next 3-Year Plan. In this section, we present our key goals, strategies, and action plans for our next 3-year plan. The previous section should demonstrate that we already have many evidence-based strategies in place, that we have provided clear expectations for implementation of these strategies, and that we are very focused on using our data for continuous improvement. We will continue to "work our strategies" effectively. Nevertheless, there is always room for improvement, and new research comes to light regularly. Therefore, based on a detailed review of our own performance results, a review of important research, and benchmarking of high-performing schools in Indiana and around the nation, we have developed a comprehensive plan.

We have selected strategies that will benefit all of our students—high ability, special education, general education, free/reduced lunch, male/female, multi-racial and —all subgroups. For example, small-group remediation, greater parent involvement and home support, increased use of technology, enrichment/extensions, problem-based learning, and ongoing professional development in curriculum, instruction, assessment, technology, cultural sensitivity, differentiation, and parent/home engagement will result in improved dashboard scores for all students.

Reading and Writing (English Language Arts) Goals, Strategies, and Action Plans

Goals: 90+% percent of students read on/above level
90+% percent of students master essential vocabulary lists for each subject
90+% of students write at target levels for their grade
90+% percent of students pass the ISTEP+ language arts portion

Begin Date	Strategies/Actions Reading and Writing	Action Plan Status	Persons Responsible for Strategies	Professional Development Linked to Strategy Implementation	Persons Responsible for Professional Development	Evidence of Implementation	Evidence of Impact
8/2010 and ongoing	Fully implement the 90-minute reading block. Refresh professional development for all teachers regarding Debbie Diller components (launching literacy stations, etc.,) and require these instructional approaches to be implemented with fidelity in all classrooms.		Teachers, Principal, Literacy Coach	Continue ongoing training with Literacy Coach 6 Traits writing training Smekens Educational Consultants	Principal, Literacy Coach, Teacher Study Groups	Improved performance on rubrics and self-checks and classroom "walk-throughs"	Improved dashboard scores

	Conduct Fountas and Pinnell benchmarking and requiring that all teachers use the data to drive their small group instruction, tracking this information on literacy folders for each student				
	Revisit homework research for elementary grades and our policy to ensure that 80% of homework targets independent reading within students' identified Fountas and Pinnell independent reading level.				

	Create logs that students and parents will complete to document number of minutes engaged in reading independently with minimum expectations being 20-40 minutes per night.						
	Provide parent development opportunities/resources to enable parents to read to/with their children and/or to establish space and time for reading.						
	Conduct walkthroughs to ensure that instruction meet SBRR standards						

	Engage children in thinking activities to get meaning from print.					
	Model reading to children.					
	Engage students in interactive read-alouds, shared reading, guided reading, and independent reading.					
	Provide opportunities to interact with a broad assortment of print (including AR motivation).					
	Provide opportunities for students to write daily (60 mins) through shared writing, writing workshops, guided writing, and independent writing, traits.					

	Grade level teachers administer common writing prompts monthly, targeting a variety of genres, especially text-based, factual argument and score these using 6 Traits and additional rubrics (see Smarter Balanced Informative-Explanatory, Opinion Rubrics for example at www.smarterblanaced.org)						
	Help students find purposes to write and audiences to reach.						
	Help students learn the craft of writing through read-alouds and writing workshop mini-lessons.						

	Help students take ownership and responsibility by choosing topics, deciding what deserves the most effort and setting goals.						
8/ 2010 and ongoing	Add books for classroom leveled libraries		Principal, Teachers, PTO	Purpose of leveled libraries and best practice examples	Literacy Coach	Number of books added to classroom libraries	Improved reading scores
8/2010 and ongoing	Adults and students track performance relative to all dashboard indicators (data folders, classroom and team charts).		Principal, Teachers	None	None	Number of students with data folders, number of classroom/team wall displays	Improved dashboard scores, especially reading, writing, standards
Fall 2010 and ongoing	Develop/update lists of essential words for content subjects and mastery assessments for these words. Review monthly updates of mastery levels.		Principal, Literacy Team, Teachers	Provide instruction in how to identify essential words (Marzano, Building Academic Vocabulary) and how to teach vocabulary	Literacy Coach	Essential words lists developed	Improved dashboard scores, especially in reading, writing, vocabulary

				following best practices			

Math Goals, Strategies, and Action Plans

Goals: 90+% percent of students master basic math facts by 4th and 6th grades
90+% percent of students pass the ISTEP+ math portion
90+% of students are proficient at problem solving and measurement

Begin Date	Strategies/Actions Reading and Writing	Action Plan Status	Persons Responsible for Strategies	Professional Development Linked to Strategy Implementation	Persons Responsible for Professional Development	Evidence of Implementation	Evidence of Impact
8/2010 and ongoing	Fully implement SSP or 8-Step Process.		Teachers, Principal, Steve Benjamin	Continue ongoing training with Steve Benjamin, regarding 8-Step; Literacy Consultant in literacy related areas	Principal, Literacy Coach, Teacher Study Groups	Improved performance on rubrics and self-checks and classroom "walk-throughs"	Improved dashboard scores
	Ensure that teachers follow clear maps (Math and ELA) linked with "assessment guidance" provided by the IDOE in order to achieve the proper focus in their curriculum.						
	Ensure regular practice (10 minutes daily) for student struggling with math facts (using Rocket Math).						

	Provide opportunities to practice problem solving.					
	Adopt appropriate math problem-solving rubric (such as Exemplar, NCTM mentioned above).					

	Model and provide practice in reading comprehension strategies linked with math words problems.					
	Provide opportunities for students to write in math class, journals, explain thinking about math problems, write hypotheses.					
	Engage students in cooperative hands-on, active learning.					
	Provide parental resources, training, expectations that they support math learning at home.		Principal, Teachers	None	Principal, Teachers	Greater parent support at home	

Attendance Goals, Strategies, and Action Plans

Goals: Continue growth in attendance rate above state average.							
Begin Date	Strategies/Actions	Action Plan Progress	Persons Responsible for Strategies	Professional Development Linked to Strategy Implementation	Persons Responsible for Professional Development	Evidence of Implementation	Evidence of Impact
8/2010 and ongoing (for all)	Ensure that all classroom environments are engaging and inviting places to learn.		Teachers, Principal, Counselor, Families, Students	None (other than previously mentioned initiatives related to best practices	None	Teachers, office staff, family, students following improvement plans,	Improved dashboard an scorecard results

	Conduct a Pareto Analysis to identify the 10% of students who account for 30-40% of all absences. Develop individualized attendance plans jointly with students, counselors, and family members. Assign adult and student mentors to these students. Require students to establish personal attendance goals. Review attendance with these students weekly.			instruction)		procedures.

	Implement updated policies including the following: Call all unreported absences after 9:00 A. M. Involve legal system. Provide regular awards for 98% or higher attendance.						
	Provide character education relating to responsibility, perseverance, and dependability.						

Professional Development Plan. All professional development should be aligned with carefully selected strategies—those that will close performance gaps. At MGUSC, we expect that the knowledge and skills learned as a result of professional development will be implemented, leading ultimately to improved student achievement. At Park Elementary School, we have to improve our ability to implement our best practices with fidelity. We believe that professional development initiatives should be continuous and ongoing and should be directly related to the academic needs of our students. Most recently, our teachers have been developing their skills in using the data from our dashboard and scorecard to drive their instruction in the classroom. We will continue to provide professional development time to review the data, collaborate with colleagues, and develop curriculum and lessons that will benefit all students.

Although Park Elementary does not have a diverse ethnic population, we do have a growing population of students that come from homes of poverty. We have started to gather more information on differentiated instructional strategies in order to address the various learning needs of all our students. Not only is differentiated instruction a proven best practice, it also aligns nicely with our dashboard

assessment activities that provide us with the data needed to group students and identify and target their strengths and weaknesses. We have also started to investigate the process of implementing the 6+1 writing traits into our language arts curriculum. We attended a district-wide conference in August 2007 to learn about the 6 traits and how to utilize them in your curriculum. We will be using this as a starting point to develop a school-wide writing program. The following table documents the most important professional development required as part of our 3-year plan.

Professional Development Plan

Date	Topic	Action Plan Status	Leaders	Objectives	Evaluation
Fall 2011 and ongoing	Classroom Walkthrough		Principals and Selected Teachers, Consultants	• Assist teachers and administrators as they implement the four quadrant walkthrough tool/process	• 3-2-1 Evaluation Sheet • Classroom Walkthrough Performance • Improved dashboard and scorecard results
Fall 2011 and ongoing	Reading and Writing Assessment/Data Training		Literacy Consultant, Principals, Teachers	• Implement assessments to gather data • Use data for continuous improvement and differentiation	• 3-2-1 Evaluation Sheet • S2S Meetings • Improved dashboard and scorecard results

Fall 2010 and ongoing	Continue ongoing literacy training in vocabulary, fluency comprehension, and writing in all content areas (including coaching and book study).		Literacy Coach, Principals, Teachers	• Increase percent of teachers implementing best practices regularly.	• 3-2-1 Evaluation Sheet • Performance on best practice rubrics • Improved dashboard results
Fall 2010 and ongoing	Continue to learn how to fully implement the Student Success process (8-Step), including use of maps, standards-aligned summative assessments, analysis of data, re-teaching, mastery thinking,		Principals, Steve Benjamin, Teachers	• Increase percentage of teachers who fully implement the Student Success Process and who have mastery and re-teaching data to discuss at S2S meetings.	• 3-2-1 Evaluation Sheet • Performance on best practice rubrics • Higher quality S2S Meetings • Improved dashboard results

Fall 2011 and ongoing	Provide instruction in how to identify essential vocabulary (Marzano, Building Academic Vocabulary and how to teach using best practices.		Principals, Teachers	• Increase percentage of teachers have identified essential vocabulary and using best practices to teach.	• 3-2-1 Evaluation Sheet • Performance on vocabulary checks • Improved dashboard results
Fall 2011 and ongoing	Provide instruction and coaching in how to implement effective math instruction including manipulatives, computational fluency, games, problem solving, critical thinking, quality tools.		Principals, Teachers	• Increase percentage of teachers have identified essential vocabulary and using best practices to teachs.	• 3-2-1 Evaluation Sheet • Performance on best practice rubrics, walkthrough • Improved dashboard results

Fall 2011 and ongoing	Provide training in quality in the classroom (data folders, student-led, goal setting, data tracking, quality tools, class meetings, PDCI		Steve Benjamin, Principals, Teachers	• Increase percentage of teachers have identified essential vocabulary and using best practices to teach.	• 3-2-1 Evaluation Sheet • Performance on vocabulary checks • Improved dashboard results
Fall 2014 and ongoing	Provide training in developing 21st Century Learning skills; 1:1 initiative and how to use the iPads as effective tools to enhance learning		Principals, Technology Integration Specialists from 5 Star, Teachers	• Increase percentage of student learning and mastery • Increase student engagement • Develop and refine 21st Century Learning Skills	• Evaluation Sheets • Technology Audits • Improved dashboard results

Strategies To Improve Cultural Competency. The population of students during recent school years includes 30-40% on free lunch, 5-10% on reduced lunch, <1% black students, 3% multiracial students and <1% Asian, approximately 10% special needs students and gifted and talented program participants. Cultural competency, in the educational environment, is addressed in a wide range of ways at Park Elementary. Students of low SES and those at risk are serviced by Kid's Hope USA and extra attention by teachers and support staff, including our counselor and nurse. We celebrate racial diversity by observing Black History Month, Hispanic Heritage Month, Martin Luther King's Birthday and other ethnic cultural events. Special needs students receive direct service from the speech and language pathologist as well as a mild interventions teacher. Our high ability students are taught by a half-time teacher. As our poverty rate rises, we may find it beneficial to review Ruby Payne's work.

Technology Plan in Support of PL 221 Plan. Our Park Elementary School, along with the district, have adopted a 1:1 initiative for the students. Each student K-6th grade have an iPad mini to use as an educational tool to enhance and build 21st Century Learning Skills. The teachers are receiving ongoing professional development with 21st Century Learning Skills and the students are using the devices for learning, organizational skills, collaboration and much more. Our building has 4 mobile laptop carts with network and Internet access. In the classroom, students have access to Accelerated Reader. Many students utilize the library computers to take their Accelerated Reader quizzes and search for books in the electronic catalog. Teachers have participated in training workshops in computer technology offered by the Madison-Grant United School Corporation. Our technology assistant has provided individual help to teachers after school on specific needs. Our assistant will also provide help with management of existing programs and finding websites for teacher use in the classroom. Like many school corporations, we are implementing a one-to-one initiative and digital curricula.

In addition to our computers and educational software, some staff members are using the digital camera and projector to enhance their instruction. We also have a school website that is updated with grade level and principal newsletters and our daily calendar of events. Although we have much technology to aid in the instructional process, additional equipment and software are required to create 21st Century classrooms. The table below shows some of our planned changes:

Technology Strategies

Key PL 221 Strategy	Related Technology Support Required	Who Is Responsible?	Desired Operational Date	Evidence of Successful Integration
SSP	Software that helps us create assessments, analyze data, and track our mastery levels such as *Pearson Inform; Learnia; Acuity*	IT Department, Principal	Currently available	Software installed and teachers using successfully
Highly Engaging Instruction	Smart Boards	IT Department, Principal	Fall 2012	Smart Boards installed inl most classrooms
	Document cameras	IT Department, Principal	Fall 2012	Smart Boards installed in most

				classrooms
	Tablets for students/ teachers	IT Department, Principal	Fall 2012	1:1 tablets provided for all students
	Voice lift technology for teachers	IT Department, Principal	Fall 2012	Voice lifts installed in all classrooms
	Wireless connectivity	IT Department, Principal	Fall 2012	Wireless capable classrooms
Reading Assessments: NWEA	Mobile computer lab	IT Department Currently Available	Currently available	NWEA data reports used to differentiate

Activities and Programs for Interventions

We engage in the following processes of identification (all within our RTI framework)

- Student needs identified in collaboration at initial level.
- Students with intensive needs identified in Student Study Team meetings.
- Students who do not respond to agreed interventions are moved into evaluation status.
- Title I students are identified using ISTEP, NWEA, and dashboard data in combination with teacher recommendation.

Intervention Programs and Assistance

Although mentioned elsewhere in our plan, these (among others) are key intervention programs and methods of assisting all students, including those who struggle (Tier 2, Tier 3 support).

- Small group instruction
- Focused literacy centers
- Reading A-Z
- Raz Kids
- Orton Gillingham
- Burst
- Explicit instruction of the six components of reading
- Repeated reading of fluency passages
- LiPs-Lindamood Bell Phonemic Awareness
- Seeing Stars-Visualizing
- Re-teaching for mastery

Consolidating Programs

Although we have chosen to coordinate the programs within the school, we will not be consolidating the funds. Programs at Park include:

- Title I
- Special Education
- Title II (if applicable)
- High Ability (based on grant)

Statutes and Rules the School Wishes to Suspend. At this time, there are no waivers being requested by Park. If this statement is inaccurate, specify the rules and statutes for which you seek a waiver.

Additional Comments Regarding 3-Year Timeline for Implementation, Review, and Revision

The MGUSC dashboard and scorecard addresses the 3-Year Timeline. Each goal and strategy will be reviewed and revised as well as the entire plan annually.