

FTCSC PL221 Framework

I. INTRODUCTION

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

Bunker Hill Elementary School is a K-5 school that consists of 574 students. We are located in the Southeast quadrant of Marion County. Our population of students consists of 81.4% White, 5.6% Multiracial, 2.6% Black, 5.5% Asian/ Pacific Islander, and 4.75% Hispanic according to parent enrollment data. Our Free and Reduced lunch population is currently at 26%. Our school faculty consists of 1 principal, 1 counselor, 1 instructional coach, 24 classroom teachers, 4 related arts teachers, 4 special services teachers, and 8 instructional support personnel.

We have an incredibly involved Parent Teacher Organization (PTO). Our PTO promotes and supports workshops and events for families. These include, but are not limited to a Spring Fling, Ice Cream Social, Everyday Math Nights, Literacy Night, Snack with Santa, field trip monetary support and classroom supplies for teachers and students.

(B) Description and location of curriculum.

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

Each week, teachers meet in Professional Learning Communities (PLC's) to review data, student work and to share best practices. Teachers collaborate to create next steps for differentiated instruction based upon real time data.

Copies of the district curriculum maps as well as titles of textbooks, are available at the Franklin Township Community School Corporation Central Office. Parents and students can also access many of their textbooks online with usernames and passwords on the textbook company websites.

(C) Assessments

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

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

The purpose of the *Indiana Statewide Testing for Educational Progress Plus (ISTEP+)/College and Career Readiness Transition Assessment* is to measure student

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

*Science is assessed in grades 4 and 6.

**Social Studies is assessed in grades 5 and 7

ISTEP+ ECA

The ISTEP+ End-of-Course Assessments (ECAs) are criterion-referenced assessments developed specifically for students completing their instruction in Algebra I, Biology I, or English 10.

Indiana's Alternate Assessment for Students with Significant Disabilities (replaces ISTAR)

The purpose of the *Indiana Alternate Assessment for Students with Significant Disabilities* program is to measure student achievement in the subject areas of English/Language Arts, Mathematics, Science*, and Social Studies** based on alternate academic achievement standards. Students who perform significantly below grade-level may have personal learning goals that cannot be adequately measured with a grade-level standardized test. This assessment was "piloted" in the 2013-2014 school year and will be administered for the first time in the 2014-2015 school year. When the new assessment is implemented the grade assessed at high school will be moved from 10th grade to 11th grade. As we look at our data for this assessment, we will need to keep in mind that the grade level did change for secondary students. The case conference committee (CCC) determines, based on the eligibility criteria adopted by the Indiana State Board of Education and the student's individual and unique needs, whether a student with a disability will be assessed with the *Alternative Assessment*. Therefore when a student is participating in the *Alternative Assessment* the student's goals and objectives are generally prerequisites to grade-level academics or are highly individualized extensions to the standards.

ISTAR-KR

The purpose of ISTAR-KR (Indiana Standards Tool for Alternate Reporting of Kindergarten Readiness) is to measure skills in children from infancy to kindergarten. A derivative of Indiana's Early Learning Standards (which are part of the Foundations to Indiana Academic Standards); ISTAR-KR is aligned to the Indiana Standards for Kindergarten in the areas of English/language arts and mathematics and includes three functional areas: physical, personal care and social-emotional skills. Data from ISTAR-KR assessments are used for state reporting for PK students receiving special education. This web-based instrument allows students to be rated by teachers based on their ongoing observations and progress monitoring data of children engaged in their typical daily routines and activities. For some skills, teachers work collaboratively with

the student's primary care giver to obtain input as well. It is available to all public schools in Indiana and to private early childhood education programs at no cost. Assessment results from ISTAR-KR can be used to determine what skills a child has mastered and what skills a student needs to learn next.

IREAD-3

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

Amplify: mCLASS

The purpose of the mCLASS assessments is to provide diagnostic measures for K-2 students in literacy and numeracy. mCLASS: Reading 3D (TRC and DIBELS Next) and mCLASS: Math help to identify students' foundational skills and provide teachers with instructional suggestions based on student performance on benchmark assessments and regular progress monitoring.

Acuity (3-8)

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

Acuity (Algebra)

The purpose of the Acuity Algebra I assessment is to provide diagnostic measures for Algebra I students. Assessment reports provide standards aligned performance data, which support an educator's ability to inform instruction at the student, class, school, and corporation level. Acuity Algebra Predictive assessments are used at the Middle and High School level in Franklin Township.

Acuity (English 10)

The purpose of the Acuity English 10 assessment is to provide diagnostic measures for English 10 students. Assessment reports provide standards aligned performance data, which support an educator's ability to inform instruction at the student, class, school, and corporation level. Acuity English 10 Predictive assessments are used at the High School level in Franklin Township.

LAS Links

The purpose of the LAS Links assessment is to determine a student's level of English proficiency. The placement test, administered upon the student's arrival in the United States, is used to determine the ELL services appropriate for the student. The annual assessment, administered in January and February, is used to determine the student's current level of English proficiency and is used for accountability purposes.

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

Reading Screeners:

The purpose of using reading screeners is to identify at-risk readers and target reading interventions.

Grades 3-5 DIBELS – Next DORF and DAZE are used to as reading screeners for fluency and comprehension in grades 3, 4 and 5. DIBELS progress monitoring probes are used to monitor reading fluency and comprehension progress.

Phelps Kindergarten Readiness Scale – also known as the PKRSII is used to assess the academic readiness of children enrolling into kindergarten. All kindergarten students are assessed to determine predictive school achievement. The Phelps assessment is used to identify at-risk students in need of academic support and those students who may be ready for enrichment or acceleration.

NAEP

The purpose of NAEP (National Assessment of Educational Progress), also known as "The Nation's Report Card", is used to demonstrate performance over time for a selected sample within Indiana. This assessment is administered annually to students in grades 4, 8, and 12, and can be used to compare student performance across the United States. During selected assessment cycles, TIMSS (Trends in International Mathematics and Science Study), PISA (Program for International Student Assessment), and PIRLS (Progress in International Reading Study) are administered in conjunction with the NAEP assessment.

CogAT Screener

The purpose of the CogAT Screener is to measure abstract thinking and reasoning ability. It is a group-administered test and takes approximately one hour to complete. The test consists of a variety of tasks including completing analogies, solving matrices, detecting likenesses and differences, following directions, classifying, and establishing sequences. The test is available in varying levels for appropriate grade-level administration.

ACT

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

SAT

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

TOMAGS

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

Kingore Observation Inventory

The purpose of the Kingore Observation Inventory is to observe students' behaviors in learning situations. Teachers are trained to look for specified behaviors or traits that high ability children typically exhibit within the classroom. The window for structured observation is usually one month long. This instrument is used by teachers in grades K – 2 only.

CogAT

The purpose of the CogAT is to measure general and specific reasoning abilities in three domains: verbal, quantitative, and nonverbal. These abilities reflect the overall efficiency of cognitive processes and strategies that enable individuals to learn new tasks and solve problems. Measuring cognitive development with CogAT is one component of identification for eligibility in the High Ability program.

II Franklin Township Community School Corporation Mission Statement:

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

FTCSC Core Values

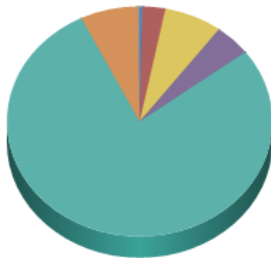
- All people have inherent worth and bring unique gifts and talents to our community.
- All people with a passion for learning who accept responsibility for their choices improve quality of life.
- Our community's strengths lie in the foundation provided by families and our willingness to embrace diversity.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

II. Summary of Data

Enrollment 2013-14

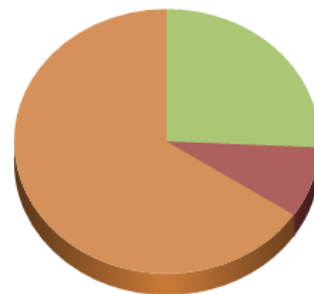
[579 students](#)

Enrollment 2013-14 by Ethnicity



American Indian Hispanic Multiracial
Black White Native Hawaiian or Other Pacific Islander
Asian

Enrollment 2013-14 by Free/Reduced Price Meals

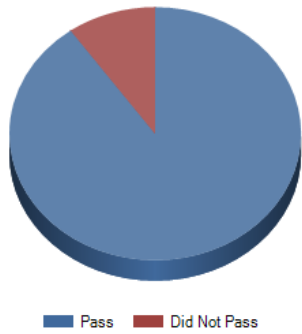


Free meals Reduced price meals Paid meals

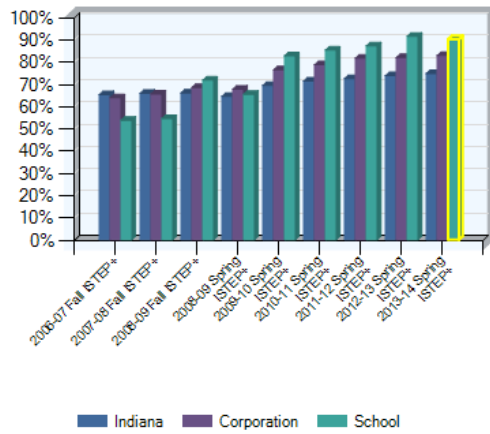
ISTEP+ Percent Passing Trend

Year: 2013-14 Subject: Both English/Language Arts and Math Grade: All Grades

ISTEP+ 2013-14

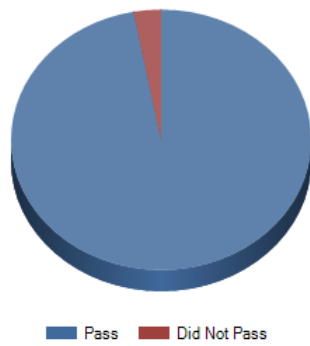


ISTEP+ Percent Passing Trend

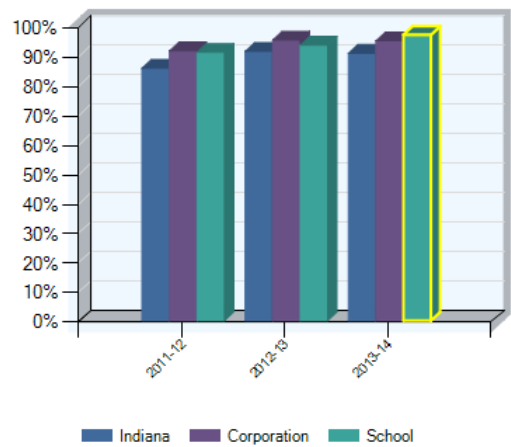


IREAD-3 Data
Spring 2014 Preliminary Result *

IREAD-3 2013-14 **



IREAD-3 Percent Passing Trend



Growth Model Data not yet published.

III. Franklin Township Community School Corporation

Mission Statement:

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- Learning is positively impacted when people actively participate in an environment that is nurturing and respectful.
- Our decision making and learning are challenged by the interconnectedness and interdependence of our world.
- Challenging ourselves commits us to change and foster continuous growth.

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

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

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

We use an intervention program called SOS (Support Our Students) to assess students' needs and build a plan for addressing them. This is modeled after the RTI model.

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

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

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

IV. Conclusions about the Current Educational Programming

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

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

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

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

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

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

(D) Parental participation in the school.

- Parents are updated on pertinent school information through the monthly school newsletters, Facebook, Twitter and Connect Ed. (our telephone messaging system).

- Teachers utilize parent volunteers to meet individual student needs within each classroom and during field experiences.

A Parent Sign-In Sheet is used as a record of parent participation within the classrooms throughout the school year. Individual sign in sheets are used to measure parent involvement during specific events.

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

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

The school operates under the safe school policy developed by the Franklin Township School Corporation. The elements of this program at the building level include:

- Locking all doors except for the front entrance, this restricts school access.
- A Crisis Management Team is CPI trained and meets regularly to review the Crisis Management plan.
- Every staff member has an "orange" crisis management plan of action.
- We utilize a keyless entry card system for teachers to access the building when they have students outside the building for activities such as recess.
- Signs direct visitors to the office and staff members are aware of the need to verify the status of non-students in the building without a visitor's badge.
- All staff members wear school badges.
- All student teachers, substitute teachers, and cadet teachers are given badges to identify the reason for being in the building.
- Central office administration and Franklin Township security are available through radio and other electronic means.
- Drills for fire, weather and lock-downs are reviewed and practiced monthly.
- Students are provided information via school assemblies or classroom guidance lessons regarding school and bus safety.
- Teachers have clear instructions regarding playground supervision and safety.
- A well-defined written school safety plan that is practiced, evaluated, and updated on an ongoing basis (IC 5-2-10.1-12(b))
- Every student/parent receives a copy of the student handbook which lists behavior expectations and consequences for misbehavior.
- Franklin Township Community School Corporation participates in a **SAFE SCHOOLS** program that utilizes web-based professional development for custodians, bus drivers, cafeteria staff, clinic assistants, teachers, assistants, and administrators.

(F) Technology as a learning tool.

Technology is naturally embedded and integrated into instruction. Students utilize a variety of educational websites and textbook supported software from home and on classroom computers or netbooks. School computer labs and student response systems also extend learning opportunities.

Students also participate in on-line predictive ACUITY assessments as well as summer IREAD retakes. On-line tutorials are auto assigned to support identified deficiencies and teachers create tutorial options that challenge those students who have mastered grade level content. Nova Net is used to assist High School students in credit recovery in FTCS.

(G) Professional development.

Professional development initiatives are data driven, intentional and continuous. They are planned, supported and embedded both at the district and school level. These initiatives impact all content areas. Our data reflects growth and success.

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

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

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

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

School Improvement Goal #1

On the math portion of the 2015 administration of ISTEP+, Bunker Hill 3rd, 4th, and 5th grade students will score an average of 11 points higher than the state average.

Strategies and Activities Directed to the Goal:

GOAL	STRATEGIES: What needs to be done to accomplish the goal?	DRIVERS: Who will provide leadership to accomplish the goal?	NEEDED RESOURCES:	TIMELINE:	STATUS of GOAL ATTAINMENT:
A. On the math portion of the 2015 administration of ISTEP+, Bunker Hill 3rd, 4th, and 5th grade students will score an average of 11 points higher than the state average.	Build Mathematical confidence in our students through problem solving	Building Principal, classroom teachers, curriculum committees	Curriculum that will build confidence in investigating, problem solving and communication	Ongoing through the 2014-2015 school year	Through our Everyday Math curriculum we have a spiraling method for teaching problem solving
	Emphasis on computational fluency	Building Principal, Classroom Teachers	Time built into the schedule to practice and assess basic facts.	Ongoing through the 2014-2015 school year	Through math games we are able to review and consistently review computational fluency. All grade levels assess regular fact fluency attainment
	Develop common vocabulary for mathematics	Building Principal, Classroom Teachers, Curriculum Committees	Time to discuss and decide upon common terminology and delivery	Ongoing through the 2014-2015 school year	Common vocabulary is taught consistently through our adopted curriculum

School Improvement Goal #2

On the ELA portion of the 2015 administration of ISTEP+, Bunker Hill 3rd, 4th, and 5th grade students will score an average of 13 points higher than the state average.

GOAL	STRATEGIES: What needs to be done to accomplish the goal?	DRIVERS: Who will provide leadership to accomplish the goal?	NEEDED RESOURCES:	TIMELINE:	STATUS of GOAL ATTAINMENT:
B. On the ELA portion of the 2015 administration of ISTEP+, Bunker Hill 3rd, 4th, and 5th grade students will score an average of 13 points higher than the state average.	Continued emphasis on the five major components of reading in an uninterrupted reading block.	Building Principal, Classroom Teachers	Time build into Master Schedule for all grade levels and teacher utilization	Ongoing emphasis throughout the entire 2014-2015 school year	Master Schedule reflects uninterrupted Literacy Block
	Systematic use of “The Sound System” in kindergarten and first grade classrooms	Building Principal, Classroom Teachers	Training of K and grade 1 teachers and instructional assistants	Ongoing emphasis throughout the entire school year	“The Sound System” is consistently used in primary classrooms
	Periodic progress monitoring of student progress through curricular assessments	Building Principal and Classroom Teachers	Time built into schedule, funding for DIBELS fees,	Ongoing emphasis throughout the entire school year	DIBELS, Reading Wonders assessments, and TRC’s are used consistently

(A) Attendance rate.

For the 2013-2014 school year, our attendance rate was 97.08. This was a 0.05 % increase from 2012-2013. Our attendance rate continues to be above the state average. We continue to proactively plan to increase student attendance as students are unable to hit achievement targets if they are not in attendance.

(B) Percentage of students meeting academic standards under the ISTEP+ program.

ISTEP+ Grade Level Tested	E/LA Spring 2013	Math Spring 2013	Science Spring 2011 Grades 4 and 6	Social Studies Spring 2011 Grades 5 and 7
Grade Level	ELA	Math	Science	Social Studies
3 rd Grade	72 % Pass 21 % Pass +	53 % Pass 40 % Pass +	% Pass % Pass +	% Pass % Pass +
4 th Grade	52 % Pass 44 % Pass +	42 % Pass 51 % Pass +	53 % Pass 20 % Pass +	% Pass % Pass +
5 th Grade	57% Pass 35% Pass +	43% Pass 53% Pass +	% Pass % Pass +	47 % Pass 23% Pass +

A. Specific areas where improvement is needed immediately.

Based upon retrospective Data Analysis, the following grades will focus on specific standards throughout the 2014-2015 school year.

3rd Grade: Writing Process, Nonfiction Text, Geometry, and Numbers Sense

4th Grade: Literary Text, Data Analysis, Geometry, Measurement, and Problem Solving

5th Grade: Non Fiction, Writing Analysis, Writing Process, Number Sense, Algebra and Functions, and Geometry.

VI. Cultural Competency

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

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

Culturally Relevant Teaching Strategies

PRECONDITIONS FOR CULTURALLY RELEVANT TEACHING	CULTURALLY RELEVANT TEACHER CHARACTERISTICS	CULTURALLY RELEVANT TEACHING STRATEGIES
Recognition & validation of a Students' culture	Teacher incorporates students cultural strengths into the learning process	Cultural-based instruction
Belief that all students will succeed	Teacher demonstrates high expectations for all students	Explicit instruction in Linguistic & behavioral codes
Appreciation for the cultures represented in schools	Teacher values and makes use of the language & culture students bring	Culturally congruent interaction
Recognition that teaching begins with the establishment of relationships between teachers & students	Teacher uses explicit vs. veiled authority	Utilize instructional scaffolding
Variety of teaching methods Genuine emotional and personal presence	Teacher demonstrates personal connectedness with all students	Cooperative learning Capitalize on students cultural styles and strengths
See teaching as "pulling" knowledge out vs. "putting" knowledge	Teacher encourages a community of learners	Legitimize students' real life experiences
Broad conception of literacy that includes both literature and oratory	The teacher-student relationship is fluid and humanely equitable	Link students histories & worlds to the subject matter
In-depth knowledge of students and subject content	The teacher acts as a cultural mediator to bridge students' culture with the school and classroom cultures	Provide students with opportunities for pro-social interaction Good classroom organization and management
Belief that knowledge is re-created and re-cycled, not static	Teacher exhibits a genuine caring attitude toward all students	Provide opportunities for affective stimulation & opportunity for movement for males
High esteem for self and high regard for others	Teacher recognizes and gives voice to differing perspectives and worldviews	
Belief that education at its best hones & develops skills and knowledge students already possess	Teacher forms emotional affiliation with all students Teacher establishes a teacher friendly environment	Content relevant to students' culture culture and life experiences Investigative learning methods

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

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

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

FTCSC utilizes the following to monitor progress:

- 3-8 *Indiana Statewide Testing for Educational Progress Plus (ISTEP+)/College and Career Readiness Transition Assessment Results*
- 95% Group
- Burst
- Middle and High School ECA Results
- K-3 Reading Plans embed mCLASS assessments
- IREAD 3 will be monitored and embedding into classroom Roster Reports
- K-2 mCLASS: BOY, MOY, EOY
- K-5 Customized DIBELS D3 Reports provide data of student regression from BOY to MOY to EOY by school, by grade level, by teacher, and by student
- 3-5 DIBELS: Oral Reading Fluency and Reading Comprehension will be monitored at BOY, MOY and EOY
- 3-8 Predictive ACUITY
- Middle and High School Algebra Predictive ACUITY
- High School English 10 Predictive ACUITY
- K-9 Classroom Roster Reports provide all student data for each class / teacher
- 10-12 Data Reports provide all student data to content area teachers
- High School: Nova Net, Assessor, Common Assessments, ECA, AP, ACT, SAT
- High School: Graduation Rate and Diploma Tracking

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

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

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

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

D. Proposed interventions based on school improvement goals.

Goal #1

School Improvement Goal #1

On the math portion of the 2015 administration of ISTEP+, Bunker Hill 3rd, 4th, and 5th grade students will score an average of 11 points higher than the state average.

Strategies and Activities Directed to the Goal:

1 Monitor progress with number sense and problem solving through daily math review activities.	6 Have an understanding of common vocabulary for mathematics utilized in the Everyday math Curriculum
2 Demonstrate computational fluency.	7 Facilitate collaborative discussions with special education and general education teachers to develop strategies for improving subgroup performances.
3 Demonstrate a deeper understanding of basic operations.	8 Investigate math initiatives that is successful with special population subgroups.
4 Use periodic common assessments for mathematics to monitor student learning. (Acuity and mClass Math)	9 Provide parent information and resources to enlist parental support of increased student learning in math.
5 Utilization of differentiated instructional strategies	

School Improvement Goal #2

On the ELA portion of the 2015 administration of ISTEP+, Bunker Hill 3rd, 4th, and 5th grade students will score an average of 13 points higher than the state average.

1 Continued emphasis on the five main components of reading.	6 Build schedules to accommodate extra reading instructional time for students who are at-risk.
2 Systematic use of "The Sound System" with kindergarten and first grade students	7 Provide parent information to enlist parental support for reading improvement.
3 Periodic progress monitoring to gauge progress and to inform instruction	8 Share individual progress with students to encourage improvement.
4 Continued emphasis on the uninterrupted reading time blocks	9 Celebrate individual and corporate achievement of goals
5 Collaboration among grade level staff with the goal of improving student learning.	10 Utilize 6+1 writing traits with writing prompts and daily lessons

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

In Franklin Township, Professional Development is intentional and based upon data.
2014-2015 District-wide PD:

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

Elementary Professional development on Teacher Table and Interventions (95% group)

E. Statutes and rules to be waived.

No statutes or rules will be waived.

F. Timeline for implementation, review, and revision.

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

#1 School Improvement Goal/Objective

On the math portion of the 2015 administration of ISTEP+, Bunker Hill 3rd, 4th, and 5th grade students will score an average of 11 points higher than the state average.

2014-2015

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

#2 School Improvement Goal/Objective

On the ELA portion of the 2015 administration of ISTEP+, Bunker Hill 3rd, 4th, and 5th grade students will score an average of 13 points higher than the state average.

2014-2015

- Further student data will provide an indicator of the effectiveness of strategies.
- The district goal for DIBELS benchmark remains at 100% of students.
- Discussions during Wednesday professional development sessions are even more focused and result in even greater student learning.
- New Reading adoption will focus on application of Reading Strategies.

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

Signature

Date

Cathy Smith
Name (Typed)

Committee responsible for this plan:

Name	Group you are Representing	Signature	Date
Brook Wessel-Burke	Principal		
Alison Pickett	Counselor		
Lisa Lawrence	Parent		
Tammy Just	Parent		
Carol Rider	Teacher		
Debbie Molloy	Teacher		
Tami Kiel	Teacher		
Kim Benson	Teacher		
Cindy Andry	Teacher		
Tammy Muckway	Teacher		
Kim Wuest	Teacher		