



2016-2017

PL221 SCHOOL IMPROVEMENT PLAN

Franklin Township School Corporation

Kitley Elementary School

8735 Indian Creek Road
Indianapolis, IN 46259

Kitley Elementary School

Public Law 221 School Improvement Plan 2016-2017

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SCHOOL #: 5203

ENROLLMENT: 1,149

GRADE LEVELS: Preschool, Kindergarten, 1st, 2nd, 3rd, 4th, and 5th

School: Kitley Elementary
PL 221 Franklin Township Community School Corporation
Year: 2016-2017

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I. INTRODUCTION

A. Narrative Description of the school, the community, and the educational programs.

Kitley Elementary is the educational home for preschool students, kindergarten, and grades 1-5. Franklin Township is part of the city of Indianapolis, but its school system is an independent entity, the Franklin Township Community School Corporation. There are seven elementary schools, two middle schools and one high school in the township. Kitley Elementary currently has an enrollment of 1,149 students. For the 2016-2017 school year 51% of students qualify for free or reduced lunch. The attendance rate for the 2015-2016 school year was 96.3%.

Kitley Community

A rapidly growing residential area in southeastern Marion County encompassing the towns of Acton and Wanamaker, Franklin Township has changed from a rural area into a suburban area, as farmland became housing additions. Housing options in the township include single-family homes with the majority of those homes being starter and midlevel homes, as well as apartments, mobile home parks, rental homes, condominiums, and retirement communities. Industry in Franklin Township is virtually non-existent, but retail and commercial sections exist in the western section of the township and likewise in the Wanamaker area. The largest employer in Franklin Township is St. Francis Hospital, a not-for-profit organization. Residents of Franklin Township are employed in the white collar, blue collar, and professional jobs throughout the Indianapolis area.

Kitley's Educational Programs

Kitley personnel have developed student-motivating, progressive educational programs to enhance the curriculum. All of the educational programs are designed to meet the needs of students from the preschool age to fifth grade. In addition to the core curriculum areas, Kitley offers the following programs to meet students' educational needs.

Special Education: The special education department provides services to meet the needs of students who have been identified with varying types of disabilities. The staff includes teachers who have been certified in mild disabilities, emotional disabilities, and multiple disabilities as well as assistants who offer inclusion support to students with special needs. Each student's least restrictive environment is determined by his or her Individual Education Plan (IEP). All of the Franklin Township Community Schools are members of the special education cooperative SSSMC (South Side Services of Marion County), which offers the services of a speech and hearing specialist and a psychologist.

Related Arts: The school includes science and computer labs. Enriching academic instruction, students receive regular instruction in art, music, and PE. *Our mission is to instill in all students a passion for lifelong learning and to inspire one to contribute as a responsible citizen to the future of our interconnected world.*

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 eight 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. Additionally, teachers meet weekly for professional development opportunities guided by both building and district-wide goals.

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

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

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

ISTEP+ (including GQE Retest)

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

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

Beginning in the Spring of 2016, the Grade 10 ISTEP+ ELA and Math assessments can be used for graduation purposes, along with the ECA assessment.

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

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

**Social Studies is assessed in grades 5 and 7.

ISTAR (Indiana Standards Tool for Alternate Reporting)

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

The ISTAR test design provides teachers and students the flexibility of incorporating assessment into ongoing instruction by utilizing three (3) separate administration windows throughout the instructional year. Part 1 consists of a "placement" test in October which determines the tier in which the student will be placed for Parts 2 and 3 of the assessment. The three (3) tiers are aligned to Indiana's Academic Standards and have different degrees of cognitive complexity, technological enhancements, and student performance

demands. The FTCSC has adopted an alternate curriculum aligned to the alternate achievement standards assessed with ISTAR. ISTAR Part 2 assesses the first half of the alternate achievement standards laid out within the curriculum, and ISTAR Part 3 assesses the second half.

ISTAR-KR

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

DIBELS AD (K-5)

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

Acuity (3-8)

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

WIDA's ACCESS 2.0

The purpose of the ACCESS 2.0 on-line 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 FTCSC also uses the following assessments:

Reading Screeners:

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

NAEP

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

ACT

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

SAT

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

TOMAGS

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

Kingore Observation Inventory

The purpose of the Kingore Observation Inventory is to observe students' behaviors in learning situations. Teachers are trained to look for 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.

Other information about educational programming and the learning environment.

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

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

We use an intervention program called SOS (Support Our Students) to assess students' needs and build a plan for addressing them. This 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, Grad Point 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.

III. 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, DIBELS AD, ACUITY, AP, ACT, SAT, weekly and common quarterly teacher created assessments.

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

D. Parental participation in the school.

- Parents are updated on pertinent school information through the monthly school newsletters, Facebook, Twitter and Connect Ed. (our automated telephone messaging system).
- Teachers utilize parent volunteers to meet individual student needs within each classroom and during field experiences.
- A Parent Sign-In Sheet is used as a record of parent participation within the classrooms throughout the school year. Individual sign in sheets are used to measure parent involvement during specific events.

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

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

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

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

F. Technology as a learning tool.

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

Students also participate in online assessments such as Acuity and ISTEP, in addition to other district resources. Acuity in particular allows online tutorials to be automatically assigned to support identified needs and teachers create tutorial options that challenge those students who have mastered grade level content. The district is currently piloting NWEA in grade four to assess its ability to provide formative assessment data.

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

The technology plan outlines not only improving access to devices, but also the improvement of network and infrastructure to support the future. Both wireless and wired network infrastructure has been upgraded and replacement cycles established to ensure a sustainable approach to technology and supporting hardware and ensure the district is ready to support both today's and tomorrow's learners and their learning environment.

G. Professional development.

Professional development time for teachers takes place weekly. Initiatives are data driven, intentional and continuous and are developed for both building and district-wide goals. 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.

IV. 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.

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

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

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

FTCSC utilizes the following data to monitor progress:

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

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

- VI. Academic Honors Diploma and Core 40, including the following: Franklin Central High School only**
- VII. Proposed interventions based on school improvement goals.**
- VIII. Professional development that is coordinated with proposed interventions and that supports sustainable school improvement efforts.**

In Franklin Township the 2016-2017 District-wide PD is designed to support our Flash Forward initiative. The purpose of this initiative is to ensure teacher mastery of the FTCSC ISTE Standards for teachers through the training, development and implementation of the SAMR model and high quality digital lesson design to increase student engagement and the ability to use technology as a tool for effective creation and sharing of learning.
- IX. Statutes and rules to be waived.**

No statutes or rules will be waived.
- X. Summary of Data**

School: Kitley Elementary								DATE: 1/7/2016							
NEW ISTEP+ BASELINE: 2015-2016 ASSESSMENT RESULTS															
ASSESSMENT:	Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		6	7	8
DIBELS	ACC	FLU	ACC	FLU	ACC	FLU	ACC	FLU	ACC	FLU	ACC	FLU			
BOY BM %					86%	76%	75%	72%	72%	58%	64%	55%			
MOY BM %			78%	79%	81%	76%	85%	68%	82%	65%	72%	56%			
EOY BM %			70%	76%	69%	71%	78%	60%	72%	65%	58%	58%			
ACUITY Readiness B E/LA 2015 % Benchmark							42%		51%		53%				
ACUITY Readiness B Math 2015 % Benchmark							50%		57%		51%				
ACUITY Readiness C E/LA 2016 % Benchmark							Instructional Tool		Instructional Tool		Instructional Tool				
ACUITY Readiness C Math 2016 % Benchmark							Instructional Tool		Instructional Tool		Instructional Tool				
ISTEP+ 2016 E/LA PASS and PASS+							PASS	PASS+	PASS	PASS+	PASS	PASS+			
							58%	15%	48%	20%	40%	17%			
ISTEP+ 2016 E/LA TOTAL PASS %							73%		68%		57%				
ISTEP+ 2016 MATH PASS and PASS+							PASS	PASS+	PASS	PASS+	PASS	PASS+			
							42%	22%	36%	26%	33%	19%			
ISTEP+ 2016 MATH TOTAL PASS %							64%		62%		52%				
ISTEP+ 2016 BOTH ELA and MATH PASS %							63%		58%		43%				
IREAD 3 2016							98%								
REFLECTION: Prepare for NEXT STEPS PLANNING for SUCCESS															
CELEBRATIONS: What Worked?								CHALLENGES: What Didn't Work Yet?							
<ul style="list-style-type: none">Tier II and Tier III interventions have led to improved accuracy dataWe were able to address fluency and comprehension in Tier II in the intermediate grade levels								<ul style="list-style-type: none">Tier III math interventionOur fluency data in the intermediate grade levels continues to be an area for improvement							
2016-2017 ASSESSMENT GOALS															
ASSESSMENT:	Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		6	7	8
DIBELS	ACC	FLU	ACC	FLU	ACC	FLU	ACC	FLU	ACC	FLU	ACC	FLU			
EOY BM %	85%	80%	85%	80%	85%	80%	85%	80%	85%	80%	85%	80%			

ACUITY Readiness C 2016 % Benchmark				ELA	MA	ELA	MA	ELA	MA			
ISTEP+ 2017 E/LA PASS and PASS+				90%		90%		90%				
ISTEP+ 2017 E/LA TOTAL PASS %				90%		90%		90%				
ISTEP+ 2017 MATH PASS and PASS+				90%		90%		90%				
ISTEP+ 2017 MATH TOTAL PASS %				90%		90%		90%				
IREAD 2017				97%								
NEXT STEPS PLANNING for SUCCESS:												
2016-2017 Assessment Dates: <ul style="list-style-type: none">ISTEP+ Applied Skills: February 27-March 10, 2017IREAD 3: March 13 – March 17, 2017ISTEP+ Multiple Choice Online: April 17 – May 5, 2017												
PLAN: DEFINE OUTCOMES		DO: CREATE ACTION PLAN			ACT: Who is RESPONSIBLE FOR THE ACTION PLAN?				CHECK: DEFINE TIMELINE/STATUS			

XI. Kitley School Improvement Goals

Students in grades 3-5 will perform at 90% or above the state average on ISTEP+.

97% of third grade students will pass IREAD-3.

Students will score 80% or higher on fluency and 85% or higher on accuracy on the 2016-2017 EOY DIBELS assessment in grades K through 5.

Kitley's 2016-2017 Action Plan

Goal 1: Students in grades 3-5 will perform at 90% or above the state average on ISTEP+.	<p><u>School Improvement Strategies:</u></p> <ul style="list-style-type: none"> • The DIBELS assessment will be used as both a measure of success and as a diagnostic tool throughout the year to drive instruction. • Weekly assessments will be used to assess vocabulary, comprehension, and written expression. • Modeling of ISTEP+ by implementing writing projects that follow guidelines and vocabulary similar to those used on ISTEP+. • Use ISTEP+ Rubric to grade all writing projects and use the data to drive instruction to meet the needs of all students. • 6+1 Writing training (district and school level) will provide teachers common writing prompts and mini-lessons. • Forty-five minute PLC meetings each week • 95% Group Screeners and Routines will be utilized daily and in interventions. • Related Arts teachers will provide 30 minutes of daily math instruction support. • When students attend the media center, as part of their related arts, an emphasis will be placed on non-fiction text. • Literacy Workstations will be used K-5 while utilizing a teacher table team to run a secondary table. • Reading and Math Labs will take place to target the lowest deficit skill in Reading and Math. • Teachers will provide parents with Everyday Math activities and current resources such as websites that can be used at home to support our math goal.
Goal 2: 97% of third grade students will pass IREAD-3.	<p><u>School Improvement Strategies:</u></p> <ul style="list-style-type: none"> • The DIBELS assessment will be used as both a measure of success and as a diagnostic tool throughout the year to drive instruction. • Weekly assessments will be used to assess vocabulary, comprehension, and written expression. • Forty-five minute PLC meetings each week • 95% Group Screeners and Routines will be utilized daily and in interventions. • When students attend the media center, as part of their related arts, an emphasis will be placed on non-fiction text. • Literacy Workstations will be used while utilizing a teacher table team to run a secondary table. • Reading Lab will take place to target the lowest deficit skill in Reading.
Goal 3: Students will score 80% or higher on fluency and 85% or higher on accuracy on the 2016-2017 EOY DIBELS assessment in grades K through 5.	<ul style="list-style-type: none"> • The DIBELS assessment will be used as both a measure of success and as a diagnostic tool throughout the year to drive instruction. • Weekly assessments will be used to assess vocabulary, comprehension, and written expression. • Forty-five minute PLC meetings each week • 95% Group Screeners and Routines will be utilized daily and in interventions. • When students attend the media center, as part of their related arts, an emphasis will be placed on non-fiction text. • Literacy Workstations will be used while utilizing a teacher table team to run a secondary table. • Reading Lab will take place to target the lowest deficit skill in Reading.

XII. Title I Goals

1. Increase Parent Involvement
2. Reach all students through differentiation

Title I Action Plan	
Goal 1: Increase parent involvement	Strategies: <ul style="list-style-type: none">• Invite parents to a Title I Parent Night.• Embed parent tips into Cougar Connection.• Increase attendance at monthly PTC meetings.• Involve parents in school activities: skating parties, Cougar Convo's, Veteran's Day Program, Fun Run, Field Day and Grandparents Day.• Communication to parents will be improved through social media, infinite campus, websites, and newsletters.
Goal 2: Reach all students through differentiation	Strategies: <ul style="list-style-type: none">• Implement Teacher Table Team to push in during literacy work stations to run a secondary teacher table.• All beginning teachers will participate in a New Teacher Academy that will focus on best practice.• Implement a behavior team for behavior team referrals.• Utilize 95% group screeners to target lowest skill deficits in reading for Reading Lab.• Pull students during science into Math Lab for parallel teaching and interventions.• Target Time will be utilized on Wednesdays for extra intervention.