Kitley Elementary School

2017-2018 School Improvement and PL 221 Title I School Wide Plan

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CORPORATION #:   5310

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SCHOOL #:   5203

ENROLLMENT: 1,251

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

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Introduction

Narrative description of the school, the community, and the educational programs

Kitley Elementary is the educational home for approximately 1,170 students in grades preschool through fifth grade. Kitley is one of seven elementary schools in Franklin Township Community School Corporation. There are also two middle schools and one high school in the township. For the 2016-2017 school year 51% of students qualify for free or reduced lunch. The attendance rate for the 2016-2017 school year was 96.24%.

Franklin Township is 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. Industry in Franklin Township is minimal, but retail and commercial sections exist in the western section as well as in the Wanamaker area. The largest employer in Franklin Township is St. Francis Hospital, a not-for-profit organization.

Kitley personnel have developed educational programs that are motivating and engaging to all students to enhance the curriculum. Kitley provides students with additional support through our ENL, Special Education, and Title I programming. Students at Kitley have the opportunity to attend Art, Library, Music, and Physical Education each week. Several clubs are also offered to students including Academic Bowls, Girls on the Run, and Robotics Club,

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. Our writing initiative, SMEKENS training, and expectations are embedded for K-12 across the curriculum to prepare students for career and college opportunities.

For our students with more significant disabilities the FTCSC uses a curriculum called Unique Learning System (ULS). The ULS curriculum is provided in grade level bands, is standards based and provides individualized extensions which align with the Indiana Academic and Common Core standards. Our teachers who work with these students have developed curriculum maps that are articulated to ensure that our students are challenged with thematic units which align with the standards assessed in our state's alternate assessment. The ULS curriculum, coupled with our district curriculum maps ensures that all of our students have rigorous curricular expectations.

Each week, teachers meet in Professional Learning Communities (PLC's) to review data and 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 companies' websites.

Titles and descriptions of assessment instruments to be used in addition to ISTEP+

In Franklin Township, we utilize 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 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 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 caregiver 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 (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 and 10)

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

Students who are identified by the Home Language Survey, may be screened for language support services. The screener is WIDA Model for kindergarten and W-APT for 2-12. The purpose of the ACCESS 2.0 online 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, ACCESS, administered in January and February, is used to determine the student's current level of English proficiency in four domains: Listening, Speaking, Reading, and Writing and is used for accountability purposes.

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

DIBELS

Grades K-5 DIBELS is used as a reading screener for phonemic awareness, alphabetic principle, fluency and comprehension.   DIBELS 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 specific 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 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. All students in grades 1, 2 and 5 are given the full CogAT as well as those students in grades 3 and 4 who are nominated for the High Ability program.

Statement of Mission, Vision, or Beliefs

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.

Summary of Data

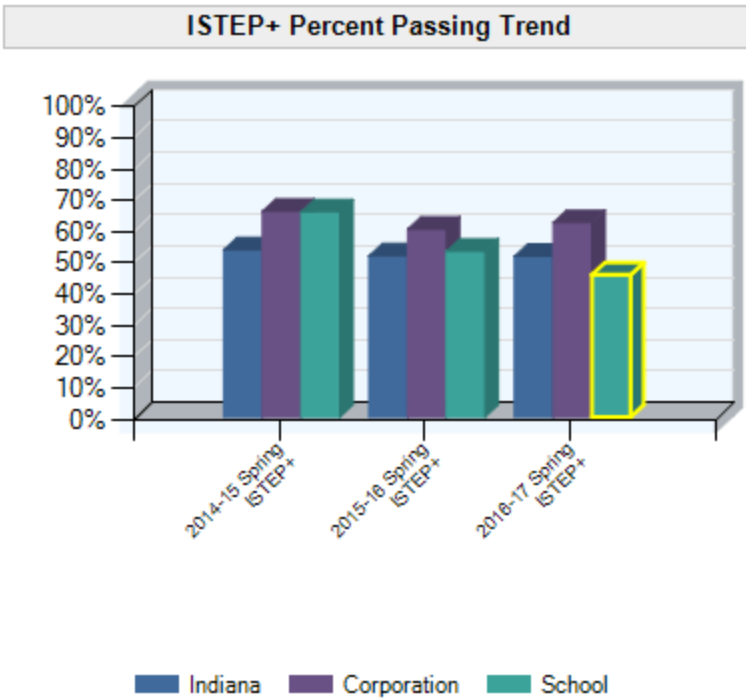**Data, including graphs, from the annual performance report**

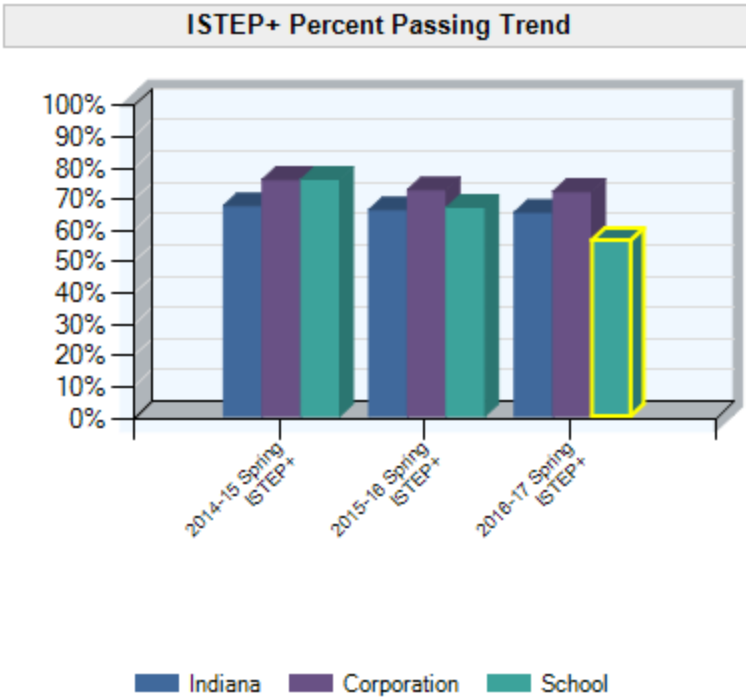# Franklin Township Com Sch Corp

2016 Annual Performance Report

Lillie Idella Kitley Elementary, Indianapolis 5203

Indicator	School Results				State
	'13-'14	'14-'15	'15-'16	'16-'17	Total
A-F Accountability Grade	A	A	D		
Student Enrollment	1,084	1,159	1,288	1,154	1,133,380
Number of Certified Teachers	59	59	62		59,669
Percentage of Students Passing IREAD	92.5	98.2	93.1		89.3
* Grade 3 Percent Passing ISTEP+ Math Standard	83.1	86.0	63.8		60.0
* Grade 3 Percent Passing ISTEP+ Language Arts Standard	83.1	80.7	73.9		68.9
* Grade 4 Percent Passing ISTEP+ Math Standard	86.3	63.1	62.3		62.3
* Grade 4 Percent Passing ISTEP+ Language Arts Standard	92.5	74.5	68.5		68.1
* Grade 4 Percent Passing ISTEP+ Science Standard	76.4	69.2	67.6		64.7
* Grade 5 Percent Passing ISTEP+ Math Standard	85.5	74.1	52.1		65.5
* Grade 5 Percent Passing ISTEP+ Language Arts Standard	85.5	72.0	56.3		63.3
* Grade 5 Percent Passing ISTEP+ Social Science Standard	82.8	0	54.3		63.7
Pupil Enrollment to Certified Employee Ratio	13.5	14.5	15.3		13.7
Attendance Rate	96.9	96.5	96.3		95.8
Number of Students with More Than 10 Unexcused Days Absent	30	41	56		76,150
Number of Students absent greater than 10% of School Year	28	49	63		80423
Number of Students Suspended	51	72	52		88,260
Number of Students Expelled or Suspended involving Drugs, Weapons, or Alcohol	1	1	4		5,871
Number of Out of School Suspensions	17	33	29		104,576
Number of In School Suspensions	84	107	71		87,224
Number of Bullying Incidents	0	0	67		3,645

Both ELA and Math ISTEP+:

ISTEP+ Percent Passing Trend

Legend: Indiana, Corporation, School

Language Arts ISTEP+:

ISTEP+ Percent Passing Trend

Legend: Indiana, Corporation, School

Math ISTEP+:

ISTEP+ Percent Passing Trend

IREAD-3:

IREAD-3 Percent Passing Trend
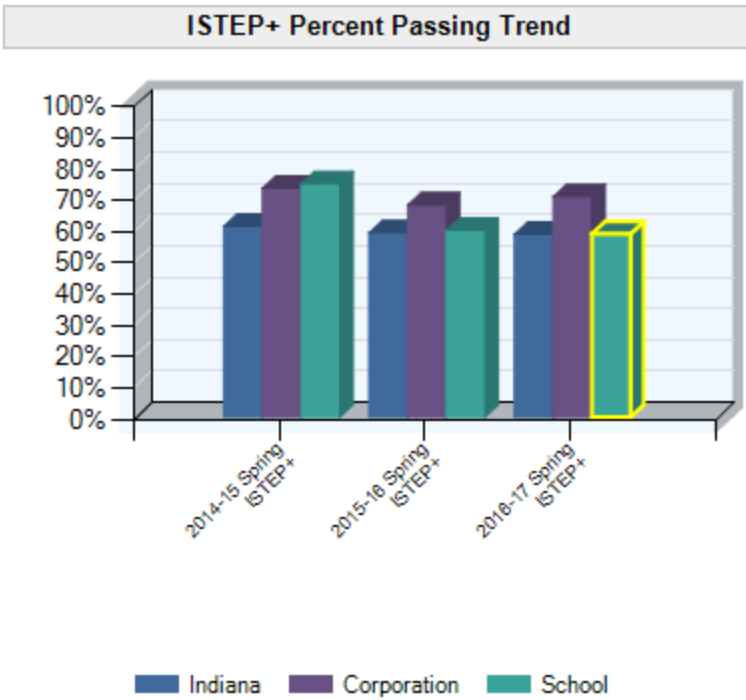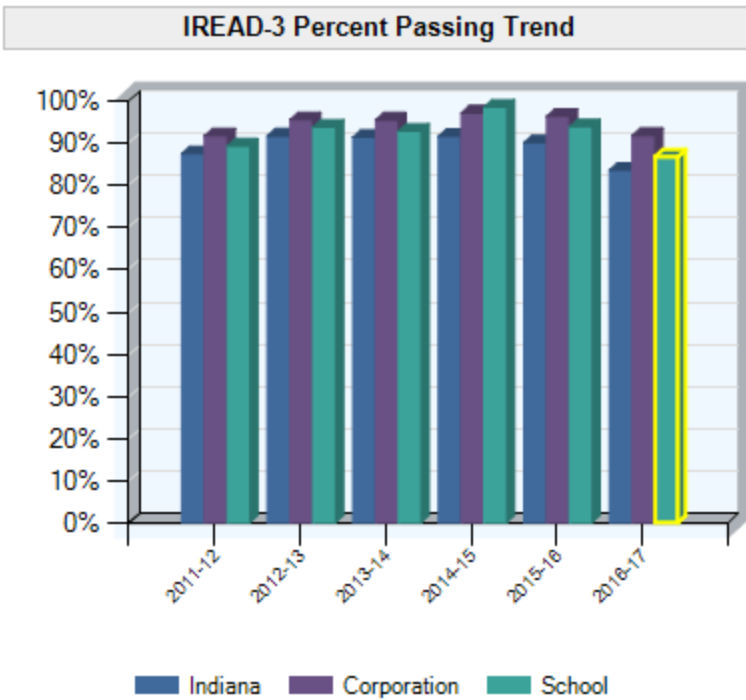
Student Incidents of Aggression 2016 - 2017
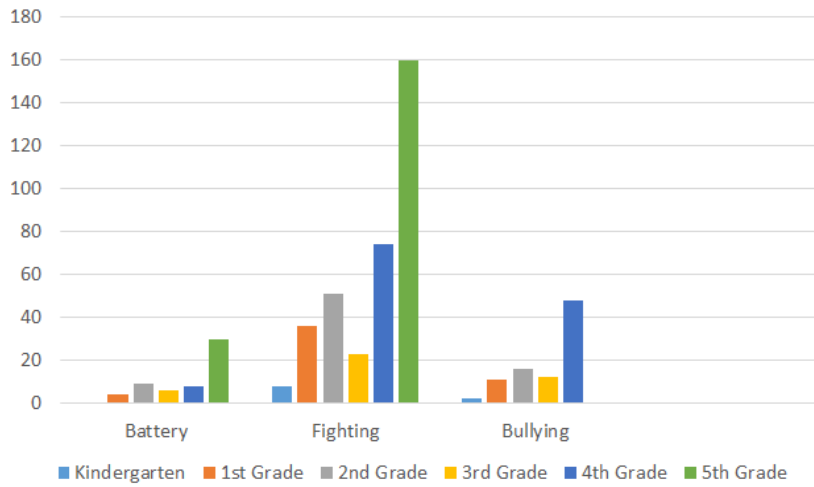
Enrollment Trend
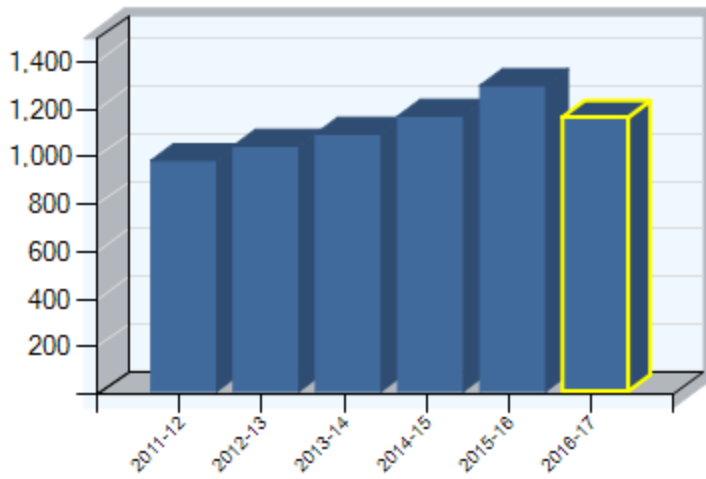
Enrollment 2016-17 by Ethnicity

- American Indian
- Black
- Asian
- Hispanic
- White
- Multiracial
- Native Hawaiian or Other Pacific Islander
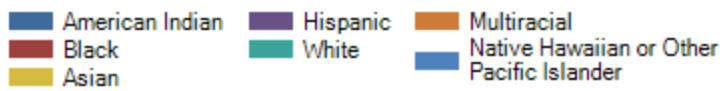
Enrollment 2016-17 by Free/Reduced Price Meals

- Free meals
- Reduced price meals
- Paid meals
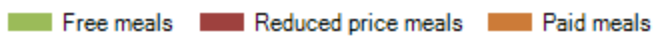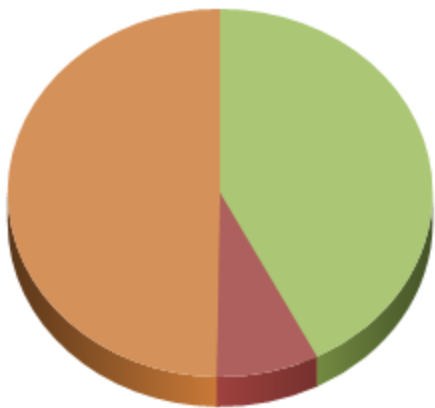
Enrollment 2016-17 by Special Education

- Special Education
- General Education
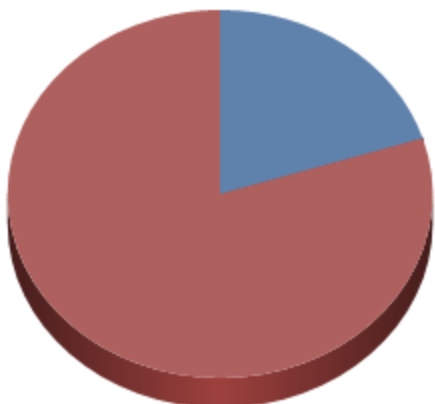
Enrollment 2016-17 by English Language Learners
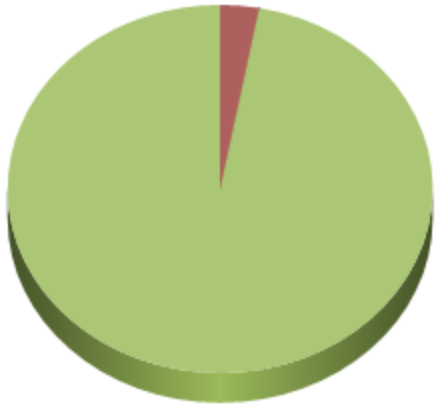
■ English Language Learner   ■ Non-English Language Learner

Data related to performance indicators other than those included in the annual performance report

School: Kitley Elementary School
Year: 2016-2017

DIBELSnet

Status Report

DIBELS Next

	Beginning of Year DIBELS Composite Score	Middle of Year DIBELS Composite Score	End of Year DIBELS Composite Score

Kindergarten

Beginning of Year: 58% (n = 94), 20% (n = 33), 22% (n = 35)
Middle of Year: 79% (n = 128), 13% (n = 21), 8% (n = 13)
End of Year: 87% (n = 144), 9% (n = 15), 4% (n = 7)

First Grade

Beginning of Year: 82% (n = 150), 9% (n = 17), 9% (n = 16)
Middle of Year: 76% (n = 138), 10% (n = 19), 14% (n = 25)
End of Year: 72% (n = 124), 9% (n = 15), 19% (n = 33)

Second Grade

Beginning of Year: 87% (n = 165), 5% (n = 10), 8% (n = 15)
Middle of Year: 79% (n = 150), 7% (n = 13), 15% (n = 28)
End of Year: 72% (n = 139), 10% (n = 20), 18% (n = 35)

Third Grade

Beginning of Year: 75% (n = 141), 11% (n = 20), 14% (n = 26)
Middle of Year: 76% (n = 142), 11% (n = 20), 13% (n = 24)
End of Year: 80% (n = 149), 8% (n = 15), 12% (n = 23)

Fourth Grade

Beginning of Year: 62% (n = 111), 17% (n = 31), 21% (n = 37)
Middle of Year: 67% (n = 122), 15% (n = 27), 19% (n = 34)
End of Year: 55% (n = 104), 24% (n = 45), 21% (n = 39)

Fifth Grade

Beginning of Year: 52% (n = 95), 36% (n = 66), 12% (n = 22)
Middle of Year: 63% (n = 119), 21% (n = 40), 16% (n = 30)
End of Year: 54% (n = 98), 28% (n = 51), 18% (n = 33)

Status	Score Level	Likely Need For Support
🟩	At or Above Benchmark	Likely to Need Core Support
🟨	Below Benchmark	Likely to Need Strategic Support
🟥	Well Below Benchmark	Likely to Need Intensive Support

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Other Information about Education 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 (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 program is modeled after the multi-tiered system of supports (MTSS) model.

Tier II and Tier III students with exceptionalities including Special Education, ENL, and High Ability are supported via inclusionary support, small group, and cluster-grouping models and self-contained classrooms. Arlington and Thompson Crossing Elementary Schools are the sites for the district's self-contained High-Ability 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, Gradpoint, and a limited number of 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.

All teachers in core content areas are licensed and certified as required by state law. Please see the chart below with more details. In order to attract highly qualified licensed teachers to the school Kitley offers student teaching placements and is is represented at several college job fairs each year. The FTCSC elementary administrators often take a team approach to interviewing when there are several openings in the corporation. Candidates will have the first round interviews with the administrative team. The second round interviews are conducted as the individual school with the administrators of the building as well as a small interview team of teachers. During the second interview, candidates are given scenarios to respond to on how they would handle a certain situation. They are also given a specific standard and asked to provide a mock lesson of the they would teach this standard to low, average and high learners.

NAME	HIRE DATE	POSITION	Highly Qualifed Indicator
HAGER, LAUREN R	08/18/16	COUNSELOR KI	Master's Degree
ANDERSON, KELLY L	08/13/02	COUNSELOR KI	Doctorate Degree
SZALKIE, LARA L	08/11/03	PSYCHOLOGIST KI	Master's Degree
SLIDER, NATALIE J	07/28/14	PSYCHOLOGIST KI	Master's Degree
BENGS, MEGAN ELIZABETH	08/14/06	KINDERGARTEN TEACHER KI	Master's Degree
CHASE, MELISSA	07/24/17	KINDERGARTEN TEACHER KI	Bachelor's Degree
GILDEA, KAREN D	08/18/99	KINDERGARTEN TEACHER KI	Bachelor's Degree
GILDEA, KATY M	08/24/11	KINDERGARTEN TEACHER KI	Bachelor's Degree

SAM, INDIA M	07/24/17	KINDERGARTEN TEACHER KI	Bachelor's Degree
RABOURN, GWENDOLYN E.	08/07/08	KINDERGARTEN TEACHER KI	Bachelor's Degree
VANVLEET, KRISTEN C	07/30/12	KINDERGARTEN TEACHER KI	Master's Degree
ANDERSON, AMBER M	08/14/12	1ST GRADE TEACHER KI	Bachelor's Degree
DAMMANN, CHRISTINA M	07/27/15	1ST GRADE TEACHER KI	Bachelor's Degree
HOLMES-SUTHERLIN, SHELLIE A.	08/01/81	1ST GRADE TEACHER KI	Master's Degree
DEVORE, MAGGIE E	07/27/15	1ST GRADE TEACHER KI	Bachelor's Degree
MCCONNELL, KATHERINE N	08/05/13	1ST GRADE TEACHER KI	Bachelor's Degree
WECK, SARAH E	07/30/12	1ST GRADE TEACHER KI	Bachelor's Degree
MILSTER, MOLLY A	02/27/17	1ST GRADE TEACHER KI	Bachelor's Degree
FUYANA, SARAH L	01/03/06	2ND GRADE TEACHER KI	Master's Degree
GHAZI, NADIA L	07/25/16	2ND GRADE TEACHER KI	Bachelor's Degree
HOWLAND III, LEON FREDRICK	08/13/02	2ND GRADE TEACHER KI	Bachelor's Degree
FORTNER, CARY A	08/27/03	2ND GRADE TEACHER KI	Master's Degree
MABE, JENNIFER L	08/19/04	2ND GRADE TEACHER KI	Bachelor's Degree
KELLER, ANDREA L	08/14/01	2ND GRADE TEACHER KI	Master's Degree
MOFFETT, PAUL D	11/28/16	2ND GRADE TEACHER KI	Bachelor's Degree
CURTIS, JESSICA N	08/07/08	3RD GRADE TEACHER KI	Master's Degree
NICOSON, ASHLEY K	07/24/17	3RD GRADE TEACHER KI	Bachelor's Degree
LOUDEN, KATIE	07/25/16	3RD GRADE TEACHER KI	Bachelor's Degree
MILLER, SARA E	07/28/14	3RD GRADE TEACHER KI	Bachelor's Degree
CLAIBORNE, SARA D	07/24/17	3RD GRADE TEACHER KI	Bachelor's Degree
CUMMINGS, ALYSSA K	07/25/16	3RD GRADE TEACHER KI	Bachelor's Degree
STRATTON, KATHY J	08/20/93	3RD GRADE TEACHER KI	Master's Degree
BAYLES, MAYGAN B	07/25/16	4TH GRADE TEACHER KI	Bachelor's Degree
CHENEY, MACKENZIE N	07/24/17	4TH GRADE TEACHER KI	Bachelor's Degree
LAMBERTH, LINDA M	08/19/85	4TH GRADE TEACHER KI	Master's Degree
COOPER, ABBEY L	07/24/17	4TH GRADE TEACHER KI	Bachelor's Degree

BECKERT, MEGAN R	07/24/17	4TH GRADE TEACHER KI	Bachelor's Degree
ODLE, JUDITH A	08/13/02	4TH GRADE TEACHER KI	Bachelor's Degree
PATTERSON, SARAH D	08/07/08	4TH GRADE TEACHER KI	Master's Degree
BEATON, STEPHANIE L	08/13/07	5TH GRADE TEACHER KI	Master's Degree
ALEXANDER, MINDY S	07/27/15	5TH GRADE TEACHER KI	Bachelor's Degree
KINDER, ABIGAIL M	11/26/13	5TH GRADE TEACHER KI	Bachelor's Degree
WARNER, BLAKE A	07/25/16	5TH GRADE TEACHER KI	Bachelor's Degree
BAKER, KELSEY M	07/28/14	5TH GRADE TEACHER KI	Bachelor's Degree
ZIER, CHRISTINA N.	09/26/11	5TH GRADE TEACHER KI	Bachelor's Degree
ANDERSON, BRITNEY M	07/25/16	5TH GRADE TEACHER KI	Bachelor's Degree
HARDER-SWANK, SUSAN R	08/01/82	ART TEACHER KI	Master's Degree
GARMAN, KAYLEY E	07/25/16	ART TEACHER KI	Bachelor's Degree
SCHERGER, AMANDA D.	08/15/05	ENL TEACHER KI	Master's Degree
BONGFELDT, CAROL LYN	08/13/02	INSTRUCTIONAL COACH TEACHER KI	Master's Degree
BROPHY, AMANDA L	07/24/17	INSTRUCTIONAL COACH TEACHER KI	Master's Degree
FELLERMAN, NATHANIEL D	07/28/14	MUSIC TEACHER KI	Bachelor's Degree
EVERINGHAM, SEAN C.	07/25/16	MUSIC TEACHER KI	Bachelor's Degree
ANDERSON, DEVIN S	07/29/13	PHYSICAL EDUCATION TEACHER KI	Bachelor's Degree
CHATHAM, DONNA K	08/14/92	PHYSICAL EDUCATION TEACHER KI	Master's Degree
CRISWELL, JOURDAN L V	07/27/15	SLP TEACHER KI	Master's Degree
GREGG, KATE K	07/27/15	SLP TEACHER KI	Master's Degree
VENTO, KALYN E	07/25/16	SLP TEACHER KI	Master's Degree
WALKER, KEVIN J	07/24/17	SPEC ED ED TEACHER KI	Bachelor's Degree
DINGLEDY, KRISTYN A	07/27/15	SPEC ED ED TEACHER KI	Bachelor's Degree
APONTE, REBECCA L	08/08/11	SPEC ED MOMH CIP TEACHER KI	Bachelor's Degree
LOW, KIMBERLY K	12/07/15	SPEC ED PRESCHOOL TEACHER KI	Master's Degree
HARTLEY, GENEVIEVE	08/15/05	SPEC ED PRESCHOOL TEACHER KI	Bachelor's Degree
HAYNES, CYNTHIA L	01/06/03	SPEC ED PRESCHOOL TEACHER KI	Master's Degree

KEEN, CATHERINE A	08/19/99	SPEC ED PRESCHOOL TEACHER KI	Bachelor's Degree
GILMAN, VERNA C	07/25/16	SPEC ED RESOURCE TEACHER KI	Bachelor's Degree
ELLIOTT, BRIDGET N	07/25/16	SPEC ED RESOURCE TEACHER KI	Bachelor's Degree
DAVIS, MEGAN B	08/07/08	SPEC ED RESOURCE TEACHER KI	Bachelor's Degree
FOWLER, DEBORAH E	08/29/13	SPEC ED RESOURCE TEACHER KI	Master's Degree
ISAACS, ANNA M.	08/15/00	SPEC ED RESOURCE TEACHER KI	Master's Degree
TAYLOR, ASHLEIGH C	10/24/16	MEDIA CENTER SPECIALIST KI	Bachelor's Degree
HOUSTON, KIMBERLY J	01/03/17	INTERVENTION COACH KI	Bachelor's Degree

Conclusions

Information about how the school's curriculum supports the achievement of Indiana's College and Career Readiness 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.

Information about how the school's instructional strategies support the achievement of Indiana's College and Career Readiness Standards

Conclusions about student achievement, based on information from ISTEP+ 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.

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). 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. Teachers utilize parent volunteers to meet individual student needs within each classroom and during field experiences. Parent/Teacher conferences are during the school year for parents and teachers to communicate each child's progress. Other opportunities for parent involvement are listed below.

- Kitley Elementary School staff visited neighborhoods this summer to pass out popsicles, give books to students, and continue to build relationships with families.
- Kitley participates in All Pro Dad's on the first Friday of each month.

- Kitley Elementary hosted an Ice Cream Social on July 24, 2017 for all grade levels to provide parents information for the year ahead.
- Kitley Elementary will be hosting Breakfast with Books in the fall and spring of this school year.
- ISTEP+ results will be given to parents at the parent teacher conferences in October.
- IREAD-3 results are sent home after administration. Conferences are held for any student who DNP.
- DIBELS Benchmark data will be sent home with each student in the fall, winter and spring.
- Parents have access to student grades and attendance through the Infinite Campus Parent Portal.
- Parent Meetings are set up throughout the year at both the parent and teacher request.
- Kitley PTC also plans skating parties, seasonal festivities, fall and spring jams for students and families to attend.

Transition Plans

Franklin Township Community School Corporation has a developmental Preschool Program. To help students transition from the preschool program located at Kitley Elementary, a conference is held at the child's kindergarten homeschool. Incoming kinders are also provided with information about what to expect in kindergarten and activities to help them prepare over the summer.

Our middle school invites our 5th grade students over to visit the middle school and experience their new schedule. Students break up into groups and a middle school student mentor answers questions and helps the 5th grade students feel comfortable and confident about their upcoming transition.   We also provide our middle school with information about IEP, high ability, LEP, 504, etc so that schedules can be developed accordingly.

Coordination and Integration of Federal, State, and Local Funds

As a Title Schoolwide school, Kitley Elementary will use money from local, state and federal sources to educate all students. The district separates these monies for accounting purposes and they are not combined. However, monies are budgeted by our central office in a systematic way that allows us to better meet the needs of all students.

At Kitley Elementary, our funds (Title 1, Title II, and Title III) are coordinated to meet the instructional needs of all students and the professional development needs of all staff.

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 students who have mastered grade-level content. Grad Point is also used to assist high school students in credit recovery.

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.

Safe and Disciplined Learning Environment

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.

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.

Student Achievement Objectives/Goals

Attendance Rate
Our attendance rate goal for the 2017-2018 school year is 96.5%. Our attendance rate for the 2016-2017 school year was 96.24%

Percentage of students meeting academic standards under the ISTEP+ program (based on reducing DNP number by 50% in 2023)

By spring of 2018, the following % of all students will pass the ELA portion of ISTEP+:
- 69% of 3rd grade students (60.7% passed in 2017)
- 66% of 4th grade students (57% passed in 2017)
- 63% of 5th grade students (53.6% passed in 2017)

By spring of 2018, the following % of all students will pass the Math portion of ISTEP+:
- 66% of 3rd grade students (57.1% passed in 2017)
- 69% of 4th grade students (61.6% passed in 2017)
- 71% of 5th grade students (64.3% passed in 2017)

Specific Areas Where Improvement is Needed Immediately

	Specific Areas Where Improvement is Needed	Rationale	Benchmarks for Progress	Interventions	Professional Development
Leadership	Kitley's Leadership Team consists of a principal, assistant principal, two instructional coaches, and two counselors. The Leadership Team needs to better support teachers with instructional strategies and student behaviors as we strive to improve from a "D" to an "A." The roles of counselors have changed so one is primarily working to implement our core social skills curriculum and the other is working on restorative practices and behavioral interventions. The roles of instructional coaches have been altered to include more classroom modeling. The coaches are continuing to provide professional development for all teachers and analyzing school data to improve instruction.	All six of these staff members on the Leadership Team are within one year of being new to these positions. Dr. Brown just finished his first year. Kitley hired a new assistant principal, and two new instructional coaches this past summer. Dr. Brown used a survey for staff to measure his effectiveness around visibility, being approachable, and commitment to doing what's best for students at the end of the 2016-2017 school year. 68.5% of staff agreed or strongly agreed Dr. Brown was visible to staff and students. 75.8% of staff agreed or strongly agreed Dr. Brown was approachable by staff. 85.2% of staff agreed or strongly agreed Dr. Brown was committed to doing what's best for students.	A similar survey will be sent out to all staff towards the end of first semester and again at the end of the school year to measure the staff perception of the Leadership Team in these three areas. The end of year goal for visibility will be 78.5%. Dr. Brown will be informally and formally observing all members of the Leadership Team regularly this year.	NA	The Kitley Leadership Team meets every Monday to discuss our three goals of School Culture and PBIS, Building Readers, and Student Growth. The Leadership Team is completing book studies on *Cultures Built to Last* and *RtI From All Sides*. The administrators and instructional coaches will also be reading *Guided Reading* and *The Next Step Forward in Guided Reading*.
Effective Instruction	Literacy Instruction and Reading Interventions	The following % of all students passed the ELA portion of ISTEP+ in 2017: 3rd grade: 60.7% 4th grade: 57% 5th grade: 53.6% Bottom 25% fpr ELA Growth in 2017 was 70.5 according to IGM data. Overall Growth Domain in 2017 was 74.1.	Our baseline will be Acuity A. Our goal will be to increase the amount of students projected to pass by 5% from A to B and an additional 5% growth in projected to pass from B to C.	Kitley created Primary and Intermediate Support Teams to better meet the needs of students. Support Teams were trained in Reading A to Z Guided Reading, 95% Phonics, 95% Comprehension, Orton-Gillingham, Read Live, and Reading A to Z Comprehension and	Professional development for teachers will be provided by our Instructional Coaches on Interactive Read Alouds, Minilessons, and Guided Reading. Trainings and support by the Title I Teachers will ensure effective interventions.

				Fluency.	
Student Supports	Building a community relationship in the classroom between staff and students. Develop social skills for the school environment. Continuing growth in our PBIS Programming.	Battery Incidents - 57 Fighting Incidents - 352 Bullying Incidents - 178	Decrease overall number of behaviors in each category by 10%.	All students will receive core Social Thinking curriculum and have Morning Meetings based on Responsive Classroom. Students that do not respond to core instruction will have opportunities for small group and 1:1 counseling. Due to an increase in bullying behaviors and physical aggression students that are sent to the office for these behaviors will have an after school detention the same day where they will receive differentiated social skills instruction based on need. The student, parent, and administrator will have a meeting at the conclusion of the detention. There are many postings of PBIS expectations around the building. Hallway posters and videos show students the expectations of the many areas in the building. Students will receive positive incentives for following the PBIS expectations. These incentives could be ROAR Store Coupons for our K-2 students or participation in our Cougar Clubs for 3rd-5th students.	All teachers will have Social Thinking curriculum modeled by a school counselor with the goal of building capacity with teachers. All teachers are receiving ongoing professional development on Morning Meetings from Responsive Classroom. School counselors will attend professional development through the Indiana Youth Institute and National PBIS Leadership Forum on the topics of PBIS and school culture. Teachers and support staff will review expected and unexpected behaviors for students so that language is consistent across all areas of the building.

Cultural Competency Component of School Plan

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

Statutes to be Waived

No statutes or rules will be waived.

Three Year Timeline

When	Who	Topic
August, 2017	Leadership Team	To review new requirements for School Improvement Plan based on "D" letter grade.
September, 2017	School Improvement Committee	To review professional development plan for the 2017-2018 school year.
October, 2017	School Improvement Committee	To review Acuity A data in relationship to other data points.
January, 2018	School Improvement Committee	To review Acuity B data in relationship to other data points.
March, 2018	School Improvement Committee	To review Acuity C data in relationship to other data points.
April, 2018	School Improvement Committee	To review School Improvement Plan and PL221 Title I School Wide Plan components for updates.
May, 2018	School Improvement Committee	To create professional development plan for the 2018-2019 school year.

2018-2019 School Year

When	Who	Topic
August, 2018	Leadership Team	To review new school grade and make revisions to our plan as needed based on new data.
September, 2018	School Improvement Committee	To review professional development plan for the 2018-2019 school year. Adjust according to needs based on new data.
October, 2018	School Improvement Committee	To review Acuity A data in relationship to other data points.
January, 2019	School Improvement Committee	To review Acuity B data in relationship to other data points.
March, 2019	School Improvement Committee	To review Acuity C data in relationship to other data points.
April, 2019	School Improvement Committee	To review School Improvement Plan and PL221 Title I School Wide Plan components for updates.
May, 2019	School Improvement Committee	To create professional development plan for the 2019-2020 school year.

2019-2020 School Year

When	Who	Topic
August, 2019	Leadership Team	To review new school grade and make revisions to our plan as needed based on new data.

September, 2019	School Improvement Committee	To review professional development plan for the 2018-2019 school year. Adjust according to needs based on new data.
October, 2019	School Improvement Committee	To review Acuity A data in relationship to other data points.
January, 2020	School Improvement Committee	To review Acuity B data in relationship to other data points.
March, 2020	School Improvement Committee	To review Acuity C data in relationship to other data points.
April, 2020	School Improvement Committee	To review School Improvement Plan and PL221 Title I School Wide Plan components for updates.
May, 2020	School Improvement Committee	To create professional development plan for the 2020-2021 school year.