



Indiana School Improvement Plan

Tenth Street Elementary School

Greater Jasper Consolidated Schools

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

Jasper is a small city of approximately 15,000 people located in Dubois County in the southwestern portion of the state of Indiana. In the 1800's, immigrants from Baden, Germany settled in Jasper.

Jasper is primarily comprised of middle and lower/middle class economic families. The main sources of income are from the manufacturing industry. The unemployment rate in Dubois County approximately averaged 2.0% during the 2016-2017 school year.

The community of Jasper provides recreational opportunities with neighborhood parks, trails, and sports complexes. Jasper has the only municipally funded arts department in the state of Indiana and is the only community twice honored with the Governor's Arts Award. Numerous festivals and events occur annually including the Strassenfest, a street festival honoring the city's German heritage, which draws thousands of people each August.

Tenth Street Elementary School is one of three elementary schools in the Greater Jasper Consolidated School Corporation. Tenth Street Elementary School opened its doors to the public in 1960 as a kindergarten through 8th grade school. In 1992, Tenth Street Elementary School began to house only grades 3, 4, and 5.

Tenth Street Elementary School's sixteen classrooms operate on a self-contained basis with the exception of 5th grade, which utilizes departmentalized instruction. Our staff adopted a three-tiered reading approach to literacy. During the 2009-2010 school year, Tenth Street Elementary School became a Title I school which enables identification and daily remediation in both reading and math (TAPS). This facility also houses special education programs. The special education classes may include: mildly mentally handicapped (MIMH), moderately mentally handicapped (MOMH), emotionally handicapped (EH), autistic, hearing impaired (HI), visually impaired (VI), orthopedically impaired (OI), communication disordered (CD), other health impaired (OHI), learning disabilities (LD), and life skills. The 17% of our student body receiving special education services and the 10% of our students receiving ELL services are mainstreamed through inclusion into general education classes and activities according to Individualized Educational Plans (IEP) and Individualized Learning Plans (ILP). 41% of our student body receives formal, remedial services through the Title I program.

Of the approximately 3,196 students in the GJCS, 367 attend Tenth Street Elementary School. Of these 367 students, 25% are Hispanic, 0.5% is Asian, 4% are multiracial, 1% is black, and 70% are White/Non-Hispanic. Approximately 55% of the students attending Tenth Street Elementary School receive free or reduced lunches. The teacher/student ratio is 1:23. Tenth Street Elementary School has an attendance rate of 97%.

The continual increase of the community's Hispanic population hinders communication between school, child, and family. The newly hired full-time ELL teacher's mission is to improve student comprehension skills, vocabulary development, and communication between school and home.

The office staff consists of one principal and two secretaries. There are sixteen full-time classroom teachers, three resource teachers, one ELL teacher, and one Title I teacher on staff. We have one part-time music teacher and one part-time art teacher. The following personnel

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are shared with the other schools in our corporation: speech therapist, hearing impaired interpreter, school social worker, occupational and physical therapists, and nurse. The Tenth Street Elementary School staff includes seventeen highly qualified instructional assistants shared by all three grade levels, special education, Title I/remediation, library, computer lab, and ENL. The non-certified staff also includes three full-time maintenance persons and four cafeteria workers.

School's Purpose

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

Vision Statement

"Learning for Life"

Mission Statement

The mission of Tenth Street Elementary School is to improve literacy skills for all students across the curriculum.

Beliefs

Students and Learning:

All students can learn and are entitled to quality instruction.

Students must be actively engaged in order for learning to occur.

Students must be offered specialized services to meet their varied levels of academic abilities.

Students will demonstrate success when challenged in a variety of thinking skills.

Students are responsible and accountable for their own academic performance and behavior.

Teachers/School/District/Community:

Safety and comfort are vital in student success in the classroom.

Each person plays a significant role in the commitment to excellence.

Quality educational programs must meet the needs and aspirations of all students.

Intellectually challenging experiences fosters learning for life.

Education is the shared responsibility of the school, home, and community.

Stakeholders share in fostering the development of a student's physical, social, emotional, ethical, and moral competence.

Commitment to excellence is necessary in preparing our students academically and socially for their individual life pursuits.

A dedication to innovation and continuous improvement leads to students' optimal growth.

Notable Achievements and Areas of Improvement

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

Tenth Street Elementary School teachers attended Writers' Workshop/6 Traits training sessions through Smekens Education Solution, Inc. Those strategies and best practices were implemented in each classroom.

After experiencing Smekens Education training in best practices for reading instruction and on-site visits to schools with similar demographics, we implemented a reading program utilizing shared reading and guided reading instruction. This ninety-minute block allots a portion for shared, or full class instruction and additional time for guided, small group literacy stations with support. Additional training with Smekens Education was attended by representatives from Tenth Street Elementary School in the fall of 2016. The focus of this training is utilizing vocabulary instruction to improve literacy. The faculty is currently in the process of aligning these vocabulary strategies across the curriculum.

Within the last three years, there was a shift toward inclusion for Special Education and ELL students. A full-time ELL teacher has been added to the staff to provide academic support in reading. The ELL teacher, Special Education teacher, and other staff flood general education classrooms to provide support during small group time.

In order to provide intense instruction for students reading below grade level, Tenth Street staff progress monitors four key components to determine "Reading At Grade Level" (R@GL). The staff determined STAR Reading assessment, Dibels DAZE, fluency assessments, and teacher observation as the key components of determining which students are reading at grade level. Progress monitoring results are tracked, discussed, and submitted to the principal at various times throughout the school year. This progress monitoring enables students reading below grade level to receive intensive, remedial, differentiated instruction throughout the school day.

Additional Information

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

Recently, the student body and staff embraced "Rachel's Challenge." This program provides a sustainable, evidence based framework for positive climate and culture. "Rachel's Challenge" exists to inspire every person to create a permanent positive change within themselves and their school. From survey results, the staff determined there was a need to develop leaders one child at a time.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

The building principal addressed the staff about the Improvement Plan process. All staff members participate in some capacity. Parent representatives were approached and asked to provide input during the process. A data team was formed to glean data from various assessments. A steering committee was formed to oversee the work. Work sessions were held at various times throughout the year to continually update the document.

Weekly staff meetings were designated for the self assessment section of the improvement plan. Staff members discussed and agreed upon performance levels for each standard. Narratives were composed summarizing these results.

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

Two representatives from the AdvancEd Steering/Data team attended the annual AdvancEd conference to gain insight into the Indiana School Improvement Plan process.

Parents were selected to attend work sessions to provide insight during the process.

All staff members provide input and attend meetings addressing the school improvement plan.

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

The final improvement plan was communicated to all stakeholders via our school website. It was also emailed to all staff personnel. The staff is updated through weekly meetings, verbal communication, and discussion.

Self Assessment

Introduction

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

Standard 1: Purpose and Direction

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

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	<ul style="list-style-type: none"> •Survey results •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Minutes from meetings related to development of the school's purpose •Purpose statements - past and present 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.	<ul style="list-style-type: none"> •Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •Survey results •The school's statement of purpose •Meeting notes/agendas: Team meeting notes, F.I.S.H. meeting notes, Team Planning notes Kim Strobel/Smekens training agendas 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.	<ul style="list-style-type: none">•Survey results•The school data profile•Agenda, minutes from continuous improvement planning meetings•The school continuous improvement plan•The staff sets annual goals with specific outcomes measured at the end of the year. A data analysis team collects and disaggregates information to make better informed decisions. Teams plan together weekly to focus instruction based on common objectives.	Level 3

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

"Learning for Life"

The mission of Tenth Street Elementary School is to improve literacy skills for all students across the curriculum.

Tenth Street Elementary School's mission has been discussed, written, updated, and adopted by faculty, staff, and community members at various times throughout the school improvement process. The mission statement was constructed with the ideology that students must be actively engaged in the learning process. The stakeholders determined literacy across the curriculum is the key to student success.

Engaging stakeholders in this process is an ongoing endeavor utilized to reexamine the direction of our school to improve student learning.

The school maintains and communicates a purpose and direction to establish an instructional focus. Evidence indicates a commitment to instructional practices that support challenging, educational programs and learning experiences for all students. School personnel are engaged in a continuous improvement process to support achievement and instruction.

The purpose and direction of our school is to improve literacy and create life-long learners. This purpose drives all curricular decisions. School personnel consistently track and analyze data to provide focused instruction to enhance student achievement. Due to our mission, the staff has defined literacy or "Reading at Grade Level". This definition includes a determination of standards and skills to be progress monitored through varied assessments.

Student learning goals are identified through this continuous improvement process. This process includes our action plan that encompasses measureable objectives, strategies, activities, resources, and timelines for achieving improvement goals.

While our "Learning for Life" motto is well distributed through various communication tools to all stakeholders, our mission statement is not as well publicized. To better communicate our mission, Tenth Street Elementary School plans to incorporate this statement more frequently through various communication tools such as school memos, monthly newsletters, and parent meetings.

School leadership has determined that staff and parental involvement in this process is not at the desired level of participation. Tenth Street Elementary school is developing a more formalized process in which all stakeholders have a more active role in discussing and

determining our purpose and direction.

Standard 2: Governance and Leadership

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

Overall Rating: 2.33

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices generally support the school's purpose and direction and the effective operation of the school. Most policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of staff. Policies and practices provide requirements and oversight of fiscal management.	<ul style="list-style-type: none"> •Student handbooks •Staff handbooks •Family packet for registration 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body ensures that its decisions and actions are in accordance with defined roles and responsibilities, are ethical, and free of conflict of interest. Governing body members participate in professional development regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations.	<ul style="list-style-type: none"> •Assurances, certifications •Communications about program regulations •Title I Plan; ELL allocations/plans; Title II plan; Legal support; List of assign staff for compliance; 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> •School improvement plan developed by the school •Communications regarding board actions •Agendas and minutes of meetings 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff make some decisions and take some actions toward continuous improvement. They expect all students to be held to standards. Leaders and staff express a desire for collective accountability for student learning. School leaders sometimes support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by a minimal degree of collaboration and limited sense of community.	<ul style="list-style-type: none"> •Survey results •Examples of decisions in support of the school's continuous improvement plan •F.I.Sh. Notes; Team Meeting notes 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders sometimes communicate effectively with stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback from stakeholders, work collaboratively on school improvement efforts, and provide some leadership roles for stakeholders. School leaders' efforts result in some stakeholder participation and engagement in the school.	<ul style="list-style-type: none">•Minutes from meetings with stakeholders•Survey responses•Involvement of stakeholders in a school improvement plan	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	<ul style="list-style-type: none">•Governing body policy on supervision and evaluation•Supervision and evaluation documents with criteria for improving professional practice and student success noted	Level 3

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

Greater Jasper Consolidated School Corporation (GJCS) maintains policies and practices that generally support the school's purpose and effective daily operations of the school. Our school board and administrative team ensure that our district complies with all policies, procedures, laws, and regulations at local, state, and federal levels.

The governing body protects, supports, and respects autonomy of Tenth Street Elementary School's leadership to accomplish goals for improving student learning and managing routine operations. Tenth Street Elementary School utilizes the vision of our governing body to determine direction, purpose, and measurable goals specific to the improvement process.

Leaders and staff make integral decisions to support high expectations for all students in all curricular areas. A culture based on collaboration creates a sense of community to promote collective accountability and a high standard of learning.

GJCS utilizes a modified RISE evaluation process to improve professional practice and student success. Evaluation results are communicated and applied in order to adjust educational practices with the intent to improve student learning.

The governing body effectively communicates and provides a variety of educational resources, monthly newsletters, professional development opportunities, and collaborative planning sessions. While school leaders' efforts result in some stakeholder participation and engagement in the school, stakeholder input is not always solicited and communicated in a consistent manner. In an effort to improve communication among all stakeholders, leaders recommend that a plan is developed to streamline and utilize stakeholder input.

Standard 3: Teaching and Assessing for Learning

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

Overall Rating: 1.92

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide most students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is little evidence to indicate curriculum and learning experiences prepare students for success at the next level. Most like courses/classes have equivalent learning expectations. Little individualization for each student is evident.	<ul style="list-style-type: none"> •Survey results •Lesson plans •Posted learning objectives •Team planning notes. Critical skills tracking board. 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	School personnel monitor and adjust curriculum, instruction, and assessment to ensure for vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. A process is implemented sometimes to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised. There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the school's purpose in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> •Common assessments •Surveys results •Curriculum writing process •Products – scope and sequence, curriculum maps •Lesson plans aligned to the curriculum 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers sometimes use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of groups of students when necessary. Teachers sometimes use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> •Teacher evaluation criteria •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool •Student work demonstrating the application of knowledge •Findings from supervisor walk-thrus and observations •Surveys results •Interdisciplinary projects 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none"> •Curriculum maps •Supervision and evaluation procedures •Surveys results •Administrative classroom observation protocols and logs 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	Some members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels and content areas. Staff members promote discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occur among school personnel. School personnel express belief in the value of collaborative learning communities.	<ul style="list-style-type: none"> •Common language, protocols and reporting tools •Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Survey results 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	Most teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are sometimes provided to guide and inform students. The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction. The process provides students with feedback about their learning.	<ul style="list-style-type: none"> •Examples of learning expectations and standards of performance •Survey results •Examples of assessments that prompted modification in instruction •Samples of exemplars used to guide and inform student learning 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for school personnel.	<ul style="list-style-type: none"> •Survey results •Grade level planning meeting notes, Team Leaders meeting agendas, Summer Calendars, Weekly F.I.Sh. meeting notes, Grade level expectation notes, and Staff Handbook 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in their children's education are available. School personnel provide information about children's learning.	<ul style="list-style-type: none"> •Survey results •Volunteer program with variety of options for participation •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> •List of students matched to adult advocate •Survey results •S.A.S. committee; Regular education teachers 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Most teachers use common grading and reporting policies, processes, and procedures based on criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented across grade levels and courses. Most stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures may or may not be evaluated.	<ul style="list-style-type: none"> •Survey results •Sample report cards for each grade level and for all courses •Policies, processes, and procedures on grading and reporting 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	Few or no staff members participate in professional learning. Professional development, when available, may or may not address the needs of the school or build capacity among staff members. If a program exists, it is rarely and/or randomly evaluated.	<ul style="list-style-type: none"> •Survey results •Brief explanation of alignment between professional learning and identified needs 	Level 1

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Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel are familiar with research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to students within these special populations.	<ul style="list-style-type: none">•Survey results•List of learning support services and student population served by such services•Data used to identify unique learning needs of students	Level 2

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

In evaluating how curriculum, instruction, and assessment practices guide and ensure student learning, Tenth Street Elementary staff noted several successful areas. Most students are provided with challenging learning experiences to develop life long learners. Learning activities are differentiated to support individualized student achievement. School personnel utilize data to identify and provide support services for special populations of students. Support services include Title I, ELL, high ability, and special education services.

As a staff, we have researched and defined "Reading at Grade Level" and "Essential Skills" necessary for literacy development. School personnel monitor and adjust curriculum, instruction, and assessment in response to data collected in regards to these "Essential Skills". Groups of students are provided with differentiated instruction based upon results of multiple assessments. Results are monitored and reviewed by relevant staff and administrators as documented on the "Focus and Alignment Wall". This process drives curricular decisions and instructional practices to support student learning.

School staff participates in collaborative learning communities on a regular basis. Opportunities for collaboration include: weekly grade level team meetings, weekly grade level joint planning sessions, weekly informal staff meetings, corporation-wide curriculum mapping and standards alignment. The staff believes these collaboration opportunities are beneficial. School personnel are designated as mentors and team/area leaders to implement consistent learning practices within the school.

According to survey results, parents expressed satisfaction with the fact that the teachers provide regular updates on their child's progress and that their child has at least one advocate in the school. Progress is reported through STAR folders, writing rubrics, report cards, standards checklists, parent/teacher conference meetings, and literacy nights (ENL and Title I). As advocates, teachers are involved in a formal "Student Assistance Services" program and an informal collaboration to provide appropriate resources and support for students.

Staff identified several areas in need of improvement related to teaching and assessing for learning. Staff members agree that vertical articulation between grade levels need to take place. The committee is requesting professional opportunities be provided for articulation between grade levels to determine student preparedness for the next grade level.

Best practices indicate students' performance increases with the knowledge of the lesson's purpose. Staff agrees that not all teachers use an instructional process that informs students of learning expectations. The committee recommends utilizing F.I.Sh meetings for the purpose of researching, communicating ideas, and making the sharing of learning objectives with our students a common practice.

School leaders have determined grading and reporting policies do not clearly prove the attainment of content knowledge and skills. The corporation is moving toward a standards based reporting tool. A representative group of teachers, parents, and administrators are reading *Transforming Classroom Grading* by Robert J. Marzano, in order to implement a clearly defined evaluation process.

Tenth Street Elementary School staff indicates the need for more professional learning opportunities that are aligned with the school's purpose and direction. Data indicates that the identified high ability students are not showing as much growth as other disaggregated groups. More resources and focus should be allocated toward this group of students.

Standard 4: Resources and Support Systems

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

Overall Rating: 1.86

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures describe how school leaders are to access, hire, place, and retain qualified professional and support staff. School leaders determine the number of personnel necessary to fill the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund most positions critical to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> •School budgets for the last three years •Survey results •Documentation of highly qualified staff •Criminal history checks 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are sometimes focused on supporting the purpose and direction of the school. Instructional time is usually protected. School leaders attempt to secure material and fiscal resources to meet the needs of all students. School leaders express a desire to allocate instructional time, material resources, and fiscal resources so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations sometimes include achieving the school's purpose and direction.	<ul style="list-style-type: none"> •Survey results •School schedule •School calendar 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have some expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with most stakeholders. Selected school personnel are accountable for maintaining these expectations. Some measures are in place that allow for tracking of these conditions. Personnel work to improve these conditions. Results of improvement efforts are monitored.	<ul style="list-style-type: none"> •Survey results •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests •Maintenance schedules •Safety committee responsibilities, meeting schedules, and minutes 	Level 2

Indiana School Improvement Plan

Tenth Street Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve most of the educational programs of the school. Personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"> •Survey results •Professional Library, F.I.Sh. Meeting notes, technology summit, library, computer lab, mini-iPads 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of few stakeholders. A technology plan, if one exists, addresses some technology services and infrastructure needs.	<ul style="list-style-type: none"> •Survey results •Lack of communication and input about technology plans, Infrastructure and antiquated computers lead to unreliable technology. 	Level 1

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel endeavor to determine the physical, social, and emotional needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.	<ul style="list-style-type: none"> •Student assessment system for identifying student needs •Agreements with school community agencies for student-family support •Survey results •Schedule of family services, e.g., parent classes, survival skills •Social classes and services, e.g., bullying, character education 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel endeavor to determine the counseling, assessment, referral, educational, and career planning needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.	<ul style="list-style-type: none"> •Survey results •Budget for counseling, assessment, referral, educational and career planning •Description of IEP process •Description of referral process •SAS Meeting Notes, Counselor's end of the year report, 	Level 2

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing.

Cite sources of evidence External Review team members may be interested in reviewing.

The staff of Tenth Street Elementary School examined the resources and services available to stakeholders. Based on survey results, it was determined that our school provides highly qualified staff members, sufficient academic resources, excellent support services, and a safe environment to support student learning. Greater Jasper Consolidated Schools systematically determine policies and procedures necessary to fill the roles and responsibilities needed to provide quality educational programs.

Instructional time is protected to achieve the purpose and direction of the school. A ninety-minute uninterrupted reading block along with a thirty-minute small group differentiated instructional period with support staff, occur daily. Additionally, a thirty-minute tier II remedial/enrichment opportunity is provided for all students with an optional thirty minutes of intensive intervention and more frequent progress monitoring (Tier III) for students with extreme reading difficulties. These programs promote the school's mission to improve literacy skills for all students.

The school provides support programs to meet the emotional, physical, and social needs of the students. Tenth Street Elementary School provides an after school remedial program, various social groups, individual and/or small group counseling, and a variety of presentations through the Crisis Connection and other community resources. Staff recognizes the need to continually evaluate said programs.

Through the student survey, it came to the attention of staff that some students feel the school environment could be positively changed through an increase of respect from students toward teachers. The staff is researching a program to build student morale, school-wide respect, self-worth, and leadership skills. Tenth Street staff recognizes that a successful learning environment is more than test scores. Students need to be provided with opportunities to develop their full potential.

Within the self-assessment process and staff survey results, the conclusion was drawn that the technology infrastructure is an area in need of improvement. Staff desires additional training and electronic resources to better meet the needs of the diverse student population within the school and to keep up with the ever changing technological advances.

Standard 5: Using Results for Continuous Improvement

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

Overall Rating: 2.2

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Documentation or description of evaluation tools/protocols •Survey results •Evidence that assessments are reliable and bias free 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Some processes and procedures for collecting, analyzing, and applying learning from data sources are used by professional and support staff. Data sources include limited comparison and trend data about student learning, instruction, the effectiveness of programs, and organizational conditions. School personnel use data to design, implement, and evaluate continuous improvement plans.	<ul style="list-style-type: none"> •Survey results •Written protocols and procedures for data collection and analysis •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> •Survey results •Training materials specific to the evaluation, interpretation, and use of data 	Level 2

Indiana School Improvement Plan

Tenth Street Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	A process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level. Results indicate mixed levels of improvement, and school personnel sometimes use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none"> •Student surveys •Agendas, minutes of meetings related to analysis of data •Examples of use of results to evaluate continuous improvement action plans •Evidence of student growth 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders communicate results to all stakeholder groups.	<ul style="list-style-type: none"> •Minutes of board meetings regarding achievement of student learning goals •Survey results •Executive summaries of student learning reports to stakeholder groups •Student Assistance Services 	Level 2

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

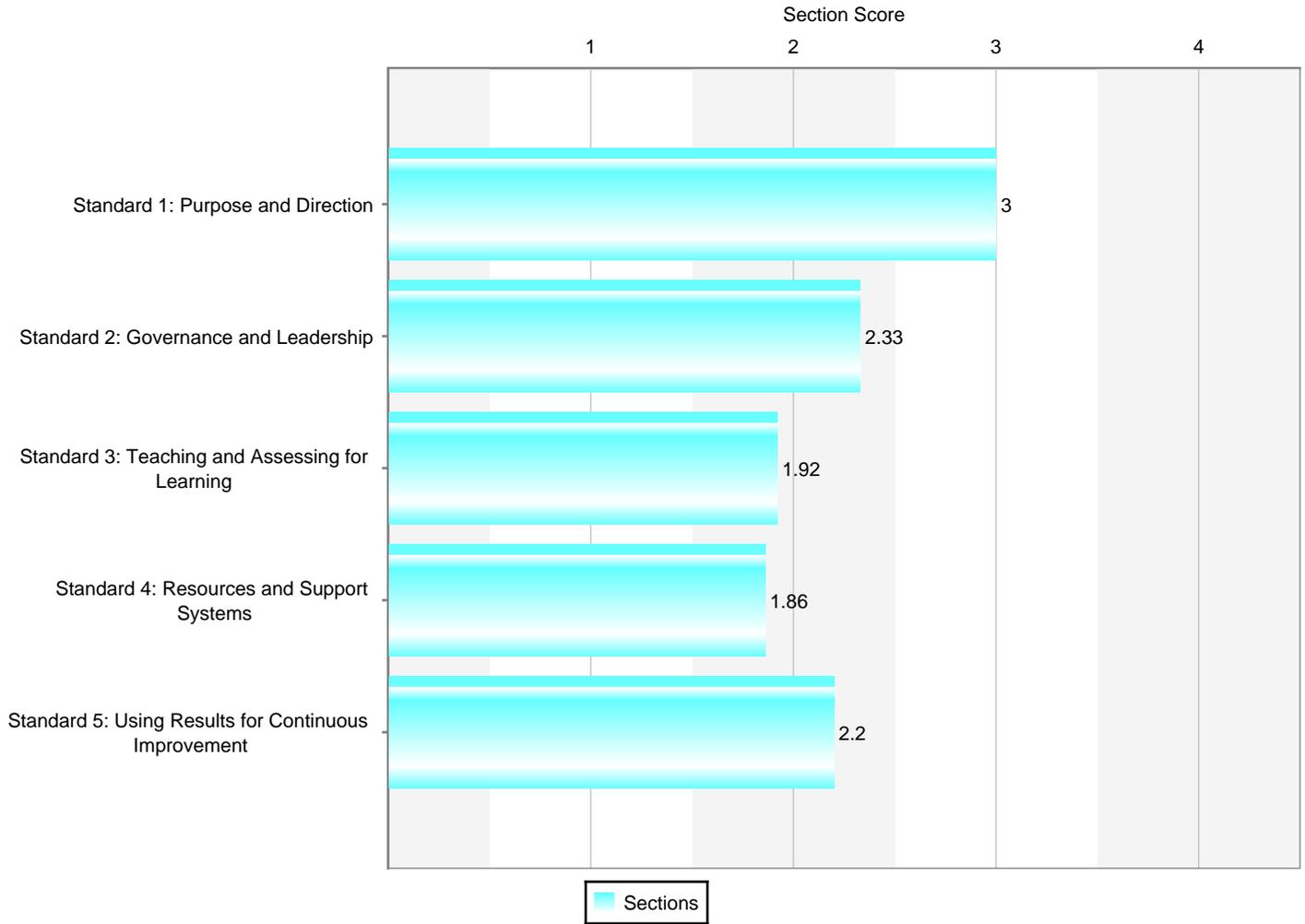
Tenth Street Elementary School implements a consistent assessment system. These assessment systems include a combination of locally developed and standardized tools which are proven reliable and bias free.

Survey results indicate key strengths are collecting, analyzing, and utilizing data to drive instructional decisions. Results are gleaned from ISTEP+, STAR Reading Assessments, DIBELS Daze, LAS Links, and essential skills assessments. These assessments determine specific academic areas of growth and areas needing improvement. The school uses multiple delivery methods to communicate data to stakeholders, such as newsletters, school web site, STAR folders, and standards checklists. It is our school's belief that communicating our school improvement goal, data, and progress to stakeholders is vital to student achievement. Another strength, noted through parent and student survey results, was student readiness and success for the next grade level. Students project a feeling of preparedness for upcoming academic challenges.

While the staff conscientiously interprets and utilizes "Reading at Grade Level" and "Essential Skills" data to drive instruction, we lack consistency in the utilization of lag data to make critical changes in our school's academic focus. Also, staff survey results indicate training is needed for the evaluation, interpretation, and use of data by professional and support staff. The committee is requesting professional opportunities to make efficient data usage a common practice within our school.

Report Summary

Scores By Section



Student Performance Diagnostic

Introduction

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

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		Student Performance Data Document Fall 2017

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

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

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

Areas of Notable Achievement

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

Overall, the fourth grade students performed at a higher level than expected. Specifically, the female population achieved results of 79% passing.

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

This group in both third and fourth grades exhibited a higher trend in performance. These students are the first to experience the various language arts initiatives implemented in 2016.

Which area(s) indicate the overall highest performance?

Overall, the fourth grade students achieved the highest level of performance on the spring 2017 ISTEP+.

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

Due to the 2016 ISTEP scores serving as our baseline, there is no trend data available.

School-wide the English Language Learners demonstrated substantial growth from 2016 to 2017. The ISTEP+ results increased from 60.5% passing to 70.6% passing.

Between which subgroups is the achievement gap closing?

The ELL and SES subgroups are closing the achievement gap. Both areas have shown gains in ISTEP+ results from the 2016 to 2017 school year.

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

The third grade ELL population success is also reflected in another data score such as the WIDA ACCESS test results. All of the ELL students showed significant growth on the WIDA ACCESS test with 46% (six out of thirteen) testing out of the ELL program.

Areas in Need of Improvement

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

Overall, the male population scores are below the expected level of performance on the 2017 ISTEP test. Additionally, the SPED students scored significantly lower than the expected levels.

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

The areas that show a negative trend in performance are the male and SPED subgroups.

Which area(s) indicate the overall lowest performance?

SPED indicate the overall lowest performance when compared to the other subgroups for Tenth Street Elementary.

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

Due to the 2016 ISTEP scores serving as our baseline, there is no trend data available.

Between which subgroups is the achievement gap becoming greater?

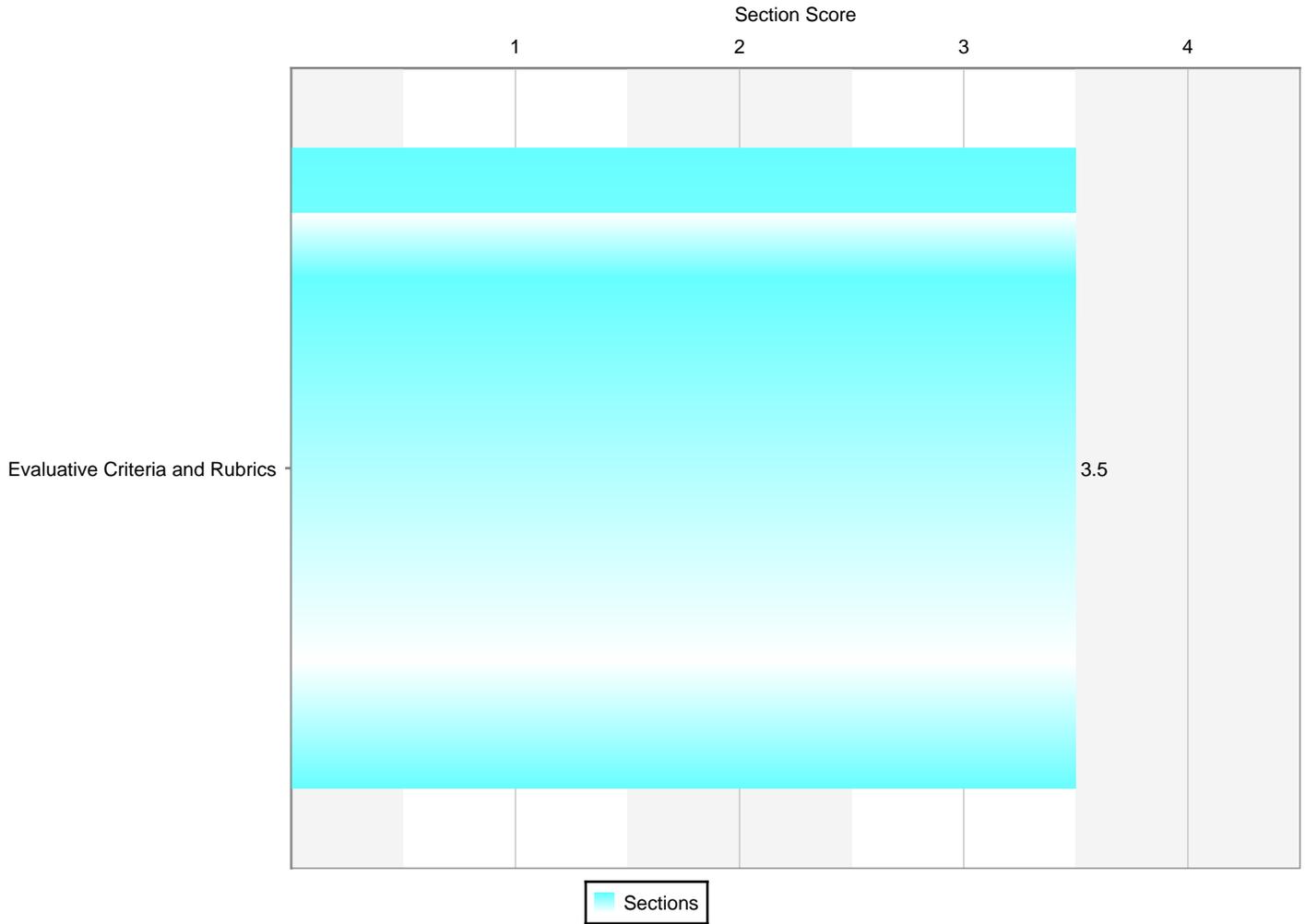
Due to the 2016 ISTEP test scores serving as our baseline, there is no trend data available.

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

There is no other data source to support the low performance scores of the male and SPED students on the 2017 ISTEP test.

Report Summary

Scores By Section



Goals & Plans Fall 2016

Overview

Plan Name

Goals & Plans Fall 2016

Plan Description

Updated Goals for 2016 school year

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Tenth Street Elementary School will show improvement in reading comprehension with a focus on vocabulary development.	Objectives: 3 Strategies: 8 Activities: 20	Academic	\$147527

Goal 1: All students at Tenth Street Elementary School will show improvement in reading comprehension with a focus on vocabulary development.

Measurable Objective 1:

75% of Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in reading in English Language Arts by 06/30/2018 as measured by English/Language Arts scores on the ISTEP+ test.

Strategy 1:

Essential Skills - Tenth Street Staff will utilize a "Power Standards" Communal Tracking Board to ensure that "essential skills" are being mastered by students. This board will also serve as a tool to plan Tier II interventions, as well as indicators for needed professional development. Also, this wall will include R@GL data.

Research Cited: Robert J. Marzano Research Lab presented by Mitzi Hoback

Activity - Planning Sessions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Weekly planning meetings are held by each grade level to discuss student progress through essential skills assessments. Students are grouped accordingly and differentiated activities are planned.	Academic Support Program	08/18/2014	06/30/2018	\$0	No Funding Required	General Education teachers
Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in frequent, formal, formative assessments to progress monitor each student's individual academic growth. This shall be accomplished through mini-assessments, fluency reads, and/or Journey's assessments.	Academic Support Program	08/18/2014	06/30/2018	\$0	No Funding Required	All classroom teachers, support staff, ELL teacher, and Special Education teachers
Activity - Mini-Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mini-assessments based on Indiana CCRS are continually created to measure the progress of each child.	Academic Support Program	08/18/2014	06/30/2018	\$0	No Funding Required	Teachers
Activity - Tier II	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will receive differentiated strategic instruction during the daily Tier II 30-minute session with highly qualified staff. Our Tier II program has flexible/non-static grouping determined using Dibels Daze, fresh read fluencies, STAR Reader, and unit tests. Differentiated learning will be planned during weekly joint planning sessions.	Academic Support Program	08/18/2014	06/30/2018	\$0	No Funding Required	All reading teachers

Indiana School Improvement Plan

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Strategy 2:

Three -Tier Reading Program - Students will be engaged in a three tier reading program to meet the individual needs of each child.

Research Cited: Marzano Research Laboratory and Smekens Education Solutions

Activity - 90 minute reading block	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All third, fourth, and fifth grade students will participate in a daily 90 minute Tier I instructional session. This will enable students to develop and apply fundamental skills and knowledge.	Academic Support Program	08/18/2014	06/30/2018	\$0	No Funding Required	All reading teachers

Activity - Specialized needs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Tenth Street Staff will support specialized learning needs in students with increased assistance through certified and non-certified employees within the general education arena.	Academic Support Program	08/18/2014	06/30/2018	\$0	No Funding Required	All reading teachers and support staff

Strategy 3:

Language Arts/Reading Strategies - Students will experience a blend of shared reading and guided reading strategies within the 90 minute instructional period to meet students' language arts needs.

Research Cited: Smekens Education Solutions , Inc.

Activity - Shared/Guided Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During the 90 minute Tier I reading period, students will engage in grade level curricular strategies during shared reading (full class instruction). Differentiated instruction to meet individual needs will be addressed through guided reading intervals with assistance of support personnel.	Academic Support Program	08/18/2014	06/30/2018	\$0	No Funding Required	All reading teachers and support staff

Activity - Daily writing block	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be engaged in a 30 minute writing block daily. This writing block will be utilized to enhance the CCRS objective of written response to text.	Academic Support Program	08/18/2014	06/30/2018	\$0	No Funding Required	All reading and writing teachers

Strategy 4:

Corporation Collaboration - Tenth Street Elementary, Fifth Street Elementary, and Ireland Elementary staffs will work collaboratively to align and map curriculum, create assessments, and decipher strengths and areas of concern.

Research Cited: Marzano Research Laboratory presented by Mitzi Hoback and Smekens Education Solutions

Activity - Cross Building Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Indiana School Improvement Plan

Tenth Street Elementary School

The three elementary schools' staffs in GJCS will work together in book studies, data shares, curriculum alignment and mapping, and exploration of technology.	Academic Support Program	08/18/2014	06/30/2018	\$0	No Funding Required	All teachers
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Strategy 5:

Vocabulary Development - This school-wide initiative will be implemented in various stages and approaches. A core team of teachers continues to be trained by Smekens Education on best practices in vocabulary development. This team is sharing and collaborating with fellow teachers to develop this program. At this point, we have researched and integrated a Greek/Latin roots program in grades three through five. We have invested in The First 4,000 Words web-based, vocabulary program. This program helps prepare students to read by increasing their knowledge of the 4,000 most frequently used English words within an interactive and engaging online environment. Tenth Street Elementary teachers are in the process of determining core lists of content-specific words to enhance vocabulary progression.

Research Cited: The instructional approach used in The First 4,000 Words is based on the research of Robust Vocabulary Instruction. Robust Vocabulary Instruction is a procedure developed by Beck and McKeown and validated by them and their colleagues in a number of studies (e.g., Beck & McKeown, in press; Beck, Perfetti, & McKeown, 1982).

Smekens Education - Deepening Comprehension with the 6 Steps of Vocabulary Instruction

Evidence of success: Teachers will continue to assess vocabulary development through ISTEP+, Dibels Daze, and mini-assessments.

Activity - The First 4,000 Words	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The First 4,000 Words program helps prepare students to read by increasing their knowledge of the 4,000 most frequently used English words within an interactive and engaging online environment.	Technology, Academic Support Program	11/01/2016	06/30/2018	\$995	District Funding	All certified staff

Activity - Greek/Latin Roots	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade levels have determined Greek and Latin roots on which to focus. Research estimates that Greek and Latin roots make up 75% of the English language. These roots are the framework of vocabulary development.	Academic Support Program	09/01/2015	06/30/2018	\$0	No Funding Required	Certified staff

Activity - Content Specific Vocabulary Lists	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Indiana School Improvement Plan

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In order to deepen comprehension and writing, teachers are creating a list of content specific words that will be utilized across the curriculum. Students will receive specific and direct instruction on these words.	Direct Instruction, Academic Support Program	11/01/2016	06/30/2018	\$1000	Title I Schoolwide	Certified staff
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Strategy 6:

PBIS - PBIS is a Positive Behavioral Intervention and Support program that establishes a culture in a school that supports social, emotional, and academic success.

Tenth Street Elementary School has adopted Rachel's Challenge to meet the needs of the PBIS Grant and make a positive impact on student success.

Research Cited: Data shows that schools implementing PBIS see a more positive and calm environment, reduced behavioral disruptions, and an increase in student achievement (1994, University of Oregon, Rob Horner, George Sugai, and Anne Todd)

Evidence of success: ISTEP+ scores, surveys, behavioral incident reports

Activity - Rachel's Challenge/Kindness Chain Reaction and KC Club	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students document acts of kindness on links of a chain. A KC (Kindness and Compassion) Club has been established to give students a leadership opportunity to spread and lead acts of kindness throughout the school.	Behavioral Support Program	09/01/2016	06/30/2018	\$28000	Other	All Tenth Street Staff

Measurable Objective 2:

A 2% increase of Hispanic or Latino and English Learners students will demonstrate a proficiency in reading comprehension in English Language Arts by 06/30/2018 as measured by ISTEP+..

Strategy 1:

Tier II - English language learners and Hispanic students receive differentiated strategic instruction during the daily Tier II thirty minute session with highly qualified staff. This Tier II thirty minute reading session is in addition to the ninety minute reading block with a focus on reading vocabulary.

Research Cited: Marzano Research Laboratory and "Classroom Instruction that Works" (Marzano, Pickering, and Pollock, 2001), Smekens Education Solutions

Activity - Frayer Vocabulary Model	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students explore new vocabulary through synonyms, antonyms, pictures, definitions, and sentences.	Academic Support Program	08/18/2014	06/30/2018	\$0	No Funding Required	ELL teachers, Title I teacher, and support staff

Measurable Objective 3:

A 2% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency in reading comprehension for those qualifying for Title One services in English Language Arts by 06/30/2018 as measured by ISTEP+, STAR Reading, Fluency, and Dibels DAZE.

Strategy 1:

Title One - Students qualifying for Title One services receive differentiated strategic instruction during the daily tier II thirty minute session with highly qualified staff.

This Title One reading instruction is in addition to the ninety minute reading block with a focus on vocabulary, phonics, fluency, and comprehension/essential skills.

Indiana School Improvement Plan

Tenth Street Elementary School

Research Cited: Marzano Research Laboratory and "Classroom Instruction that Works" (Marzano, Pickering, and Pollock, 2001)

Evidence of success: Mini-assessments, STAR Reading, Dibels DAZE, Fluency, and ISTEP+

Activity - Mini-Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mini-assessments based on Indiana CCRS are continually created to measure the progress of each child.	Academic Support Program	09/08/2015	06/30/2018	\$0	No Funding Required	Title One teacher and support staff
Activity - Small Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title One groups are limited to a maximum of five students per instructor.	Class Size Reduction	09/08/2015	06/30/2018	\$97874	Title I Part A	Title One teacher and staff
Activity - Title One Parent Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title One families are invited once per semester to attend a Literacy Night. During this event, parents are informed about the Title One program and also learn reading strategies that may be implemented at home.	Parent Involvement	09/08/2015	06/30/2018	\$500	Title I Part A	Title One teacher and support staff
Activity - LLI Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
LLI is a research based intervention program published by Fountas & Pinnell.	Academic Support Program	09/08/2015	06/30/2018	\$9875	Title I Part A	Title One teacher and support staff
Activity - Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Technology for the Title One program includes Moby Max, Raz Kids, one to one Ipad minis, and Smartboards.	Technology	09/08/2015	06/30/2018	\$9283	Title I Part A	Title One teacher and support staff
Activity - Daily Planning Sessions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Daily planning meetings are held to discuss student progress through essential skill mini assessments. Differentiated activities are also planned accordingly.	Academic Support Program	09/08/2015	06/30/2018	\$0	No Funding Required	Title One Teacher and support staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Daily Planning Sessions	Daily planning meetings are held to discuss student progress through essential skill mini assessments. Differentiated activities are also planned accordingly.	Academic Support Program	09/08/2015	06/30/2018	\$0	Title One Teacher and support staff
Mini-Assessments	Mini-assessments based on Indiana CCRS are continually created to measure the progress of each child.	Academic Support Program	08/18/2014	06/30/2018	\$0	Teachers
Cross Building Collaboration	The three elementary schools' staffs in GJCS will work together in book studies, data shares, curriculum alignment and mapping, and exploration of technology.	Academic Support Program	08/18/2014	06/30/2018	\$0	All teachers
Greek/Latin Roots	Grade levels have determined Greek and Latin roots on which to focus. Research estimates that Greek and Latin roots make up 75% of the English language. These roots are the framework of vocabulary development.	Academic Support Program	09/01/2015	06/30/2018	\$0	Certified staff
90 minute reading block	All third, fourth, and fifth grade students will participate in a daily 90 minute Tier I instructional session. This will enable students to develop and apply fundamental skills and knowledge.	Academic Support Program	08/18/2014	06/30/2018	\$0	All reading teachers
Planning Sessions	Weekly planning meetings are held by each grade level to discuss student progress through essential skills assessments. Students are grouped accordingly and differentiated activities are planned.	Academic Support Program	08/18/2014	06/30/2018	\$0	General Education teachers
Daily writing block	Students will be engaged in a 30 minute writing block daily. This writing block will be utilized to enhance the CCRS objective of written response to text.	Academic Support Program	08/18/2014	06/30/2018	\$0	All reading and writing teachers
Shared/Guided Reading	During the 90 minute Tier I reading period, students will engage in grade level curricular strategies during shared reading (full class instruction). Differentiated instruction to meet individual needs will be addressed through guided reading intervals with assistance of support personnel.	Academic Support Program	08/18/2014	06/30/2018	\$0	All reading teachers and support staff
Specialized needs	The Tenth Street Staff will support specialized learning needs in students with increased assistance through certified and non-certified employees within the general education arena.	Academic Support Program	08/18/2014	06/30/2018	\$0	All reading teachers and support staff

Indiana School Improvement Plan

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Frayer Vocabulary Model	Students explore new vocabulary through synonyms, antonyms, pictures, definitions, and sentences.	Academic Support Program	08/18/2014	06/30/2018	\$0	ELL teachers, Title I teacher, and support staff
Progress Monitoring	Students will participate in frequent, formal, formative assessments to progress monitor each student's individual academic growth. This shall be accomplished through mini-assessments, fluency reads, and/or Journey's assessments.	Academic Support Program	08/18/2014	06/30/2018	\$0	All classroom teachers, support staff, ELL teacher, and Special Education teachers
Tier II	All students will receive differentiated strategic instruction during the daily Tier II 30-minute session with highly qualified staff. Our Tier II program has flexible/non-static grouping determined using Dibels Daze, fresh read fluencies, STAR Reader, and unit tests. Differentiated learning will be planned during weekly joint planning sessions.	Academic Support Program	08/18/2014	06/30/2018	\$0	All reading teachers
Mini-Assessments	Mini-assessments based on Indiana CCRS are continually created to measure the progress of each child.	Academic Support Program	09/08/2015	06/30/2018	\$0	Title One teacher and support staff
Total					\$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
The First 4,000 Words	The First 4,000 Words program helps prepare students to read by increasing their knowledge of the 4,000 most frequently used English words within an interactive and engaging online environment.	Technology, Academic Support Program	11/01/2016	06/30/2018	\$995	All certified staff
Total					\$995	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology	Technology for the Title One program includes Moby Max, Raz Kids, one to one Ipad minis, and Smartboards.	Technology	09/08/2015	06/30/2018	\$9283	Title One teacher and support staff
Small Groups	Title One groups are limited to a maximum of five students per instructor.	Class Size Reduction	09/08/2015	06/30/2018	\$97874	Title One teacher and staff
LLI Program	LLI is a research based intervention program published by Fountas & Pinnell.	Academic Support Program	09/08/2015	06/30/2018	\$9875	Title One teacher and support staff

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Title One Parent Night	Title One families are invited once per semester to attend a Literacy Night. During this event, parents are informed about the Title One program and also learn reading strategies that may be implemented at home.	Parent Involvement	09/08/2015	06/30/2018	\$500	Title One teacher and support staff
Total					\$117532	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Rachel's Challenge/Kindness Chain Reaction and KC Club	Students document acts of kindness on links of a chain. A KC (Kindness and Compassion) Club has been established to give students a leadership opportunity to spread and lead acts of kindness throughout the school.	Behavioral Support Program	09/01/2016	06/30/2018	\$28000	All Tenth Street Staff
Total					\$28000	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Content Specific Vocabulary Lists	In order to deepen comprehension and writing, teachers are creating a list of content specific words that will be utilized across the curriculum. Students will receive specific and direct instruction on these words.	Direct Instruction, Academic Support Program	11/01/2016	06/30/2018	\$1000	Certified staff
Total					\$1000	

Goals and Plans Fall 2017

Overview

Plan Name

Goals and Plans Fall 2017

Plan Description

Updated goals for the 2017 school year.

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Tenth Street Elementary School will show improvement in reading comprehension with a focus on vocabulary development.	Objectives: 3 Strategies: 8 Activities: 20	Academic	\$147527

Goal 1: All students at Tenth Street Elementary School will show improvement in reading comprehension with a focus on vocabulary development.

Measurable Objective 1:

75% of Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in reading in English Language Arts by 06/30/2018 as measured by English/Language Arts scores on the ISTEP+ test.

Strategy 1:

Essential Skills - Tenth Street Staff will utilize a "Power Standards" Communal Tracking Board to ensure that "essential skills" are being mastered by students. This board will also serve as a tool to plan Tier II interventions, as well as indicators for needed professional development. Also, this wall will include R@GL data.

Research Cited: Robert J. Marzano Research Lab presented by Mitzi Hoback

Activity - Planning Sessions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Weekly planning meetings are held by each grade level to discuss student progress through essential skills assessments. Students are grouped accordingly and differentiated activities are planned.	Academic Support Program	08/18/2014	06/30/2018	\$0	No Funding Required	General Education teachers
Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in frequent, formal, formative assessments to progress monitor each student's individual academic growth. This shall be accomplished through mini-assessments, fluency reads, and/or Journey's assessments.	Academic Support Program	08/18/2014	06/30/2018	\$0	No Funding Required	All classroom teachers, support staff, ELL teacher, and Special Education teachers
Activity - Mini-Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mini-assessments based on Indiana CCRS are continually created to measure the progress of each child.	Academic Support Program	08/18/2014	06/30/2018	\$0	No Funding Required	Teachers
Activity - Tier II	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will receive differentiated strategic instruction during the daily Tier II 30-minute session with highly qualified staff. Our Tier II program has flexible/non-static grouping determined using Dibels Daze, fresh read fluencies, STAR Reader, and unit tests. Differentiated learning will be planned during weekly joint planning sessions.	Academic Support Program	08/18/2014	06/30/2018	\$0	No Funding Required	All reading teachers

Indiana School Improvement Plan

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Strategy 2:

Three -Tier Reading Program - Students will be engaged in a three tier reading program to meet the individual needs of each child.

Research Cited: Marzano Research Laboratory and Smekens Education Solutions

Activity - 90 minute reading block	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All third, fourth, and fifth grade students will participate in a daily 90 minute Tier I instructional session. This will enable students to develop and apply fundamental skills and knowledge.	Academic Support Program	08/18/2014	06/30/2018	\$0	No Funding Required	All reading teachers

Activity - Specialized needs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Tenth Street Staff will support specialized learning needs in students with increased assistance through certified and non-certified employees within the general education arena.	Academic Support Program	08/18/2014	06/30/2018	\$0	No Funding Required	All reading teachers and support staff

Strategy 3:

Language Arts/Reading Strategies - Students will experience a blend of shared reading and guided reading strategies within the 90 minute instructional period to meet students' language arts needs.

Research Cited: Smekens Education Solutions , Inc.

Activity - Shared/Guided Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During the 90 minute Tier I reading period, students will engage in grade level curricular strategies during shared reading (full class instruction). Differentiated instruction to meet individual needs will be addressed through guided reading intervals with assistance of support personnel.	Academic Support Program	08/18/2014	06/30/2018	\$0	No Funding Required	All reading teachers and support staff

Activity - Daily writing block	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be engaged in a 30 minute writing block daily. This writing block will be utilized to enhance the CCRS objective of written response to text.	Academic Support Program	08/18/2014	06/30/2018	\$0	No Funding Required	All reading and writing teachers

Strategy 4:

Corporation Collaboration - Tenth Street Elementary, Fifth Street Elementary, and Ireland Elementary staffs will work collaboratively to align and map curriculum, create assessments, and decipher strengths and areas of concern.

Research Cited: Marzano Research Laboratory presented by Mitzi Hoback and Smekens Education Solutions

Activity - Cross Building Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Indiana School Improvement Plan

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The three elementary schools' staffs in GJCS will work together in book studies, data shares, curriculum alignment and mapping, and exploration of technology.	Academic Support Program	08/18/2014	06/30/2018	\$0	No Funding Required	All teachers
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Strategy 5:

Vocabulary Development - This school-wide initiative will be implemented in various stages and approaches. A core team of teachers continues to be trained by Smekens Education on best practices in vocabulary development. This team is sharing and collaborating with fellow teachers to develop this program. At this point, we have researched and integrated a Greek/Latin roots program in grades three through five. We have invested in The First 4,000 Words web-based, vocabulary program. This program helps prepare students to read by increasing their knowledge of the 4,000 most frequently used English words within an interactive and engaging online environment. Tenth Street Elementary teachers are in the process of determining core lists of content-specific words to enhance vocabulary progression.

Research Cited: The instructional approach used in The First 4,000 Words is based on the research of Robust Vocabulary Instruction. Robust Vocabulary Instruction is a procedure developed by Beck and McKeown and validated by them and their colleagues in a number of studies (e.g., Beck & McKeown, in press; Beck, Perfetti, & McKeown, 1982).

Smekens Education - Deepening Comprehension with the 6 Steps of Vocabulary Instruction

Evidence of success: Teachers will continue to assess vocabulary development through ISTEP+, Dibels Daze, and mini-assessments.

Activity - The First 4,000 Words	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The First 4,000 Words program helps prepare students to read by increasing their knowledge of the 4,000 most frequently used English words within an interactive and engaging online environment.	Technology, Academic Support Program	11/01/2016	06/30/2018	\$995	District Funding	All certified staff

Activity - Greek/Latin Roots	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade levels have determined Greek and Latin roots on which to focus. Research estimates that Greek and Latin roots make up 75% of the English language. These roots are the framework of vocabulary development.	Academic Support Program	09/01/2015	06/30/2018	\$0	No Funding Required	Certified staff

Activity - Content Specific Vocabulary Lists	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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In order to deepen comprehension and writing, teachers are creating a list of content specific words that will be utilized across the curriculum. Students will receive specific and direct instruction on these words.	Direct Instruction, Academic Support Program	11/01/2016	06/30/2018	\$1000	Title I Schoolwide	Certified staff
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Strategy 6:

PBIS - PBIS is a Positive Behavioral Intervention and Support program that establishes a culture in a school that supports social, emotional, and academic success.

Tenth Street Elementary School has adopted Rachel's Challenge to meet the needs of the PBIS Grant and make a positive impact on student success.

Research Cited: Data shows that schools implementing PBIS see a more positive and calm environment, reduced behavioral disruptions, and an increase in student achievement (1994, University of Oregon, Rob Horner, George Sugai, and Anne Todd)

Evidence of success: ISTEP+ scores, surveys, behavioral incident reports

Activity - Rachel's Challenge/Kindness Chain Reaction and KC Club	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students document acts of kindness on links of a chain. A KC (Kindness and Compassion) Club has been established to give students a leadership opportunity to spread and lead acts of kindness throughout the school.	Behavioral Support Program	09/01/2016	06/30/2018	\$28000	Other	All Tenth Street Staff

Measurable Objective 2:

A 2% increase of Hispanic or Latino and English Learners students will demonstrate a proficiency in reading comprehension in English Language Arts by 06/30/2018 as measured by ISTEP+..

Strategy 1:

Tier II - English language learners and Hispanic students receive differentiated strategic instruction during the daily Tier II thirty minute session with highly qualified staff. This Tier II thirty minute reading session is in addition to the ninety minute reading block with a focus on reading vocabulary.

Research Cited: Marzano Research Laboratory and "Classroom Instruction that Works" (Marzano, Pickering, and Pollock, 2001), Smekens Education Solutions

Activity - Frayer Vocabulary Model	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students explore new vocabulary through synonyms, antonyms, pictures, definitions, and sentences.	Academic Support Program	08/18/2014	06/30/2018	\$0	No Funding Required	ELL teachers, Title I teacher, and support staff

Measurable Objective 3:

A 2% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency in reading comprehension for those qualifying for Title One services in English Language Arts by 06/30/2018 as measured by ISTEP+, STAR Reading, Fluency, and Dibels DAZE.

Strategy 1:

Title One - Students qualifying for Title One services receive differentiated strategic instruction during the daily tier II thirty minute session with highly qualified staff.

This Title One reading instruction is in addition to the ninety minute reading block with a focus on vocabulary, phonics, fluency, and comprehension/essential skills.

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Research Cited: Marzano Research Laboratory and "Classroom Instruction that Works" (Marzano, Pickering, and Pollock, 2001)

Evidence of success: Mini-assessments, STAR Reading, Dibels DAZE, Fluency, and ISTEP+

Activity - Mini-Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mini-assessments based on Indiana CCRS are continually created to measure the progress of each child.	Academic Support Program	09/08/2015	06/30/2018	\$0	No Funding Required	Title One teacher and support staff
Activity - Small Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title One groups are limited to a maximum of five students per instructor.	Class Size Reduction	09/08/2015	06/30/2018	\$97874	Title I Part A	Title One teacher and staff
Activity - Title One Parent Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title One families are invited once per semester to attend a Literacy Night. During this event, parents are informed about the Title One program and also learn reading strategies that may be implemented at home.	Parent Involvement	09/08/2015	06/30/2018	\$500	Title I Part A	Title One teacher and support staff
Activity - LLI Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
LLI is a research based intervention program published by Fountas & Pinnell.	Academic Support Program	09/08/2015	06/30/2018	\$9875	Title I Part A	Title One teacher and support staff
Activity - Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Technology for the Title One program includes Moby Max, Raz Kids, one to one Ipad minis, and Smartboards.	Technology	09/08/2015	06/30/2018	\$9283	Title I Part A	Title One teacher and support staff
Activity - Daily Planning Sessions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Daily planning meetings are held to discuss student progress through essential skill mini assessments. Differentiated activities are also planned accordingly.	Academic Support Program	09/08/2015	06/30/2018	\$0	No Funding Required	Title One Teacher and support staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Shared/Guided Reading	During the 90 minute Tier I reading period, students will engage in grade level curricular strategies during shared reading (full class instruction). Differentiated instruction to meet individual needs will be addressed through guided reading intervals with assistance of support personnel.	Academic Support Program	08/18/2014	06/30/2018	\$0	All reading teachers and support staff
Cross Building Collaboration	The three elementary schools' staffs in GJCS will work together in book studies, data shares, curriculum alignment and mapping, and exploration of technology.	Academic Support Program	08/18/2014	06/30/2018	\$0	All teachers
Planning Sessions	Weekly planning meetings are held by each grade level to discuss student progress through essential skills assessments. Students are grouped accordingly and differentiated activities are planned.	Academic Support Program	08/18/2014	06/30/2018	\$0	General Education teachers
Frayer Vocabulary Model	Students explore new vocabulary through synonyms, antonyms, pictures, definitions, and sentences.	Academic Support Program	08/18/2014	06/30/2018	\$0	ELL teachers, Title I teacher, and support staff
Tier II	All students will receive differentiated strategic instruction during the daily Tier II 30-minute session with highly qualified staff. Our Tier II program has flexible/non-static grouping determined using Dibels Daze, fresh read fluencies, STAR Reader, and unit tests. Differentiated learning will be planned during weekly joint planning sessions.	Academic Support Program	08/18/2014	06/30/2018	\$0	All reading teachers
90 minute reading block	All third, fourth, and fifth grade students will participate in a daily 90 minute Tier I instructional session. This will enable students to develop and apply fundamental skills and knowledge.	Academic Support Program	08/18/2014	06/30/2018	\$0	All reading teachers
Daily writing block	Students will be engaged in a 30 minute writing block daily. This writing block will be utilized to enhance the CCRS objective of written response to text.	Academic Support Program	08/18/2014	06/30/2018	\$0	All reading and writing teachers
Greek/Latin Roots	Grade levels have determined Greek and Latin roots on which to focus. Research estimates that Greek and Latin roots make up 75% of the English language. These roots are the framework of vocabulary development.	Academic Support Program	09/01/2015	06/30/2018	\$0	Certified staff

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Daily Planning Sessions	Daily planning meetings are held to discuss student progress through essential skill mini assessments. Differentiated activities are also planned accordingly.	Academic Support Program	09/08/2015	06/30/2018	\$0	Title One Teacher and support staff
Progress Monitoring	Students will participate in frequent, formal, formative assessments to progress monitor each student's individual academic growth. This shall be accomplished through mini-assessments, fluency reads, and/or Journey's assessments.	Academic Support Program	08/18/2014	06/30/2018	\$0	All classroom teachers, support staff, ELL teacher, and Special Education teachers
Specialized needs	The Tenth Street Staff will support specialized learning needs in students with increased assistance through certified and non-certified employees within the general education arena.	Academic Support Program	08/18/2014	06/30/2018	\$0	All reading teachers and support staff
Mini-Assessments	Mini-assessments based on Indiana CCRS are continually created to measure the progress of each child.	Academic Support Program	08/18/2014	06/30/2018	\$0	Teachers
Mini-Assessments	Mini-assessments based on Indiana CCRS are continually created to measure the progress of each child.	Academic Support Program	09/08/2015	06/30/2018	\$0	Title One teacher and support staff
Total					\$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
The First 4,000 Words	The First 4,000 Words program helps prepare students to read by increasing their knowledge of the 4,000 most frequently used English words within an interactive and engaging online environment.	Technology, Academic Support Program	11/01/2016	06/30/2018	\$995	All certified staff
Total					\$995	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology	Technology for the Title One program includes Moby Max, Raz Kids, one to one Ipad minis, and Smartboards.	Technology	09/08/2015	06/30/2018	\$9283	Title One teacher and support staff
LLI Program	LLI is a research based intervention program published by Fountas & Pinnell.	Academic Support Program	09/08/2015	06/30/2018	\$9875	Title One teacher and support staff
Small Groups	Title One groups are limited to a maximum of five students per instructor.	Class Size Reduction	09/08/2015	06/30/2018	\$97874	Title One teacher and staff

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Title One Parent Night	Title One families are invited once per semester to attend a Literacy Night. During this event, parents are informed about the Title One program and also learn reading strategies that may be implemented at home.	Parent Involvement	09/08/2015	06/30/2018	\$500	Title One teacher and support staff
Total					\$117532	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Rachel's Challenge/Kindness Chain Reaction and KC Club	Students document acts of kindness on links of a chain. A KC (Kindness and Compassion) Club has been established to give students a leadership opportunity to spread and lead acts of kindness throughout the school.	Behavioral Support Program	09/01/2016	06/30/2018	\$28000	All Tenth Street Staff
Total					\$28000	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Content Specific Vocabulary Lists	In order to deepen comprehension and writing, teachers are creating a list of content specific words that will be utilized across the curriculum. Students will receive specific and direct instruction on these words.	Direct Instruction, Academic Support Program	11/01/2016	06/30/2018	\$1000	Certified staff
Total					\$1000	

Title I Schoolwide Plan Requirements

Introduction

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

Title I Schoolwide Plan Requirements

Label	Assurance	Response	Comment	Attachment
1.	A Comprehensive Needs Assessment (CNA) of the whole school has been completed.	Yes	Mrs. Smith, Title I Coordinator, facilitated a CNA and shared results to all Tenth Street staff.	

Label	Assurance	Response	Comment	Attachment
2.	There is implementation of schoolwide reform strategies that provide opportunities for all children to meet proficient and advanced levels of student academic achievement.	Yes	Tenth Street Elementary has a daily 90 minute core reading and a 60 minute core math schedule for each grade in the school. Beyond that each subject is scheduled with an extra 30 minutes of individual needs regardless of where they are on the learning spectrum. During the core 90 minutes core instructional time in reading, there is a minimum of 60 minute of instructional assistant "push-in" support. During the 60 core math time, there is 30 minutes of instructional assistant "push-in" support. Many breakout sessions occur in both individual math and individual reading 30 minute times.	

Label	Assurance	Response	Comment	Attachment
3.	There is implementation of schoolwide reform strategies that use effective methods and instructional strategies that are based on scientifically based research that: strengthens the core academic program, increases the amount of learning time, includes strategies for serving underserved populations, includes strategies to address the needs of all children in the school, but particularly low achieving children and those at risk of not meeting state standards, address how the school will determine if those needs of the children have been met, and are consistent with, and are designed to implement state and local improvement plans, if any.	Yes	Every child, regardless of academic prowess, is provided with Core Instruction and has individualized opportunities to extend learning through a 30 minute individualized instructional needs in both math and reading daily, Tier II. In extreme cases an even more intense individualization is implemented with 30 more minutes of focus, Tier III.	

Label	Assurance	Response	Comment	Attachment
4.	There are highly qualified teachers in all core content area classes.	Yes	All teachers and assistants at Tenth Street Elementary School are highly qualified.	

Indiana School Improvement Plan

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Label	Assurance	Response	Comment	Attachment
5.	There is high quality and on-going professional development for teachers, principals, and paraprofessionals.	Yes	Professional Development experiences are available to all staff. Both certified and non-certified are included in appropriate venues. Professional Development experiences are both experienced outside and inside the building. The corporation supports 6-Traits Writing, Rachel's Challenge, center-based instruction, and small group instructional strategies.	

Label	Assurance	Response	Comment	Attachment
6.	There are strategies to attract high-quality, highly qualified teachers to this school.	Yes	Tenth Street Elementary School consistently scores well across the state, which entices young teachers to be a part of a proud tradition. Other draws for talent are strong ELL, Title I, and Special Education programs for student success. The overall theme of accenting positive behavior and reinforcing desired outcomes creates a culture of positivism that permeates every aspect of the building.	

Label	Assurance	Response	Comment	Attachment
7.	There are strategies to increase parental involvement, such as literary services.	Yes	Tenth Street has moved away from the traditional "sit and get" parent involvement programs. Title I and ELL has partnered to have family literacy nights each semester for the whole school. Other fun filled activities after hours, that encourage families to build relationships with the Tenth Street staff, are "The Screen on the Green", "The Quarter Auction", and Family Pacer Night!	

Label	Assurance	Response	Comment	Attachment
8.	The school will provide individual academic assessment results to parents. If so, describe how this will be done.	Yes	ISTEP +, WIDA, I-READ3, NWEA, and CogAT assessment results are shared with parents after each assessment. Classroom success is monitored by parents 24/7 through a parent access portal in PowerSchool. Master of Academic Standards sharing is in practice, but currently being improved to enable parent to view those electronically too.	

Label	Assurance	Response	Comment	Attachment
9.	There are strategies to involve parents in the planning, review, and improvement of the schoolwide plan.	Yes	The corporation involves parents in decision making in the direction of the over all Title I efforts.	

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Label	Assurance	Response	Comment	Attachment
10.	There are plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program.	No	We are a grades three through five school. This is non-applicable.	

Label	Assurance	Response	Comment	Attachment
11.	There are opportunities and expectations for teachers to be included in the decision making related to the use of academic assessment results leading to the improvement of student achievement.	Yes	Teacher utilize formative assessment strategies to impact daily instruction. Power Standards are assessed and teacher make adjustments to instructional focus. Those efforts are remeasured in a followup assessment. Teacher also analyze results of more standardized assessments to determine school goals and strategies implemented to meet those goals.	

Label	Assurance	Response	Comment	Attachment
12.	There are activities and programs at the school level to ensure that students having difficulty mastering proficient and advanced levels of the academic achievement are provided with effective, timely additional assistance.	Yes	The school implements a 30 minute individualized instructional time in both math and reading. Strong goals in ILP's and IEP's with focused support structures enable students to succeed at their level. Identified needs for after school assistance are made available to those whole qualified. Other programs, (ENL, Title I, High Ability, and Special Education) within the school day swarm to challenge and support kids at their individual levels.	

Label	Assurance	Response	Comment	Attachment
13.	The school participates in the coordination and integration of federal, state, and local funds; and resources such as in-kind services and program components.	Yes	Tenths Street utilize blended services to enhance the service of children in need. Whether it is joint Title I/ ENL family literacy nights or daily vocabulary needs, funds are utilized to stretch the scarce dollars to their utmost potential.	

Label	Assurance	Response	Comment	Attachment
14.	Does the school plan to consolidate programs under the schoolwide program?	N/A		

Conclusion

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