School Improvement Plan - 2019-2020

Generated on May 29, 2019 at 03:30 PM (review complete)

William W Borden Elementary School

West Clark Community Schools
Borden, IN

This plan will be revised annually. Updates may be found each June at http://www.asainstitute.org/publicsip.

The plan was developed with assistance from the:

OVERVIEW

This school improvement plan was developed using a vision-based and data-driven process called *Vision-to-Action* that was developed by the American Student Achievement Institute. In addition to containing the interventions our school and community identified as key to raising student achievement and closing achievement gaps in our school, this plan contains interventions that meet the expectations of:

- Indiana Rules and Regulations
- Title I - Targeted Assistance School
- Comprehensive Support and Improvement (CSI)

Organizational Structure

Many individuals were involved in the creation of this school improvement plan.

Groups and Roles

The **Steering Team** is comprised of educators, a parent, and a business representative. The Steering Team's role is to help the School Improvement Council 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus in decisions related to school improvement.

Steering Team
- David Carter - School Counselor
- Lisa Gardner - Teacher
- Amy Greenwell - Teacher
- Carrie Hall - Economic Development
- Lisa Hawkins - Principal
- Samantha Hurst - Teacher
- Angie Keith - Parent
- H Lucas - Teacher (Math)
- Cara Martin - Parent
- Luann Metcalf - Other

The **School Improvement Council** is made up of educators, parents, and representatives of community stakeholder groups. Educators include teachers, counselors, administrators, and others. All parents were invited to be part of the council. The role of the School Improvement Council is to 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus for decisions related to school improvement.

School Improvement Council
- Erica Carter - Teacher
- Amanda Cavins - Counselor, Parent
- Lindsey Churchill - Teacher
- Aimee Dale - Teacher, Parent
- Claire Farabee - Parent, Youth service organization representative
- Theresa Farmer - Teacher
- Kristi Fein - Parent
- Brooke Folden - Parent, Youth service organization representative, Faith based organization representative
- Richard Folden - Parent, Faith based organization representative
- Lisa Gardner - Teacher, Parent, Title 1 School Director/Coordinator
- Amy Greenwell - Teacher
- Carrie Hall - Parent, Economic development representative, Instructional School Support Staff Person
- Deborah Hardin - Teacher
- Lisa Hawkins - Administrator
- Samantha Hurst - Teacher
- John Jablonski - Parent
- H Wells Lucas - Teacher
- James Martin - Parent
- Andrew Mattingly - Teacher
- Rachael McClellan - Teacher, Other
- Victoria McIntosh - Parent
- Luann Metcalf - Instructional School Support Staff Person
- Jennifer Pierce - Teacher, Parent
- Misty Ray - Teacher, Parent

- Nicholas Ray - Parent, Youth service organization representative, Faith based organization representative
- Mindy Sifflard - Teacher, Parent
- Edward Smith - Parent
- Antonio Torres - Parent, Business representative, Non-Instructional School Support Staff Person
- Savannah Walton - Teacher
- Erika White - Parent

The **Student Body** includes every student enrolled in the school. The role of the Student Body is to 1) review data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) provide input for the School Improvement Council.

School Improvement Process

Those involved in developing this School Improvement Plan participated in a series of discussions related to the Vision-to-Action process:

Discussion 1: Rationale for Raising Student Achievement
Discussion 2: Common Vision for High Student Success
Discussion 3: Data Analysis & Achievement Goals
Discussion 4: Data Analysis & Root Causes
- Academic expectations
- Curriculum content
- Instructional practices
- Classroom assessment
- Extra help
- Student guidance
- Learning environment
Discussion 5: Interventions

Data-Driven Decision-Makings

The Vision-to-Action improvement process relies heavily on data as a foundation for decision-making.
1. Achievement Data – To what degree are students prepared for success at the next educational level, and ultimately for success in postsecondary education and a global economy?
2. Root Cause Data – What conditions in the school and community interfere with student achievement?
3. Intervention Data – Is the intervention having the desired impact on adults and students?

Implementation Window

Our school and community will be implementing this plan during the 2019-2020 school year. Questions about the School Improvement Plan should be directed to the building principal.

PART 1: Vision

The Vision Statement was developed by teachers, parents and community members serving on the School Improvement Council with input provided by the student body. The foundation of the statement identifies the core convictions upon which this school improvement plan is built and answers the question, "What do our students deserve in order to be successful learners, responsible citizens, and productive members of a global economy?" The second part of the vision statement describes ideal adults who are striving to provide students with the things they deserve in order to achieve at a rigorous level. The third part of the vision statement describes ideal students in a school and community where adults live by their convictions. The last part of the vision statement includes ideal data that represent the community's dreams. This lofty data serves as the focal point for the remainder of the school improvement plan and requires the school and community to work toward every student succeeding at a high level.

OUR VISION STATEMENT

We believe all students deserve:

Borden Elementary School will empower all students and staff with a growth mindset that ensures success for all students in a safe and positive environment.

All adults in our community are living by these core convictions daily and as a result, show the following attitudes and actions:

BES will achieve this vision with a collective commitment to the following values in order to carry out the mission of the vision:
• Collaborate with one another and our students to achieve student growth.
• Use assessments to monitor student learning and respond with intervention and enrichment.
• Model behaviors that promote healthy school and classroom cultures.
• State clear objectives and uphold classroom and professional norms to ensure success for everyone.
• Engage parents in partnership to promote the highest level of achievement for students.
• Utilize instructional strategies and core curriculum to achieve the essential outcome for each grade level.
• Create systemic vertical alignment that creates high expectations for all.

In this environment where all adults are living by their core convictions, all students:

In this environment where all adults are living by these core convictions, our students are respectful of and responsible to staff, peers, and our school facility. They exceed expectations and work diligently to achieve high levels of learning in every grade and content are. Our students will have opportunities to be involved in extracurricular activities and become well-rounded, productive, positive citizens who are life long learners.

As a result of these efforts, our school's student achievement data is as follows:

- % of students who grades 3-6 score above State standards on ISTEP.: 100%
- % of students who non-ISTEP grades pass selected achievement test.: 100%
- % of students who grades 1-6 perform at or above grade level.: 100%
- % of students who achieve the national core standards: 100%
- % of students who exceed the minimum benchmarks on Dibels, TRC, mCLASS, and Acuity: 100%

PART 2: Academic Goals

The academic goals were established after a thorough analysis of multiple achievement data assessments including the state math assessment, state English / language arts assessment, student mastery of each Indiana College and Career Readiness Standard, and report card grades. A full list of academic assessments is found in the Root Cause Self Study Excerpts section of this plan. Note: Other types of data are discussed in the Comprehensive Needs Assessment / Root Causes section of this plan.

The School Improvement Council (including teachers, parents, and community members) and Student Body were involved in the analysis of the achievement data. The following questions were addressed during the data analysis.

- How does this data compare to our vision (ideal) data?
- What specific data fields disturb us?
- What specific data fields please us?
- Where do we observe achievement gaps?

Using a consensus based decision-making model, the School Improvement Council (including parents) first identified a small number of **Focus Areas** (FA). These are broad academic areas on which the school and community agreed to focus their energy in the coming year.

Next, the School Improvement Council members "drilled down" the data within the FAs and created specific **SMART Goals** focused on specific courses, academic standards, and/or student groups that, if improved, would impact the broad FA. Both the FAs and the SMART Goals are listed below.

Once the SMART goals were developed, the student body was asked to identify the SMART goals the school should address.

Finally, the School Improvement Council established a data target for each SMART Goal that the students, teachers, parents and community would strive to reach by the end of following school year. The data targets fall between the current student data and the vision (ideal) data.

IMPORTANT: Each Focus Area (FA) is followed by its SMART Goal(s). The title for the FA indicates the FA focus, subject and student grades. The numbers in the tables reflect baseline data for past years and the target data for future years. The "vision data" represents our ideal data. It is the mission of our school to work toward this ideal.

OUR GOALS

FA 1: Student Proficiency (Pass Rate) (English / Language Arts; 3, 4, 5, 6)

FA Focus:	Student Proficiency (Pass Rate)
Subject:	English / Language Arts
Grade(s):	3, 4, 5, 6
Subgroup or Improvement Focus:	Bottom 25% Top 75% ✔ None of these
Rationale:	School report card data
External Expectations:	This FA aligns with English / Language Arts

SMART GOALS:

Pass ISTEP ELA (Grades 3, 4, 5, 6; Free/Reduced)

Grades:	3, 4, 5, 6
Demographics:	Free/Reduced
Benchmark:	Pass ISTEP ELA
Completion date:	June 30, 2020

Data:		Actual	Actual	Actual	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Vision
	Year:	2012	2013	2014	2015	2016	2016	2017	2017	2018	2018	2019	
	Month:	May	May	May	May	May	May	May	May	May	May	May	
	%:	63.90%	65.30%	55.90%	38%	34.50%	34.50%	39.50%	61.80%	70.50%	68.60%	72%	100%

External Expectations:	This SMART Goal relates to Reading, Grades 3-6

Pass ISTEP ELA (Grades 3, 4, 5, 6; Special Ed - IEP)

Grades:	3, 4, 5, 6
Demographics:	Special Ed - IEP
Benchmark:	Pass ISTEP ELA
Completion date:	June 30, 2020

Data:		Actual	Actual	Actual	Actual	Actual	Target	Actual	Target	Actual	Target	Vision
	Year:	2012	2013	2014	2015	2016	2017	2017	2018	2018	2019	
	Month:	May	May	May	May	May	May	May	May	May	May	
	%:	51.40%	64%	45%	23%	21%	26%	21%	31%	52.90%	55%	100%

External Expectations:　This SMART Goal relates to Reading, Grades 3-6

FA 2: Student Growth (English / Language Arts; KG, 1, 2, 3, 4, 5, 6; Bottom 25%)

FA Focus:	Student Growth
Subject:	English / Language Arts
Grade(s):	KG, 1, 2, 3, 4, 5, 6
Subgroup or Improvement Focus:	✔ Bottom 25% Top 75% None of these
Rationale:	School report card data - Bottom 25% typically comprised of free/reduced students and special education students. New district dyslexia training, with instructional coach's assistance, should provide opportunities for closing achievement gap between bottom 25% and peers.

External Expectations:　This FA aligns with English / Language Arts

SMART GOALS:

Raise SRI score by 100 points (reading comprehension) (Grades 3, 4, 5, 6; All Students)

Grades:	3, 4, 5, 6
Demographics:	All Students
Benchmark:	Raise SRI score by 100 points (reading comprehension)
Completion date:	June 30, 2020

Data:		Actual	Actual	Actual	Actual	Actual	Target	Target	Actual	Target	Actual	Target	Actual	Vision
	Year:	2012	2013	2014	2015	2016	2016	2017	2017	2018	2018	2019	2019	
	Month:	May	May	May	May	May	May	May	May	May	May	May	May	
	%:	89.70%	70.21%	69%	50%	60%	53%	60%	65%	65%	56.25%	65%	%	100%

External Expectations:　This SMART Goal relates to Reading, Grades K-2
This SMART Goal relates to Reading, Grades 3-6

Score in the green or blue areas on the TRC assessment (Grades KG, 1, 2; All Students)

Grades:	KG, 1, 2
Demographics:	All Students
Benchmark:	Score in the green or blue areas on the TRC assessment
Completion date:	June 30, 2020

Data:		Actual	Actual	Actual	Actual	Target	Actual	Actual	Target	Target	Actual	Target	Vision
	Year:	2012	2013	2014	2015	2016	2016	2017	2017	2018	2018	2019	
	Month:	May	May	May	May	May	May	May	May	May	May	May	
	%:	88%	80.70%	57%	77%	74%	74%	76%	77%	82%	80.10%	83%	100%

External Expectations:　This SMART Goal relates to Reading, Grades K-2

FA 3: Student Growth (Math; KG, 1, 2, 3, 4, 5, 6; Top 75%)

FA Focus:	Student Growth
Subject:	Math
Grade(s):	KG, 1, 2, 3, 4, 5, 6
Subgroup or Improvement Focus:	Bottom 25% ✔ Top 75% None of these
Rationale:	School report card data - Top 75% with high growth

SMART GOALS:

Pass ISTEP Math (Grades 3, 4, 5, 6; Free/Reduced)

Grades:	3, 4, 5, 6

Demographics:	Free/Reduced
Benchmark:	Pass ISTEP Math
Completion date:	June 30, 2020

Data:		Actual	Actual	Actual	Actual	Target	Actual	Actual	Target	Target	Actual	Target	Vision
	Year:	2012	2013	2014	2015	2016	2016	2017	2017	2018	2018	2019	
	Month:	May	May	May	May	May	May	May	May	May	May	May	
	%:	63.90%	75.96%	72.90%	51%	45.75%	45.75%	50%	50.75%	55.75%	62.70%	65%	100%

Score in the yellow or green areas on the MCLASS assessment (Grades KG, 1, 2; All Students)

Grades:	KG, 1, 2
Demographics:	All Students
Benchmark:	Score in the yellow or green areas on the MCLASS assessment
Completion date:	June 30, 2020

Data:		Actual	Actual	Actual	Actual	Target	Actual	Actual	Target	Target	Actual	Target	Vision
	Year:	2012	2013	2014	2015	2016	2016	2017	2017	2018	2018	2019	
	Month:	May	May	May	May	May	May	May	May	May	May	May	
	%:	81%	84.40%	97.70%	88%	87%	87%	61%	90%	70%	72.30%	75%	100%

Pass ISTEP Math (Grades 3, 4, 5, 6; Special Ed - IEP)

Grades:	3, 4, 5, 6
Demographics:	Special Ed - IEP
Benchmark:	Pass ISTEP Math
Completion date:	June 30, 2020

Data:		Actual	Actual	Actual	Actual	Target	Actual	Actual	Target	Target	Actual	Target	Vision
	Year:	2012	2013	2014	2015	2016	2016	2017	2017	2018	2018	2019	
	Month:	May	May	May	May	May	May	May	May	May	May	May	
	%:	54.20%	54.50%	50%	25%	29%	29%	15%	34%	25%	55.90%	65%	100%

PART 3: Root Causes (comprehensive needs assessment)

Root Causes are situations that are interfering with learning and achievement. Root causes within the school and community were identified by the School Improvement Council after studying two types of root-cause data and reviewing input from the student body.

The root-cause data included:

1. Survey of all students with results disaggregated by gender, free-reduced lunch status, race/ethnicity, and parental postsecondary attendance status. Survey of parents, faculty, and community members. Survey items asked participants to identify whether or not best educational practices were in place with regard to a) expectations, b) curricular rigor, c) instruction, d) classroom assessments, e) extra help, f) student guidance, and g) the learning environment.
2. Short answer question responses completed by school personnel regarding the degree to which the school was implementing best educational practices with regard to a) expectations, b) curricular rigor, c) instruction, d) classroom assessments, e) extra help, f) student guidance, and g) the learning environment.

Discussion:

The student body was asked to respond to an open ended question below. Their responses were provided to the School Improvement Council.

- "What is interfering with learning at our school?"

After reviewing the students' input and the root-cause data, the School Improvement Council was asked to respond to two questions:

- What data indicate an area that is interfering with students' ability to reach our SMART goals?
- What data indicate an area that is interfering with a specific student group's ability to reach our SMART goals?

OUR ROOT CAUSES

GENERAL Root Causes that affect all SMART Goals
Root Causes

SMART Goal: Pass ISTEP ELA (Grades 3, 4, 5, 6; Free/Reduced)
Root Causes

Attendance problems due to transiency
Consistency with Curriculum as a district

SMART Goal: Raise SRI score by 100 points (reading comprehension) (Grades 3, 4, 5, 6; All Students)
Root Causes

Attendance problems due to transiency
Consistency with Curriculum as a district

SMART Goal: Pass ISTEP ELA (Grades 3, 4, 5, 6; Special Ed - IEP)
Root Causes

Attendance problems due to transiency
Consistency with Curriculum as a district

SMART Goal: Score in the green or blue areas on the TRC assessment (Grades KG, 1, 2; All Students)
Root Causes

Attendance problems due to transiency
Consistency with Curriculum as a district

SMART Goal: Pass ISTEP Math (Grades 3, 4, 5, 6; Free/Reduced)
Root Causes

Attendance problems due to transiency
Consistency with Curriculum as a district

Structured Math Interventions Missing

SMART Goal: Score in the yellow or green areas on the MCLASS assessment (Grades KG, 1, 2; All Students)

Root Causes

Attendance problems due to transiency

Consistency with Curriculum as a district

Structured Math Interventions Missing

SMART Goal: Pass ISTEP Math (Grades 3, 4, 5, 6; Special Ed - IEP)

Root Causes

Attendance problems due to transiency

Consistency with Curriculum as a district

Structured Math Interventions Missing

PART 4: Interventions

The Student Body was asked to brainstorm potential interventions for each root cause. Their thoughts were shared with the School Improvement Council.

In addition to interventions suggested by the Student Body, the School Improvement Council researched and reviewed interventions for each root cause using several sources including the SI2 searchable database of interventions. The Council then selected the interventions that would be implemented in the coming year based on the intervention's potential for addressing the root cause.

OUR INTERVENTIONS

Attendance

A reward system for attendance will be implemented by recognizing student during morning assembly quarterly for perfect attendance. Our home-school liaison will monitor attendance patters and contact parents in advance, before attendance becomes a problem. Attendance will be stressed at open house and via the monthly newsletters. We will continue to work with the probation department regarding frequent truancy.

The attendance policy is as follows: If a student is going to be absent, the parents must contact BES by 9am and provide an explanation. If prior contact is not possible, the parents should provide a written excuse as soon as possible. When no excuse is provided, the absence will be unexcused and the student will be considered truant. According to WCCS policy #263-1, if a note (phone call, fax, or email to the office is also acceptable) is not received by the second day back to school, the absence will be recorded as unexcused and the student may receive "a zero" for daily grades during that time period. Please refer to West Clark's Elementary Policy #263-1 for additional information.

The BES student handbook is available on the BES website: https://bes.wclark.k12.in.us > students > student handbook. This handbook outlines the school's attendance policy.

A student, in order to qualify for promotion, cannot be absent more than a total of twenty (20) days, excused or unexcused. Absences from a prior school during the current year will apply. Please refer to West Clark's Elementary Policy #263-1 for additional information.

BES will monitor attendance bi-montly and send home letters to parents of students when they miss 5, 10, and send certified letters at 15 and 20 days absent.

Behavior Plan

All parents receive a copy of the behavior pyramid for the grade level(s) of their child. These plans are handed out and discussed at Open House. Any student/parent that does not attend Open House are sent home copies of the behavior pyramid to be signed and returned. New students that enter throughout the year receive a copy of the behavior pyramid so everyone is aware of the behavior plan in advance of infractions.

Branding and Community Outreach

We are working hard to promote the Borden campus with the goal of increasing enrollment. The Facebook page has been modified to include both BES and BHS. We are also increasing social media presence through a community hashtag (#BordenINspires) and producing positive videos of alumni. This intervention engages community members, parents, students, and educators.

Encourage Rigorous Curriculum - Curriculum Collaboration

All teachers, through grade level and/or staff meetings, will collaborate on pacing guides/curriculum, Indiana rules and regulation updates, safe & disciplined learning environment/Indiana student behavior & discipline plan by discussing curricular discipline concerns and how to document that info on pyramids within grade-levels, how technology will be utilized as a teaching tool, the current BES reading plan, and how HA students are serviced using current curriculum, any changes at the state level with rules and regulations. Standards including Reading/LA and Math will be discussed.

Encourage Rigorous Curriculum - High Ability Learners

High Ability Learners (HAL) will be placed in a cluster group. If a HAL cluster consists of more than 8 students, then two clusters may be formed. The teacher will differentiate the curriculum for the HALs by using various strategies, such as, but not limited to: curriculum compacting, tiered lessons, ability grouping, flexible grouping, acceleration, and independent study projects. The High Ability Coordinator will serve as a resource to the cluster teachers in gathering and organizing materials, implementing differentiation strategies, and will also be available on a weekly basis to collaborate in the classroom.

Graduation Plan

All students entering 6th grade will create an Indiana Graduation Plan. During 6th grade parent/student orientation meeting in August, the 6th grade teachers will provide students and parents information about a graduation plan. Students and parents will receive information on the school district's policy for attendance, as well as the importance of attendance, good citizenship, good study habits, and overall seriousness of their academic studies to prepare them to graduate. Parents and students will sign off on diploma track and promise to support/follow written plan. A copy of this will be placed in student's permanent file and follow the student to the Jr. high level.

During one week of the school year, the entire student body will celebrate careers and college. This way all students will be exposed to a multitude of career opportunity as well as college options prior to completing their graduation plan each year.

Math Focused Student Group - S.T.A.R

The Classroom Teacher, Title I Coach, Title I Assistant, Special Needs Teachers, Special Needs Instructional Assistants, EL Coordinator, CIS Coordinator, Special Area Teachers, and/or Parent Volunteers will work with students during our S.T.A.R. (Systematic Techniques for Academic Relevance) enrichment and remediation block of time. Classroom and assessment data will be utilized to help the staff determine the materials necessary to best fit the needs of students. Various educational software and/or materials aligned with the Indiana State Standards will also be utilized.

The focus during STAR time will be primarily on math since we offer a variety of reading interventions. However, ELA and reading may also be offered as needed. Assistants, Licensed teaching assistants, and teachers will be assisting classroom teachers during STAR.

Outreach to Preschool Parent Involvement Programs: Camp Kindergarten

Kindergarten teachers will plan an evening during the last month of the school year where the incoming kindergarten parents meet with the teachers and other school officials regarding their areas of responsibility. The parents will be given information about the curriculum, academic standards, and activities to do with their child during the summer. During the meeting time, the incoming kindergarten students will experience various activities that they will have in kindergarten the following year.

Reading Curriculum - Grades 4-6: Tier 3 Reading Intervention

Students in grades 4-6 will also have core curriculum during the 90 minute block of ELA instruction daily. At this point, after interventionists evaluate psychological reports for each Tier 3 student, interventions should be tailored to meet the students specific learning needs. This will include using the Orton-Gillingham method for students with phonemic awareness issues, and the district goals of close reading and guided reading for students who struggle to comprehend text. Our vision is to also incorporate strategies to address working memory concerns for our special education students when applicable.

Reading Plan

BES uses Journey Reading Series to cover 90 minutes of uninterrupted reading block. Guided reading is also being implemented in grades K-2 (and beyond as training occurs) with the goal of each student meeting with the teacher daily.

Teachers utilize Dibels/mCLASS (grades K-2) and Powerschool (Grades 3-6) three times per year. Data is reviewed during PLC's and intervention/enrichment plans will be made following each assessment period. SI is also utilized multiple times per year to help set goals and assess reading level.

Professional development for the core program, assessments, reading interventions, and cultural competency occurs at the district level prior to the school year, on MLK day, and throughout the year during staff meetings as needed. We have multiple staff members who work with a and spend time training highly qualified staff members to assist with reading interventions. It's important for us to recruit staff members and retain them for consistency.

Parent/guardian communication occurs during open house, at parent/teacher conferences following quarter 1, during the school year on an ongoing basis as needed, and after formative assessment windows.

Remediation structure (for students not demonstrating proficiency on IREAD-3: Students who do not pass IREAD participate in an early morning intervention group from mid-April through end of May. They also attend summer school (transportation and breakfast/lunch provided).

HA students receive services from the district HA teacher once a week in a pull out setting and also receive extensions from the classroom teacher during classroom assignments.

Intervention outside of 90 minute reading block include: LLI: Students in grades K-2 who are below proficiency (red and possibly yellow on TRC/Dibels) and need assistance with their reading skills will participate in a research-based intervention program called Levelled Literacy Intervention (LLI). This program will be held 4-5 days per week from August through mid-April, except during Acuity and ISTEP+ testing times, and will be taught by our Title I Teacher. This Tier 2 intervention is in addition to the Tier 2 small group assistance provided by the classroom teacher.

Systems 44: Students in grades 3-4 who have a lexile score under 200 and need assistance with their reading skills may participate in a research-based intervention program called Systems 44. This program will be held daily from August through mid-April, except during Acuity and ISTEP+ testing times, and will be taught by our Instructional Coach or a Special Education teacher. This Tier 2 intervention is in addition to the Tier 2 small group assistance provided by the classroom teacher.

IREAD: Students in grades K-2 will participate in a research-based program called iREAD. This program will be available for teachers to utilize during center time in the general education classroom, in the computer lab, or other times throughout the day. Username/passwords will also be shared with parents so that students can utilize the program at home.

Student Transition: Preschool Outreach

To assist parents and students transitioning from pre-school to kindergarten, the parents and incoming kindergarten students will be invited and encouraged to attend Camp Kindergarten in May to learn more about the school and procedures to make a smoother transition to school. Preschools will be contacted each year to check on the amount of Borden students being serviced so that these students can be invited to Camp Kindergarten. The K teachers and principal will collaborate with the preschool at BES to ensure the readiness skills being taught match what is needed to be successful in K.

To prepare for successful implementation of the interventions outlined above, the School Improvement Steering Team developed several plans including a Professional Development Plan and an Intervention To-Do List.

PART 5: Professional Development Summary

Alignment with the School Improvement Plan: The Professional Development Summary is directly aligned with interventions found in the School Improvement Plan.

Effective Learning Process: The Professional Development Summary was written by teacher-leaders and includes activities that will help teachers develop the knowledge and skills needed to successfully implement the interventions listed in the School Improvement Plan. The plan includes a variety of formats for professional development. Activities have been embedded in the school day as appropriate.

Professional Growth Environment: Each intervention is supported by the Steering Team. Steering Team members are responsible for 1) writing (with support from colleagues) an intervention plan including on-going professional development activities, resource and funding procurement, and evaluation activities, 2) providing on-going mentoring to their colleagues in the implementation of the intervention, 3) analyzing the effectiveness of the intervention, and 4) making a recommendation to the School Improvement Council with respect to whether or not the intervention should be sustained.

OUR PROFESSIONAL DEVELOPMENT SUMMARY

Intervention: Encourage Rigorous Curriculum - Curriculum Collaboration

Professional Development Title	Learning Style	During Contract Hrs	Implementation Date	Introduction	Preparation	Early Use	Routine Use
Kids Deserve It! Book Study	Visual		Fri, Jul 19, 2019				✔

Intervention: Reading Curriculum - Grades 4-6: Tier 3 Reading Intervention

Professional Development Title	Learning Style	During Contract Hrs	Implementation Date	Introduction	Preparation	Early Use	Routine Use
Read 180	Auditory		Fri, Aug 2, 2019	✔	✔	✔	✔

Intervention: Reading Plan

Professional Development Title	Learning Style	During Contract Hrs	Implementation Date	Introduction	Preparation	Early Use	Routine Use
Read 180	Auditory	✔	Fri, Aug 9, 2019	✔	✔	✔	✔
Read 180	Auditory	✔	Fri, Jan 3, 2020	✔	✔	✔	✔

PART 6: Interventions Task List

As needed, a detailed task list was developed that includes activities related to 1) intervention evaluation, 2) professional development, 3) resource securement and 4) funding securement. The Steering Team will go over the intervention task list with the entire faculty. Throughout the year, the Steering Team will check off each task as it is completed. At the end of the first semester, the Steering Team will present the percentage of completed activities to the School Improvement Council. If the tasks were not fully implemented, the Steering Team will facilitate a discussion about changes that will occur during the second semester to ensure that all tasks are completed.

OUR INTERVENTIONS TASK LIST

Date	Intervention	Prep Area	Task	Person Responsible
Wed, Apr 10, 2019	Outreach to Preschool Parent Involvement Programs: Camp Kindergarten	Resources	Secure teacher volunteers	Lisa Gardner
Fri, Jul 19, 2019	Encourage Rigorous Curriculum - Curriculum Collaboration	Professional Development	Kids Deserve It! Book Study	Samantha Hurst
Fri, Aug 2, 2019	Reading Curriculum - Grades 4-6: Tier 3 Reading Intervention	Professional Development	Read 180	Lisa Hawkins
Fri, Aug 9, 2019	Reading Plan	Professional Development	Read 180	Lisa Gardner
Fri, Nov 29, 2019	Outreach to Preschool Parent Involvement Programs: Camp Kindergarten	Funding	Funding request from PTO	Lisa Hawkins
Fri, Jan 3, 2020	Reading Plan	Professional Development	Read 180	Lisa Gardner
Mon, Mar 2, 2020	Math Focused Student Group - S.T.A.R	Evaluation	Collect Follow Up Data	Lisa Hawkins
Fri, Dec 11, 2020	Outreach to Preschool Parent Involvement Programs: Camp Kindergarten	Resources	Order magnetic letters, books, whiteboards, and tshirt	Amy Greenwell

Appendix A: School Improvement Plan Summary - Crosswalk

This report shows the relationship between the Root Cause, SMART Goals, and Interventions. For each Root Cause, the report shows 1) the SMART Goals that will be positively impacted when the Root Cause is successfully addressed and 2) the Interventions that will enable the school to successfully address the Root Cause.

Root Cause: Attendance problems due to transiency

SMART Goals Influenced by this Root Cause

- Pass ISTEP ELA (Grades 3, 4, 5, 6; Free/Reduced)
- Raise SRI score by 100 points (reading comprehension) (Grades 3, 4, 5, 6; All Students)
- Pass ISTEP ELA (Grades 3, 4, 5, 6; Special Ed - IEP)
- Score in the green or blue areas on the TRC assessment (Grades KG, 1, 2; All Students)
- Pass ISTEP Math (Grades 3, 4, 5, 6; Free/Reduced)
- Score in the yellow or green areas on the MCLASS assessment (Grades KG, 1, 2; All Students)
- Pass ISTEP Math (Grades 3, 4, 5, 6; Special Ed - IEP)

Interventions to Impact This Root Cause:

- Attendance

Root Cause: Consistency with Curriculum as a district

SMART Goals Influenced by this Root Cause

- Pass ISTEP ELA (Grades 3, 4, 5, 6; Free/Reduced)
- Raise SRI score by 100 points (reading comprehension) (Grades 3, 4, 5, 6; All Students)
- Pass ISTEP ELA (Grades 3, 4, 5, 6; Special Ed - IEP)
- Score in the green or blue areas on the TRC assessment (Grades KG, 1, 2; All Students)
- Pass ISTEP Math (Grades 3, 4, 5, 6; Free/Reduced)
- Score in the yellow or green areas on the MCLASS assessment (Grades KG, 1, 2; All Students)
- Pass ISTEP Math (Grades 3, 4, 5, 6; Special Ed - IEP)

Interventions to Impact This Root Cause:

- Encourage Rigorous Curriculum - Curriculum Collaboration
- Reading Plan

Root Cause: Structured Math Interventions Missing

SMART Goals Influenced by this Root Cause

- Pass ISTEP Math (Grades 3, 4, 5, 6; Free/Reduced)
- Score in the yellow or green areas on the MCLASS assessment (Grades KG, 1, 2; All Students)
- Pass ISTEP Math (Grades 3, 4, 5, 6; Special Ed - IEP)

Interventions to Impact This Root Cause:

- Math Focused Student Group - S.T.A.R

Appendix B: Root Cause Self Study Excerpt

This excerpt provides root cause information required by PL221 and, if applicable, Title I.

Short Answer Questions 2018-2019

Indiana Rules and Regulations

A	Where is the public copy of your school's curriculum located? (PL221) Please use data from 2018-2019	Pacing guides are available on Google Docs, in each classroom teacher's classroom, office (State standards are located in blue and red folders in classrooms)
B	What rules or statutes would you like to waive in order to promote student learning? (PL221) • Identify the specific statute and and/or rule you wish to waive. • Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule. • Explain the benefit to student achievement. • Describe the evaluation process that would be used to measure the success of these strategies. Please use data from 2018-2019	None
C	Are your school's attendance rates supportive of learning? What activities will you implement next year to increase or maintain your attendance rate? (PL221) Please use data from 2018-2019	Yes; the principal monitors attendance and letters are sent at various intervals
D	List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each. (PL221) Please use data from 2018-2019	Powerschool - a standards based assessment using the college and career readiness standards as outlined by the DOE Summer 2014. MClass/Dibels-one minute screening predictor to asses if students are on grade level, above or below. RI - Reading Inventory - assessment that gives us a Lexile. IREAD - third grade benchmark assessment to determine if students have reached proficiency in third grade.

Title I SW & TAS

E	List the needs assessments used in your school to help you identify areas that are interfering with learning Please use data from 2018-2019	We use ISTEP, IRead, Reading Inventory, Scholastic Phonics Inventory, DIBELS, Text Reading Comprehension, MClass, Acuity, classroom performance, classroom tests, teacher input and parent input. We also use testing offered by School Psychological Services as deemed necessary by discussions and review from the intervention team, or parent request.

Appendix C: Continuous Improvement Timeline

The SI2 School Improvement Planning Process operates on a three year cycle and includes leadership team development followed by the development of key components of the school improvement plan as outlined above.

Our school was in Update 1 for the 2018-2019 school year.

	ORIGINAL PLAN	REVIEW & REVISE		
	Start Up	**Update 1**	**Update 2**	**Update 3**
Aug		Begin Implemention of Interventions	Begin Implemention of Interventions	Begin Implemention of Interventions
Sep				
Oct	Commit to SI2 Process	Recruit School Improvement Council & Establish Student Body Discussion Format ; Update Steering Team (if needed)	Recruit new Council Members & Update Steering Team (as needed)	Recruit new Council Members & Update Steering Team (as needed)
Nov	Recruit Steering Team	Update Achievement & Root Cause Data (surveys are optional)	Update Achievement & Root Cause Data (surveys are optional)	Revise Vision & Update Achievement & Root Cause Data (including Student, Faculty, Parent, and Community Surveys)
Dec	Create Organizational Structure / Learn About SI2	Mid-Year Intervention Implementation Evaluation	Mid-Year Intervention Implementation Evaluation	Mid-Year Intervention Implementation Evaluation
Jan	Collect Achievement Data & Root Cause Data (including Student, Faculty, Parent, and Community Surveys)	Achievement Goals Update	Achievement Goals Update	Achievement Goals Update
Feb	Write Vision Statement	Root Causes Update	Root Causes Update	Root Causes Update
Mar	Identify Achievement Goals Focus Areas and SMART Goals	Intervention Update	Intervention Update	Intervention Update
Apr	Identify Root Causes	Prepare to Implement Interventions	Prepare to Implement Interventions	Prepare to Implement Interventions
May	Select Interventions			
May Jun	Prepare to Implement Interventions detailed planning			