

THORNTOWN ELEMENTARY
PL 221 TEAM MEMBERS

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Lucy Ryan	Primary Teacher
Carrie Ransom	Primary Teacher/Parent
Melanie Keyes	Primary Teacher/Parent
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Quella Rutledge	Intermediate Teacher
Julie Lester	G/T Teacher
Cindy Johnson	Secretary
Emily Faggetti	Administrative Intern

**Thorntown Elementary School
School Improvement Plan
Public Law 221**

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Thorntown Elementary School School Improvement Plan Prepared in Compliance with Public Law 221

This school improvement plan has been reviewed and revised on behalf of Thorntown Elementary School. It was prepared under the leadership of the building principal and assistant principal working in cooperation with the school improvement committee appointed in compliance with Indiana Public Law 221. The original plan was structured using the guidelines provided in rules approved by the Indiana State Board of Education. The first plan covered a three-year period dating from 2002-2005. The plan is reviewed yearly.

This document reflects the new PL 221 Plan which is required by the Indiana Department of Education. In order for our school to be considered for state accreditation, our school must submit timely information regarding legal standards and relevant data regarding school improvement planning and student achievement. This plan will be submitted to the state as a three year plan, with our school updating and reviewing each year between 2013 – 2016.

The PL 221 committee is currently made up of 8 classroom teachers, the school secretary, a parent, a special education teacher and two administrators. The PL 221 Committee and the PL 221 Plan continue to strive for excellence and continuous improvement in student achievement at Thorntown Elementary. This plan is a working document to the community as to how those of us at Thorntown Elementary expect to fulfill that commitment in the coming years.

I. Introduction

A. Narrative Description of the School, Community, and Educational Program

Thorntown Elementary School is located in the town of Thorntown, Boone County, Indiana. The school dates back to the late 1800's. A display of former graduating classes dating back to the 1890's in the school entrance reminds students and community of the rich heritage this school has provided for this community. Thorntown is located in the northwest corner of Boone County, and Boone County is adjacent to the northwest corner of Marion County, Indiana. This relatively close, but somewhat isolated location provides the Thorntown community with a significant rural influence while still having close proximity to the metropolitan area. Interstate-65 runs north and south through the middle of our district providing easy driving routes of equal distance between Indianapolis and Lafayette as one looks at a map. Therefore, we have many parents who are able to work in one of these two large cities.

The school property forms the southern boundary of the town limits. It is located next to the town park. The present school building served as Thorntown High School from 1954 to 1974. In 1975 Thorntown High School consolidated with Granville Wells High School to form Western Boone Jr.-Sr. High School. In 1988 the present school was enlarged to add classrooms and a media center. In 1995 another major renovation occurred. During this renovation air conditioning, a media retrieval system, office space and mechanical updates were completed.

In the spring of 2007 our corporation reviewed our strategic plan. Part of that process included, "A Study of the Community and Student Demographics for the Western Boone County Community School District." The study was prepared for the Board of School Trustees and Superintendent. It was compiled and completed by Dr. Robert L. Boyd, Department of Educational Leadership, Indiana State University in June of 2007.

As a result of strategic planning and the demographic study, our school approved bids for a 30 million dollar renovation project in our corporation. Of that 30 million dollar project, approximately 5 million was spent at Thorntown Elementary School. Updates to the building included the renovation of all classrooms featuring new casework, carpeting, and wall covering. A new cafeteria and kitchen were added to the existing building. Other renovated areas included the art room, special needs classrooms, locker rooms and restrooms. Classroom technology additions include Smart Boards and classroom amplification systems in all teaching areas. New HVAC units were installed in the classrooms and hallways. New security features included security cameras, electronic door access as well as a secure front entrance, which allows monitoring of all visitors to the building. New playground equipment was installed. Site features included reconfiguring the east parking lot to allow new arrival/dismissal procedures that separate the car riders from the bus riders and the walkers. All of the completed renovations have resulted in a structure that ensures a safe, comfortable learning environment where teaching and learning are the primary focus.

The School Board is committed to supporting and providing resources to maintain and improve the physical facilities at Thorntown Elementary School. This continues through capital projects expenditures. The town continues to support and value the presence of the elementary school in town.

Thorntown Elementary is one of two PK-6 schools in the Western Boone County Community School Corporation. Thorntown currently serves 427 students from the three townships of Sugar Creek, Washington and Clinton, the school being located in Sugar Creek Township. Students attending Thorntown Elementary are primarily Caucasian, English speaking learners. The socioeconomic level of attending students falls in the middle to lower class with 41.2% of students receiving textbook assistance and free/reduced lunches. The school began a breakfast program in November of 2000 that is available to all students. We average about 25% of our students taking advantage of this program. In 2006 we implemented a pre-school program that is available to local four year old students. We currently have 24 students enrolled in this program.

Our staff consists of: 18 classroom teachers; 2 special education teachers; 1 music teacher; 1 technology integration coach; .5 phys. education teacher; .5 art teacher; .3 speech teacher; .25 G/T teacher; 1 nurse; 2 administrators; 2 secretaries; 5 cafeteria workers; 4 custodians; 11 instructional assistants; and 9 bus drivers. The school's licensed teachers and support staff members pride themselves on continual improvement. The school is committed to providing an exemplary education for students; one that aligns with Indiana's Academic Standards, as well as the transition to the Common Core State Standards. Thorntown Elementary has been a school leader in implementing programs that aid and support our students' needs. Thorntown is a Title I school. The Title I program works with classroom teachers to provide small group and individualized literacy and math instruction for at-risk students. Other special services include speech and language instruction, physical therapy and occupational therapy.

In February of 2008 we received confirmation that we made Four Star school status using the 2006-2007 ISTEP+ scores. For the 2007-08 year all subgroups met Adequate Yearly Progress (AYP) and we were named an exemplary school using these scores. 2008 Fall ISTEP Scores indicated a decrease of 1.1% in our overall scores from the previous years. Our biggest drop came in 4th grade math and language arts. This is a significant indicator resulting in Thorntown Elementary School being placed on Academic Watch. Due to the change to spring testing in 2009, AYP was not calculated for 2009. In the spring of 2010, we were notified that Thorntown

Elementary had received a Blue Ribbon Nomination. The application process was satisfactorily completed. Official notification from the US Department of Education was received in September 2010. 2010 AYP results indicated that all subgroups met AYP. 2010-11 Spring ISTEP+ scores indicated a mix of growth as well as areas of concern. The 2010-11 data indicates that we saw tremendous growth in our 4th grade population. This grade level was the only one that exceeded 80% passing in both areas. A significant decrease was noted in our 5th grade English/Language Arts scores. We will also concentrate on improving the percentage of our students who are passing both parts of the ISTEP. Growth Model data became available in September 2010. Thorntown Elementary fell in the high growth, high achieving quadrant. Growth Model Data from the 2010-11 school year showed Thorntown in the higher growth/higher achievement category in English/Language Arts and Math. The 2011-12 AYP data indicated that we met the benchmark in 15 of 17 categories. Areas of concern were the free/reduced population in the areas of math and E/LA. This was an area of focus during the 2011-12 school year. This data placed Thorntown Elementary School in the PL 221 category of commendable.

The 2012-13 ISTEP+ data showed that we did not meet our goal to meet or exceed the state average in all areas. The state average was not met in English/language arts at grades 4 and 5. These passing rates also fell below an 80% passing rate. Our school goals will continue to reflect a passing rate that meets or exceeds state averages. We celebrate a 100% passing rate on the IREAD3. We have maintained our "A" letter grade. Growth model data reveals that we are in the high growth, high achievement quadrant.

The 2013-14 ISTEP+ data indicated that only one area prevented us from meeting our goal to meet or exceed the state averages in all areas. Our 3rd grade E/LA scores did not meet the state average (83.6%). The passing rate of 79.5% also fell below the desired 80% passing rate. We maintained an "A" letter grade.

During the 2014-15 school year we were notified that we did not meet the annual measurable objective established for us as a Title 1 school. This identified us as a Focus-Targeted school. The passing rate of our white student subgroup did not meet the annual measurable objective established by the state. Our passing rate was 0.860, which fell just below the target score of 0.87. Thorntown Elementary addressed the requirements mandated by the state, which included notifying parents of the Focus-Targeted School designation as well as reviewing our school improvement plan to ensure that this subgroup of students was receiving the necessary interventions.

The 2014-15 ISTEP+ results showed a decrease in achievement that was anticipated due to the move to an updated assessment to meet the College and Career Standards. Thorntown Elementary saw a decrease in achievement at most grade levels as well as low growth. The Indiana Department of Education and the State Board of Education agreed to hold schools harmless by removing growth data from the teacher evaluations as well as establishing a formula to address school letter grades. Our school was able to maintain the "A" letter grade that was achieved the previous three years. Our school has responded to the 2014-15 test results to ensure that our students are prepared for the 2015-16 administration of the test. Our school did not meet the goal of achieving state average in 4 areas. Third grade E/LA (62/62.6) and math (73/73.2) both fell slightly below the state average. 4th grade math (65/65.2) also fell just below the state average. 6th grade E/LA (56/65.8) was the greatest concern with our school falling significantly below the state average. Our school met the state average with percent passing both parts of the assessment at all grade levels except 6th grade (50.0/53.0).

The 2015-16 ISTEP+ results showed that we met or surpassed the state average in all areas in grades 3-6 in math. All grade levels met or exceeded the state average in English except our 4th grade who missed the target by .03%. Preliminary letter grades released in 11/2016 indicated that Thorntown Elementary received a B. Our passing rate in grades 3-6 in English/Language Arts was 70.8%. We achieved a passing rate of 72% in math. Both of these rates exceed the state average. In English/Language Arts the top 75% growth was 95.3% with the bottom 25% at 92.1%. In math our top 75% growth was 84.2%, the bottom 25% growth was 84.6%. We are pleased with the growth of our students. Our goal must be to increase the passing rate of students in both English/Language Arts and math.

The school is dedicated and committed to educational practices that are research based to improve student achievement. We pride ourselves in being the best we can be. We encourage our parents and community to take an active part in the education of our students. We will continue to work tirelessly to meet the needs of all children.

B. Curriculum – Description and Location

The Thorntown Elementary School curriculum is based on and aligned with the standards adopted by the Indiana State Board of Education. Teachers, staff, and resource personnel at Thorntown Elementary, under the direction of the building principal and assistant principal, implement and supplement the curriculum using a selection of instructional programs and practices. Such programs and practices include, but are not limited to, Shurley Language, Go Math, 6+1 Traits of Writing, Balanced Literacy Instruction, Writer’s Workshop, and Accelerated Reader. Supplemental assessments, including Individual Reading Inventories, Inspect at grades 3-6, IREAD at grades K-3, diagnostic reading screening for all Title I reading students, and STAR reading, have assisted teachers in identifying specific student needs. Student services including special education, Title I, math remediation, gifted and talented programming, speech and language, DARE, and Social Health classes help to support and enrich the curriculum. Thorntown Elementary School provides early literacy for four year old children through our preschool program. The preschool curriculum is based on the Foundations for Preschool and Early Literacy standards developed by the state of Indiana.

C. Assessments of Student Achievement – ISTEP + and Other Assessment Strategies

- 1) ISTEP+ - The Indiana Statewide Testing for Educational Progress (ISTEP+) is a standardized achievement test given in the spring to grades 3 through 8 that measures:
 - a) to what extent an individual student has mastered the Indiana State Academic Standards in the English/Language Arts, Science, Social Studies and Mathematics content areas;
 - b) to what extent the students in an individual classroom, school, and corporation, as a group, are attaining mastery of the Indiana State Academic Standards; and
 - c) how a student’s performance in an individual classroom, school, or corporation compares to the Indiana Academic Standards established by State Board of Education.

2) Assessment – titles and descriptions of assessment instruments

IRI's- Individual Reading Inventories are used to help collect information about individual students' reading development. This information can be used to make instructional decisions about each student, identify specific strengths and weaknesses, and monitor literacy growth from year to year.

Pivot Inspect

Inspect is a comprehensive assessment system in the areas of English Language Arts and Math. Students in grades 3-6 participate in this benchmark assessment 3 times per year. The data from this assessment is readily available to teachers for critical analysis. Students participate in error analysis between benchmarking periods in order to address curriculum gaps and to provide them with experience with test complexity.

Learning Lab Assessments

Learning Lab is a Title 1 sponsored program developed to assist low-achieving students in the areas of reading, writing, or math. The program is a supplemental support for children in grades K-6. Depending on the grade level, students participate in a small group intervention for up to 30 minutes 4-5 days per week. Students are identified for support through school-wide benchmark assessments. Students considered for participation in Learning Lab also participate in diagnostic assessments conducted by the Learning Lab staff. If identified for these supplemental services, students are progress monitored 3 times per year, using the same diagnostic assessment tools.

Accelerated Reading – computer based program designed to test student comprehension level in grades 1-6.

Star Reading – computer administered test used to measure student reading levels with instant results in grades 1-6. This is an easy to use tool to help teachers match instruction to individual student levels. Early Star Reading is administered to the kindergarten and 1st grade students as a diagnostic tool for teachers to guide instruction and interventions for struggling students and students needing to have more challenging work. This data may be used as a progress monitoring tool.

ISTAR- The Indiana assessment system includes an alternate assessment component, the Indiana Standards Tool for Alternate Reporting (**ISTAR**). Students who perform significantly below grade-level may have personal learning goals that cannot be adequately measured with a grade-level standardized test. ISTAR is the measure of accountability for the progress of these individual students within Indiana's assessment system.

Multidisciplinary Team - an interdisciplinary team of staff members that provides a systemic approach to the prevention, identification, referral, intervention, support and follow-up procedures affecting students whose academic and/or behavior concerns interfere with their education. When student testing has been requested by the parent or teacher, an M-Team meeting takes place with all related school personnel to review achievement data to confirm, or deny, the request for further testing.

Grade Cards – teacher driven assessment recorded each nine weeks in areas of reading, math, language, spelling, social studies, science, health, and attendance. Communication between parents and teachers is encouraged with the opportunity for comments and responses.

Mid-Term Reports –Harmony family access allows parents to monitor student grades at all times. Mid-term reports are no longer sent to the parents due to this online access.

Attendance Reports – teacher recorded attendance available in our Harmony Student Information System for each student, each class, each grade level and school total percentage for the nine weeks, semester and year end reports.

3) Boone – Clinton-Northwest Hendricks Joint Services – Special Education Cooperative offering support services and diagnostic assessments for children who struggle to meet academic performance standards.

Achievement, Ability and Behavioral Assessments

- Achievement Test (WJ III)
- Behavioral Assessment System for Children (BASC)
- Differential Ability Scale (DAS)
- Vineland Adaptation Behavior Scales
- Wechler Individual Achievement Test (WIAT II)
- Wechler Intelligence Scale for Children (WISC III)
- Woodcock Johnson Psychological Educational Assessment Battery
- Woodcock Munoz Language Survey – English Form

4) Speech Pathology

- Articulation and language test
- Clinical Evaluation of Language Fundamentals (CELF III)
- Goldmen-Fristoe Articulation
- Hearing Screening
- Peabody Picture Vocabulary Test (PPBT)
- Photo Articulation Test (PAT)
- Test of Language Development (TOLD)

5) Health Related Areas

Medical records – student medical records are kept and updated as needed by the School RN. Emphasis is placed on shot records being maintained in compliance with state mandates.

Vision Screening – This screening is done for every kindergarten, first, third and fifth grade student. This screening is also done for anyone referred for testing.

Hearing Screening-This screening is done for every kindergarten, first, and fourth grade student. Screening is done on all new students. This screening is also done for anyone referred for testing.

II. STATEMENT OF VISION, MISSION, AND BELIEFS

VISION STATEMENT

We will be a progressive school community dedicated to excellence in education, holding high expectations for students and staff, and committing our resources and energies toward continuous improvement.

MISSION STATEMENT

We are a partnership of school and community that serves diverse educational needs by providing a safe learning environment that is innovative, competitive, a builder of self-worth, inspiring and fun!

CORE VALUE STATEMENTS

- We Value High Quality Instruction
- We Value Student Achievement and Maximizing Student Potential
- We Value Environments Conducive to Learning
- We Value Opportunities for all Students, Developing Well-Rounded Students

2016-2017 DISTRICT GOALS

1. We will raise the level of **student learning** to enable all students to become successful in the 21st century.

* We will evaluate current programs and research alternative program options for students working above and below grade level (High Ability and Exceptional Learner Populations)

* We will continue to place a focus on instructional technology by supporting teachers with on-going professional development, building an instructional technology staff, and providing parents with opportunities to learn how technology is utilized in today's classroom.

2. We will develop positive **public relations** with our constituents.

* We will update our websites with a focus on mobile platforms, social media, calendars, press releases, and student-driven media.

* We will create a superintendent's community council to promote our schools and provide a platform for increased discussion with key stakeholders.

3. **Athletics** is a valued component of our school community.

* We will improve athletic facilities for youth programs.

* We will increase attendance and school spirit at athletic events using special promotions and other creative marketing strategies.

4. **Budget and Finance** information will be communicated to the public.

* We will raise public awareness to current and projected enrollment and the impact on the general fund budget.

* We will seek support for additional funding to our Promise Scholars 529 program and promote sponsorships of other school programs.

III. Summary of Data, derived from an Assessment of the Current Status of Educational Programming

Graph One- ISTEP Results

**THORNTOWN ELEMENTARY SCHOOL
ISTEP % Passing**

	3rd	4th	5th	6th
Math	83.3	66.7	68.1	69.4
State Average	60.1	62.4	65.6	59.8
Special Education	18	40	36	50
Free/Reduced	74	58	57	50
Boys	81	60	74	65
Girls	85	75	63	75
Eng./LA	77.4	67.6	63.8	72.6
State Average	69.0	68.2	63.4	66.3
Special Education	36	33	18	50
Free/Reduced	59	63	50	45
Boys	74	57	70	62
Girls	78	79	58	86
Sci.4,6/ SS 5	N/A	65	72	68
State Average	N/A	64.7	63.8	65.1
Special Education	N/A	27	27	60
Free/Reduced	N/A	54	71	45
Boys	N/A	60	87	71
Girls	N/A	71	58	64

**** Data not available**

The goal established for the 2015-16 school year was to meet or exceed the state average passing rate in all areas assessed at all grade levels. We achieved this goal in English/Language Arts at all grade levels except for our 4th grade students who missed meeting this goal by .03%. All grade levels met this goal in math. Although we are pleased with this performance, increasing passing rates are necessary to earn an "A" grade from the Department of Education. Based on this need we will include an increase in passing rate as part of our goals for the 2016-17 school year. As a school we exceeded the state average passing rate with our free/reduced population as well as our special education students. We are not satisfied with the performance of these students. We are evaluating the placement and instruction provided to these students and are making adjustments as appropriate.

Following the summer retest our school achieved a passing rate of 96% on the IREAD 3 assessment. We congratulate our teachers and students on achieving this goal.

Accountability of our teachers in grades K-2 is reflected by student achievement on all literacy assessments administered. Student learning objectives (SLO) are written for teachers using student achievement on all literacy assessments. Based on this we are reporting grade level data using the three assessments administered at each grade level. In kindergarten, students are assessed using Fountas and Pinnell, IREADK and a locally developed Title 1 assessment. At the conclusion of the 2015-16 school year, 92% of our kindergarten students achieved benchmark on at least two of the three assessments administered. Our first grade students are assessed utilizing Fountas and Pinnell, STAR reading and IREAD1. 91% of our 1st grade students achieved benchmark on at least two of the three assessments. The assessments utilized in 2nd grade are Fountas and Pinnell, STAR reading and IREAD2. 79% of our second grade students met the benchmark on two of the three assessments. Our targeted achievement rate is 90%. We will continue to focus on meeting this goal at grade 2.

During the 2015-2016 school year 83 students were provided supplemental services through Learning Lab. All students participate in school-wide benchmark assessments, and students who are below benchmark may be recommended for further diagnostic testing to determine eligibility for participation in Learning Lab. Students in Learning Lab participate in progress monitoring and regularly scheduled assessments to measure growth with targeted skills. By the end of the school year, 79 of the 83 students served were still enrolled at Thorntown and 55 % of them had achieved benchmark status with end of year school-wide assessments and ISTEP+ passing scores. Eight students serviced through Title 1 (10%) were referred for educational evaluation and special education services.

B. Data Related to other Performance Indicators

In addition to the formal assessments used at Thorntown Elementary, great emphasis is placed on mid-term (mid-point of each grading period) and the nine-week teacher assessment, via report cards that measure and record student growth and improvement. Each student receives a written report that is shared with parents. The staff regards the classroom work as equally important as test data.

Our corporation continues to use the web site called Harmony. This program allows parents secure access to limited information contained in the school’s Student Management System. This program allows parents to see important information that is specific to their child’s performance and conduct in class, grades, and attendance. This program also allows parents to communicate with school staff via email.

Graph Two: Teacher Data for Thorntown Elementary School from 2003 –2016

Teacher Data (DOE CE/CP)						
Year	Teachers (Full Time Equiv)	Average Age	Average Experience	Average Salary	Average Supplemental Salary	Students per Teacher
2003-04	26.2	45.0	14.4	\$42,175	\$123	17.7
2004-05	27.6	44.3	13.9	\$42,340	\$133	15.8

2005-06	26.5	44.7	14.3	\$43,988	\$245	17.1
2006-07	26.6	44.5	13.7	\$44,324	\$138	17.1
2007-08	26.2	46.0	14.9	\$45,591	\$171	16.9
2008-09	24.7	45.0	14.4	\$46,234	\$211	18.1
2009-10	26.7	45.3	14.7	\$46,184	\$170	17.1
2010-11				\$45,438		21.6
2011-12				\$47,735		20.0
2012-13	30.0					20.0
2013-14	28.0					20.0
2014-15	28.0					24.0
2015-16	25.0					18.20

The teaching staff is closely involved with student performance. Thorntown Elementary is pleased to have a teaching staff that blends youth and experience. We are noting an increase in our student per teacher ratio at our intermediate grades (4-6).

Graph Three - Enrollment Data

THORNTOWN ELEMENTARY (PREKINDERGARTEN THRU GRADE 6)

Year	Enrollment	Difference
2003	462	-23
2004	434	-28
2005	453	+19
2006	456	+3
2007	459 w/ pre-K	+3
2008	459 w/ pre-K	+3
2009	470w/ pre-K	+11
2010	457w/ pre-K	-13
2011	407w/ pre-K	-50
2012	420 w/ pre-K	+20
2013	427 w/ pre-K	+7
2014	434 w/ pre-K	+7
2015	433 w/ pre-K	-1
2016	437 w/ pre-K	+4

Thorntown noted a slight decrease in enrollment. We have several students who request inner-school transfers based primarily on their location in the district with their home being close to the Thorntown School. We have also noted an increase in the families requesting enrollment in our school based on the open enrollment guidelines established by the state. Affordable housing continues to be an issue that impacts our enrollment. The lack of employment opportunities in the area is another factor.

Graph Four: Ethnic Breakdown

White	426
Black	1
Hispanic	7
Asian	1
Multi-racial	12

Thorntown Elementary School is a rural school in Central Indiana. Our student population remains predominantly white. Over the last few years we have noted a slight increase in our Hispanic and Multi-racial populations. It will be important for our school to watch the performance of this group of students.

At the present, there is only limited housing and employment available in our school district. We will address need by adding staff that aids and supports our ESL student population.

IV. Conclusions about the Educational Programming Derived from an Assessment of the Current Status of Educational Programming

A. Curriculum – Indiana Academic Standards

The Thorntown Elementary School Curriculum has been aligned with the College and Career Ready Indiana Academic Standards (2014). Local, school, and corporation benchmark skills and concepts have also been incorporated to provide students with the most comprehensive curriculum possible. The goal of curriculum leaders, teachers and staff has been to provide students with the necessary academic tools and valuable life skills they will need to become successful citizens in our community and beyond. This goal is being pursued through the following efforts:

- The implementation of the Indiana Academic Standards for English/Language Arts (2014)
- The implementation of the Indiana Academic Standards for Math (2014)
- The implementation of the Indiana Academic Standards for Science and Social Studies.
- The transition to College and Career Ready Indiana Academic Standards
- Instructional teams have collaborated across grade levels and identified discrepancies between the College and Career Ready Indiana Academic Standards (2014) and current instructional resources. Current practices will be adjusted to better align with current standards.
- The implementation of the Western Boone Elementary Technology Standards.
- Staff Development and professional growth opportunities have been developed to support teachers and staff with the implementation and assessment of current standards.

B. Instruction that supports the Achievement of Indiana Academic Standards

Instructional strategies and practices are aligned, adapted, and assessed to provide appropriate, meaningful instruction of the College and Career Ready Indiana Academic Standards. Teachers and staff have been trained in and are implementing such instructional strategies as, differentiated instruction, guided reading, Smeckens and 6+1 Traits Writing, Shurley Language, Go Math, 90 minute uninterrupted reading block and adapted/inclusionary strategies for students with special needs. To assess these instructional practices and student learning, teachers and staff are utilizing a variety of assessments including ISTEP, IRIs, running records, skill checklists, Pivot

Inspect, IREAD K-3, and STAR Reading assessments. Teachers and staff teach the standards, using all of these instructional strategies and assessments, with the intent of improving student achievement as well as better preparing all students for future ISTEP+ exams. Student Data Action Plans are created and implemented to help students meet benchmark goals.

C. Assessments of Student Achievement – ISTEP+ and Other Assessment Strategies

The standardized achievement testing program used by Thorntown Elementary School includes Pivot Inspect, ISTEP+, and IREAD 3. The school places great emphasis on the assessment and measurement of student achievement. In addition to the ISTEP and IREAD standardized assessment, each grade level and classroom teacher collects additional assessment data for the purpose of tracking individual student progress. Such assessments include IREAD, STAR, Moby Max and Fountas & Pinnell Benchmark Assessment system. The identification of student strengths and areas of need is critical in providing appropriate, meaningful instruction. Additional student assessments are given upon completion of curricular units or skill instruction to determine achievement levels for each child. We will continue to investigate assessment tools that enable staff to determine benchmark goals, timelines, and progress monitoring strategies that measure student achievement.

D. Parental Participation in the School

Thorntown Elementary is committed to enhancing the relationship with families. The staff welcomes parents and family members into the school community in a variety of ways:

- Parent / Teacher Conferences
- Harmony Student Information System
- Rotary presents dictionaries to 3rd grade students
- Parent Volunteers offer School Supply Kits for sale
- Meet the Teacher Night to allow students and their parents to meet the teacher before school begins in August and to gather information concerning special events, assignment procedures, expectations, and student assessment in their child's classroom.
- Book Fairs are held in the fall and spring
- Classroom volunteering and field trip chaperones
- Grandparents' Day
- Parent Literacy Opportunities
- Sporting opportunities, boys and girls basketball, girls volleyball, and cheerleading
- Student Handbooks are given to each family.
- Various performances which include the Christmas Program, Talent Show, and various individual classroom presentations.
- Veteran's Day Program in the evening for parents and the community
- Science/Art Fair
- School Family Nights
- Field Day

Communication between parents and the school is maintained through various formats:

- Bi-weekly Principal's Newsletter
- Classroom Newsletters
- Voice Mail

- AlertNow (used as needed for appropriate / timely information)
- PTO Newsletters
- School Web-site
- School-wide Smoke Signal Newsletter published at the conclusion of each grading period
- School information notices sent in a timely and meaningful manner
- Student Handbook
- Personal notes, e-mail, and telephone conferencing
- Harmony on-line grades
- Harmony mass e-mails
- School sign located outside building
- Midterms
- Grade Cards

The **Parent Teacher Organization (PTO)** comprised of parents and teaching staff is actively involved in student interests at Thorntown Elementary. This organization provides sponsors and funding for multiple activities and various supplies needed throughout the year. Meetings are held throughout the school year and are publicized to all parents and teachers.

Thorntown Elementary School believes that parental involvement is essential in a child's education. Ongoing and continuous plans to increase parental participation in the school community, with the goal of heightening student achievement are included in our School Action Plan.

E. Technology as a Learning Tool

The current technology plan includes a major effort in staff development. There is a Technology Coordinator and three Technology Assistants within the corporation who are available to go out and work with teachers and staff. One Technology Assistant stays at each elementary school and one Technology Assistant is located at the Jr. /Sr. High School and is on call as needed. Mandy Dudley is the Elementary Technology Integration Coach. Brenda Gillum is our Technology Assistant. Within the building, Thorntown Elementary has two computer labs, 30 each, two or more computers in every classroom, one digital cameras, document camera, Smart Board and LCD projector in every classroom, two sets of Smart Response- Interactive Response Systems, scanners, one digital camcorder, and 30 laptop computers in the Media Center. Fifth and sixth grade students have 1-1 laptop computer.

Here are examples of specific preparation and use:

- Technology class every 3rd day in Specials rotation
- Each classroom attends the computer lab or uses netbooks at least once a week and can schedule additional time if needed
- School website maintained and updated weekly.
- Wireless Internet access available to teachers and students.
- DVD/ VCR's available in each classroom.
- Morning Announcements
- MediaCast is a dynamic collection of media resources.
- SmartBoards
- Publisher provided software
- Classroom amplification systems

- Staff Meetings with Technology Professional Development - 1 per month
- Grade level meeting with Technology Professional Development - 1 per month
- Electronic newsletter, mid- terms, report cards sent to families as appropriate via Harmony.

Software designed to provide learning options for the classroom teacher, while incorporating technology:

- Pivot Inspect- The assessment measures skills in math, reading, social studies, and science in grades 3-6. It provides online reports after scores have been finalized.
- Accelerated Reader- program designed to test student reading comprehension level, grades K-6.
- Microsoft Word- word processing software
- Microsoft Publisher- creative program used to create cards, newsletters, etc.
- Microsoft PowerPoint- program used to create slide shows-great tool for student and teacher presentations
- Microsoft Excel- a spreadsheet program used to manage data and generate graphs
- Star Reading - program used to assess students' reading and skill level; also provides diagnostic reports of reading skills and strategies for reinforcements of skills below levels: reports can be given to parents to provide information about their child's reading levels and skills.
- Star Math- program used to determine mastery of math skills for students; provides reports for instrumental planning and interventions; reports can be given to parents to provide information about their child's math skills.
- Trudy- program that provides eye/hand coordination through use of mouse; practice in concept of time using both analog and digital clock faces; practice in calendar year and the changing seasons; completing and/ or designing a pattern of roads, railways, waterways, towns and cities; practice of direction
- Essential Skills- program used to develop and reinforce phonemic awareness skills.
- Music Ace 1 & 2 – programs provide a comprehensive introduction to music fundamentals.
- Groovy Music Shapes, Jungle, and City- teaches basic musical concepts through complex listening and composition.
- Heartsoft Bestsellers- Great American States Race – US Geography Skills.
- Destiny- Destiny Library Manager helps your library work more efficiently. Seamlessly integrate circulation, cataloging, searching, reporting and library management functions on a single platform.
- Type to Learn 4- Teaches students how to type through engaging lessons, activities, and typing games.
- Canvas - 5th and 6th grade
- Moby Max
- Impero - Program is used in the computer lab by Technology Assistant. It is software designed to allow the instructor to monitor student computers, lock the workstations, and deliver instruction.

Software titles and subscription titles designed to reinforce classroom learning in the areas of language arts, math, reading, science, health, and social studies:

Language Arts/Reading

Accelerated Reader
STAR Reading
Essential Skills
Trudy's Time and Place
JumpStart Kindergarten and 1st Grade
Microsoft Word
Microsoft PowerPoint
Microsoft Publisher
Pearson Realize
Spelling City
Quizizz

Math

Trudy's Time and Place
Microsoft Excel
Xtra Math
Aleks
That Quiz

Social Studies

Trudy's Time and Place (K-students can see famous places on the globe)
Pearson Realize
Sheppards Software

Internet Links Used

Grolier Online
Reading A-Z
Pivot Inspect
Dibels Math
BrainPop
BrainPop Jr.
Xtra Math
Aleks
Canvas – 5th and 6th grades
Moby Max
GoMath
PBS online
Multiple Free Internet Resources

Science/ Health

National Geography

F. Safe and Disciplined Learning Environment

Providing a safe and disciplined learning environment for students is our first and foremost priority. Recent world, national and local events have caused all schools to seek and search out

policies, practices and plans that will ensure safety at school. Thorntown Elementary School has been actively involved in this ongoing process. We promote and practice safety on a regular basis. We provide and maintain a safe learning environment. We are proactive in our approach to safety. We prefer avoiding an issue rather than having to react to a situation. We do realize that no matter how thorough we are, there will always be the possibility of harm to our students. With that in mind, we have the following criteria in place to meet situations that might occur. During the 2011-12 school year the district provided each classroom with an Emergency Management Guide flipchart.

Our corporation updates corporation safety guidelines for all staff members, called the Western Boone County Community School Corporation Emergency Management Guide. The table of contents includes the following safety items:

- Emergency Numbers
- Lockdown Procedures
- Evacuation Procedures
- Intruder/Trespassing
- Death on School Site
- Severe Weather
- Guns/Weapons on School Property
- Utility Emergency
- Violence in the Workplace
- When Trauma or Loss Occurs
- Earthquake
- Unauthorized Removal/ Missing/ Abducted Person
- Bomb Threat Checklist/ Bomb Threat Procedures

Each staff member has been given a copy of this flipchart with the understanding that it be visible and readily accessible (preferably near the phone). Each staff member has been directed to take the flipchart and red bags with them when there is an emergency. Our Superintendent has been designated as our corporation safety officer.

In addition to these guidelines, the following equipment and practices are in place at Thorntown Elementary School:

- School wide behavioral procedures, each teacher has been provided with a handbook of procedures.
- Access to building is limited to main entrance during school hours. The limited access is through our office due to renovation to the office during the summer of 2016.
- All buses are equipped with two-way radios.
- Each teacher has a two-way walkie-talkie for communication.
- Each teacher has a red safety bag with minimal supplies.
- Each year student handbooks are reviewed and distributed.
- Monthly safety drills are practiced and recorded.
- During ALICE drills if sheltered in place- Don't crouch down, have something in hand to throw
- Parents have been surveyed for safety concerns.

- Parent and staff newsletters request/remind parents and staff to notify the school of safety issues.
- Standardized disciplinary forms are available for school and bus conduct in Harmony.
- The building principal has a cell phone.
- The DARE Officer teaches the DARE curriculum for grades one to six.
- Crossing Guard each morning and afternoon.
- Secure Entrances
- Two weather alert radios are stationed throughout the building.
- Visitors are required to sign in and receive a visitor's badge.
- Each staff meeting is started discussing safety issues.
- Alert Now allows the Corporation to notify parents of delays, closings, emergencies and general information via telephone, cell phone and e-mail.
- Limited Criminal History checks are performed prior to parent involvement.

G. PROFESSIONAL DEVELOPMENT

The 2014-2015 ISTEP+ data revealed a drop in our achievement rates from previous years. The 2015-2016 ISTEP+ data reveals a need to continue our investigation into our need for higher student growth and achievement. Our focus for professional development will be on error analysis so we can 1) identify curricular gaps with our core instruction and 2) help our students begin to understand their errors and their thinking as they process through complex tasks or problems. Our investigation will help us identify instructional gaps within and across grade levels to ensure all students have access to quality instruction with grade level standards. We will investigate curriculum and intervention models serving similar populations. Topics to explore will include: master schedule, scope and sequence of curriculum, expectations for use of adopted curriculum materials and supplement resources/interventions. We will continue to monitor passing rates for each subgroup. This data has been shared with staff at all grade levels to promote a systematic response to identified areas of concern.

Activities to Address Student Learning: Teacher and administrators will participate in regularly scheduled discussions to analyze student data. Student progress will be monitored to identify overall trends and individual student needs. Differentiated instructional strategies will be discussed in response to individual student needs. The focus of professional development will be on identified needs in the area of reading comprehension, close reading, written response, problem solving, and math process standards. Data action plans are developed and reviewed on a monthly basis to track interventions being provided as well as the impact of these interventions. Student support team meetings are held monthly, as needed, to discuss student needs and specific interventions in the classroom.

Strategies to Address Student Learning: Teachers and staff are supported in developing and implementing adaptive instructional and behavioral strategies to meet the various needs of students. Grade level discussions focus on standards based instruction that meets the needs of all learners. Differentiated instruction and inclusionary strategies for students with special learning needs will also remain a part of all staff planning. Monthly meetings have been conducted by resource staff to discuss academic needs and concerns with classroom teachers, and inclusionary

strategies and accommodations are being developed and implemented to aid students with specific and/or unique learning needs. A preschool program has been implemented to provide students with earlier opportunities for reading and language skill development. A reading team was established to continue development of a K-6 reading Plan as required by the IDOE. Continued discussion will occur about content and effective instruction during the 90 minutes uninterrupted literacy block provided at all grade levels.

Programs and Services: Teachers and staff continue to implement components of Guided Reading, Balanced Literacy, and 6+1 Traits of Writing. Leveling and grouping practices are collaborative among grade levels, and are based on benchmarking and progress monitoring data. Flexible leveled literacy grouping is incorporated into guided reading at all levels.

Assessment: Teachers and staff have been trained in various assessments to determine student growth and achievement. These assessments are used to determine appropriate instructional levels for students in math and English/language arts. Benchmarking, formative, and summative assessments are used to determine appropriate instructional levels, track student achievement, and assess standards acquisition. Assessments used to gather data include: ISTEP, MobyMax(Math), STAR Reading, Pivot Inspect, IREAD, Fountas & Pinnell Benchmark Assessments, IRI's, and running records.

In addition to the specific programs listed above, Thorntown staff members have access to an extensive professional reading materials library. Outside professional development of staff members is documented by Requests to be Absent forms in which individual staff members request leave to visit other schools or workshops. In-house peer development is encouraged and supported by covering classrooms for peer observations and collaboration.

See: BIBLIOGRAPHY ON PAGE 32

V. Student Achievement Objectives/Goals

A. Attendance Rate Goals and Objectives

Graph Five- Attendance

THORNTOWN ELEMENTARY ATTENDANCE RATE

Year	State Average (Public and Nonpublic)	Attendance Rate 0537
2015-16		<u>96.6%</u>
2014-15		<u>96.5%</u>
2013-14		<u>96.6%</u>
2012-13		<u>96.8%</u>
2011-12		<u>97.2%</u>
2010-11	This is as current as the site has	<u>96.4%</u>
2009-10	95.9%	<u>95.9%</u>

2008-09	96.1%	<u>96.8%</u>
2007-08	95.9%	<u>96.2%</u>
2006-07	95.8%	<u>96.8%</u>
2005-06	96.0%	<u>97.0%</u>
2004-05	95.9%	<u>96.4%</u>
2003-04	95.9%	<u>96.8%</u>
2002-03	95.8%	<u>96.1%</u>

	04	05	06	07	08	09	10	11	12	13	14	15	16
TOP SCHOOLS (95%)	97.8	97.7	98.2	97.7	97.6								
STATE AVERAGE	95.9	95.9	96.0	95.8	95.9	95.9							
THORNTOWN	96.8	96.4	97.0	96.8	96.2	96.8	95.9	96.4	97.2	96.8	96.6	96.5	96.6
Comparison to state aver.	+.9	+5	+1.0	+1.0	+3	+5							

Goals: Our goal for the next three years would be to exceed the state attendance average.

Objectives:

1. Maintain daily attendance reports in each classroom and in the main office.
2. Call parents of absent children unaccounted for to verify / determine reason for absence.
3. Continue to acknowledge perfect and nearly perfect attendance at end of the year.
4. Students exceeding the number of acceptable undocumented absences will be referred to local agencies as noted in the board approved corporation attendance policy
5. Incentives for Good Attendance.
6. Attendance Contract.

Graph Six-ISTEP Test Performance

B. Percentage of Students Meeting ISTEP Standards

ISTEP Test Performance

Year	Grade	Pupils Tested	Percent Passing Both English/LA and Math
2005-06	3	46	74%
2005-06	4	66	77%
2005-06	5	59	76%
2005-06	6	71	80%
2006-07	3	74	72%
2006-07	4	50	84%
2006-07	5	69	72%
2006-07	6	55	84%
2007-08	3	60	58%
2007-08	4	73	75%

2007-08	5	48	81%
2007-08	6	72	81%
2008-09 (FALL)	3	58	76%
2008-09 (FALL)	4	55	51%
2008-09 (FALL)	5	79	71%
2008-09 (FALL)	6	54	91%
2008-09 (SPRING)	3	62	76%
2008-09 (SPRING)	4	56	61%
2008-09 (SPRING)	5	74	76%
2008-09 (SPRING)	6	52	88%
2009-10	3	53	76%
2009-10	4	63	81%
2009-10	5	58	60%
2009-10	6	72	74%
2010-11	3	48	64%
2010-11	4	56	82%
2010-11	5	61	80%
2010-11	6	53	72%
2011-12	3	66	74.2%
2011-12	4	44	81.8%
2011-12	5	57	78.9%
2011-12	6	65	78.5%
2012-13	3	61	83.6%
2012-13	4	68	73.5%
2012-13	5	46	76.1%
2012-13	6	54	88.9%
2013-14	3	44	77.3%
2013-14	4	61	85.2%
2013-14	5	65	83.1%
2013-14	6	43	83.7%
2014-15	3	54	61.8%
2014-15	4	50	62.5%
2014-15	5	60	64.4%
2014-15	6	67	50.0%
2015-16	3	58	73.6%
2015-16	4	56	60.4%
2015-16	5	49	59.6%
2015-16	6	61	56.5%

As a school our percent passing ISTEP+ was 62.3% an increase from 59.2% in 2015. This can be compared to our district average of 51.1% and the state average of 48.9%. As we look at each

grade level we note that the passing rate decreased in grades 4 and 5. We will evaluate our instruction at those grade levels.

**Graph Seven-ISTEP Scores
DISTRICT ISTEP SCORES VS. THORNTOWN ELEMENTARY SCORES**

Grade 3	2009	2010	2011	2012	2013	2014	2015	2016
District/Thorntown								
Language Arts	80/77 -3	83/83 +0	83/77 -6	85/82 -3	93/89 +4	80/80 +0	70/73 +3	68/77 +9
Math	82/87 +5	80/79 -1	82/71 -11	80/83 +3	84/83 +1	89/86 +3	56/62 +6	58/83 +25
Passed Both	/76	74/76 -2	75/64 -11	75/74 -11	84/80 +4	77/75 +2	52/62 +10	51/74 +23
Grade 4								
District/Thorntown								
Language Arts	74/69 -5	87/84 -3	85/86 -1	88/84 -4	79/84 -5	93/92 +1	93/92 +1	68/68 +0
Math	76/71 -5	91/89 -2	88/86 -2	89/89 +0	88/91 -3	88/88 +0	67/65 -2	58/67 +9
Passed Both	/61	85/81 -4	82/82 +0	84/82 -2	74/79 -5	85/84 +1	62/63 +1	51/60 +9
Grade 5								
District/Thorntown								
Language Arts	76/80 +4	69/64 -4	83/82 -1	86/86 +0	78/87 -9	86/85 +1	77/80 +3	68/64 -4
Math	86/86 +0	83/79 -4	92/92 +0	90/84 -6	89/94 -5	92/95 -3	69/71 +2	58/68 +10
Passed Both	/76	66/60 -6	83/80 -3	81/79 -2	76/86 -10	83/84 -1	62/64 +2	51/60 +9
Grade 6								
District/Thorntown								
Language Arts	85/92 +7	84/81 -3	76/78 +2	86/83 -3	91/90 +1	86/90 -4	62/56 -6	68/73 +5
Math	87/94 +7	85/82 -3	78/74 -4	91/88 -3	96/94 +2	93/95 -2	69/71 +2	58/69 +11
Passed Both	/88	78/74 -4	70/72 +2	83/79 -4	89/87 +2	84/89 -5	54/50 -4	51/57 +6

Brief Narrative of Chart Above:

The chart represents the districts averages for English/ Language Arts and Math. In 2016 we were below the district average in 5th grade English/Language Arts. All data identifies a need to implement English/Language Arts and Math goals to increase our passing rates.

English/Language Arts Shared Goals:

- 1) To maintain or exceed the State and District average performance rate in English/Language Arts for each grade tested by ISTEP
- 2) To demonstrate a 2% increase in passing rate at all grade levels in English/Language Arts.
- 3) Achieve typical or high growth as shown by Indiana Growth Model data.
- 4) To achieve a 90% passing rate on READ 3

English/Language Arts Objectives:

- 1) Utilize assessment tools, such as Star, IRI's, ISTEP, I-READ, INSPECT, Moby Max, AR, Reaching Up, and Running Records to determine current reading strengths and weaknesses
2. Use flexible, leveled reading groups, focusing instruction and assessment on the five components of reading (phonemic awareness, phonics, vocabulary, fluency, and comprehension). Effective implementation of the 90 minute reading block.

Math Goals:

- 1) To maintain or exceed the State and District average performance rate in Math for each grade tested by ISTEP
- 2) To demonstrate an 2% increase in passing rates at all grade levels in the area of math.
- 3) Achieve typical or high growth as shown by Indiana Growth Model data.

Math Objectives:

1. Utilize assessment tools such as INSPECT, ISTEP, Moby Max and curriculum based assessments to determine strengths and weaknesses.
2. Teachers will have provided differentiated instruction in math based upon data gathered by the assessment tools listed above.

VI. Area where Improvement is needed immediately:

Our 2014-2015 data shows a decrease in scores at all grade levels in all areas assessed.

VII. Benchmarks for Progress

Thorntown Elementary School would expect that its students would achieve an 80% passing rate for students in English/Language Arts and math.

VIII. Proposed Interventions Based on School Improvement

See SCHOOL IMPROVEMENT ACTION PLAN

A. BRIEF NARRATIVE OF INTERVENTIONS:

- 1) Students will receive differentiated instruction in math and be placed in flexible, leveled groups for reading.
- 2) Professional development training focused on using data to drive instructional practices with all students.
- 3) Effective implementation of 90 minute reading block.
- 4) Literacy Groups
- 5) Periodic parent involvement opportunities will be set up for parents.
- 6) Data Action Plans are written to identify interventions for students who are not achieving with Tier 1 instructions.
- 7) Identification of students “at risk” in language arts and math will be tracked using the following assessment data: ISTEP+, INSPECT, STAR, Moby Max, Free / Reduced Lunch List, gender information.
- 8) Test taking skills will be taught to ensure that teachers and students become familiar with ISTEP + test format and style.

B. INTERVENTIONS TO BE MADE PENDING AVAILABILITY OF FUNDS:

- Providing instructional resources and support materials in the area of math and language arts

- Teacher in-service training in literacy/math skill development, assessment tools, writing strategies, inclusion, and data analysis, implementation of 90 minute reading block as well as small group instruction.
- Professional Development workshops related to data driven instruction.
- Maintaining current number of support personnel, including Title I support staff, two full time Special Education/Resource teachers, and Special Education support staff.

IX. Professional Development Coordinated with Proposed Interventions that supports Sustainable School Improvement Efforts

- Targeted professional development for teachers continues to be the key for the planned intervention. PL 221 / NCLB Act requires instruction that targets the academic skill and performance levels of students, tailoring instruction to those skills and performance levels, and using assessment tools that focus on diagnosis and consistent monitoring of student progress. Preparation programs and professional development training will continue to be ongoing over the course of next year. We will continue to focus professional development on literacy and math instruction and assessment. Through professional development opportunities, teachers will learn effective techniques in English/language arts and math, discuss the various techniques with colleagues, and plan implementation of these techniques. Student progress and success are contingent upon having well trained teachers. This plan provides support to the teachers at Thorntown Elementary to assist them in helping students accomplish the goals presented in this plan.
- Assessment data will be carefully analyzed and tracked so that teachers can focus on formative evaluation. The focus will be on diagnostic assessment of language arts and math.

A. Cultural Competency Definition:

Cultural competency is the effective integration of knowledge about student’s backgrounds into instructional planning and strategies, resulting in learning curricular concepts at high levels.

The following tables illustrate the cultural and social diversity of the Thorntown Elementary School attendance area. Thorntown Elementary is located in a small town with a large rural area around the school located in central Indiana.

Graph Eight- Performance Data

Socio-Economical/Ethnic Breakdown

Year	Paid Lunch	Reduced Lunch	Free Lunch
2015-16	58.8%	34.6%	6.6%
2014-15	56.3%	34.6%	6.6%
2013-14	55.4%	7.8%	36.8%
2012-13	58.4%	8.0%	33.6%
2011-12	60.2%	5.5%	34.3%
2010-11	60.9%	7.3%	31.6%
2009-10	59.1%	12.5%	28.4%
2008-09	63.5%	10.7%	25.7%
2007-08	70.5%	7.7%	21.8%
2006-07	70.4%	11.6%	18.0%
2005-06	75.1%	7.9%	17.0%
2004-05	74.9%	6.0%	19.1%

2003-04 72.8% 7.8% 19.4%

Year	Native Am.	Black	Asian	Hispanic	White	Muti-Racial	Native Hawaiian
2015-16	0 0.0%	1 0.2%	1 0.2%	7 1.6%	426 95.2%	12 2.7%	0 0.0%
2014-15	0 0.0%	2 0.5%	1 0.2%	8 1.7%	409 94.4%	12 2.8%	1 0.2%
2013-14	1 0.2%	0 0.0%	2 0.5%	8 1.9%	403 95.0%	10 2.4%	
2012-13	1 0.2%	0 0.0%	3 0.7%	13 3.1%	397 93.9%	9 2.1%	
2011-12	1 0.2%	0 0.0%	2 0.5%	17 4.0%	389 92.6%	10 2.4%	
2010-11	1 0.2%	2 0.5%	0 0.0%	19 4.7%	379 93.1%	5 1.2%	
2009-10	0, 0.0%	0,0.0%	1,0.2%	9, 2.0%	431,94.3%	16, 3.5%	
2008-09	0, 0.0%	0,0.0%	2,0.4%	11, 2.5%	422,94.4%	12, 2.7%	
2007-08	1, 0.2%	0,0.0%	2,0.5%	9, 2.0%	425,95.7%	7, 1.6%	
2006-07	0, 0.0%	0,0.0%	1,0.2%	8, 1.8%	437,95.8%	10, 2.2%	
2005-06	0, 0.0%	1,0.2%	1,0.2%	8, 1.8%	437,96.5%	6, 1.3%	
2004-05	1, 0.2%	0,0.0%	1,0.2%	7, 1.6%	425,97.7%	1, 0.2%	
2003-04	0, 0.0%	0,0.0%	1,0.2%	5, 1.1%	456,98.5%	1, 0.2%	
2002-03	0, 0.0%	0,0.0%	0,0.0%	0, 0.0%	446,100.0%	0, 0.0%	

Staff meetings will be held where the focus will be on awareness of the cultural diversity of the school district attendance area will be discussed. **SES and free and reduced lunch**

information and its impact on the classroom and cultural connections will be shared with the staff.

- Currently an ESL teacher is available to work with classroom teachers to integrate ESL students into the general education student body and to develop an appreciation of diversity by all students.
- Continue to implement multi-cultural thematic units across the curriculum (Science, History, Language, Math, PE, music art, foods) Cultural appropriate activities will be incorporated into the school curriculum that will increase student and staff awareness of cultural diversity.
- Continue recognizing and celebrating cultural holidays and events of the cultures represented at Thorntown.
- Continue to bring in guest speaker(s) to speak to staff and students about discrimination, racism and/or diversity.
- Continue to participate in events like World Tours that celebrate multi-cultural diversity.
- Continual awareness of cultural barriers such as race, socio-economical, religion, etc.

X. Statutes and Rules to be Waived

None

XI. Time Line for Improvement, Review and Revision

- The performance and achievement of students will be reviewed annually by the principal, School Improvement Team, teachers, and other stakeholders at Thorntown Elementary School.
- School Administrators will review ISTEP+, STAR, IREAD, INSPECT and IRI scores as they become available. This review will be shared with the appropriate classroom teachers and support personnel.
- The review process will include data provided by the Indiana Department of Education, ISTEP data, results of local assessments, and other broad indicators of student achievement.

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SCHOOL IMPROVEMENT ACTION PLAN 2016-2017

School Name: Thorntown Elementary

<p>Goal: ALL STUDENTS WILL SHOW IMPROVEMENT IN READING, LANGUAGE ARTS AND MATH TO MEET OR EXCEED REQUIREMENTS ESTABLISHED BY THE STATE OF INDIANA.</p>		<p>Support Data Local Assessment:</p>
<p>Support Data Standardized Assessment:</p> <p>ISTEP: 3rd gr. = E/LA = 77%, M = 83%; 4th =E/LA = 68%, M=67%</p> <p>5th gr. = E/LA = 64%, M = 68%</p> <p>6th gr. =E/LA = 73%, Math = 69%</p> <p>IREAD : 96% of 3rd grade students met the spring benchmark established by the state.</p> <p>Preliminary results indicate that Thorntown Elementary received a school wide "B" grade from the DOE based on the 2015-16 data.</p>	<p>Passing rate for K-2 on locally established assessments.</p> <p>Current State: IREAD K-2: Kdg = 92%, 1st gr. = 91%, 2nd gr. = 79%</p> <p>Results in grade 2 did not meet the 90% target.</p>	
<p>Desired State</p> <p>Students in grades 3-6 will meet or exceed the state average passing rate in all areas tested as well as achieving a increase of 2% passing rate in all areas. Students will achieve typical or high growth as shown by the Indiana Growth Model data.</p> <p>Earn a school wide "A" grade and have 90% passing rate on 3rd grade IREAD.</p> <p>Meet any other requirements established by the DOE.</p>	<p>Desired State: achievement of 90% passing rate on locally administered literacy assessment in grades K-2.</p>	
<p>Strategies to achieve the desired state:</p> <p>Student Involvement in Plan</p> <p>Students will be assessed three times annually in literacy and math using local assessments. (Gr. 1-6)</p> <p>Students will receive differentiated instruction in the areas of literacy and math as determined by benchmarking data.</p> <p>Title 1 students will receive intense literacy and math skill instruction.</p> <p>Students will participate in a 90 minute reading block.</p> <p>Students in grades 3-6 will participate in leveled literacy groups</p> <p>Staff Involvement in Plan:</p> <p>Staff will utilize the following assessment tools: STAR Reading</p> <p>ISTEP, IREAD, Inspect as well as any additional local assessments.</p> <p>Staff will implement 3 week data action plans in response to student assessment data. Progress Monitoring will be discussed at monthly Student Support Meetings.</p> <p>Staff will participate in training on math/literacy instruction, implementation of 90 minute reading block, and response to intervention-assessment data tracking and analysis</p> <p>Parental Involvement in Plan:</p> <p>Parents will be offered parent/family involvement activities and parent/teacher conf.</p> <p>PTO will support students, teachers, and parents with resources.</p> <p>Parents will be offered classroom newsletters</p> <p>Parents will have access to Harmony to review up to date grade status</p>	<p>Person(s) Accountable</p> <p>Adm. /Tchs., Title 1</p> <p>Adm./Tchs./Lit. Col. Title 1</p>	
<p>Timeline</p> <p>Sept., Dec., May</p> <p>Aug.-May</p> <p>Aug.-May</p> <p>Aug.-May</p> <p>Aug.-May</p> <p>Aug.-May</p> <p>Aug.-May</p> <p>Aug.-May</p>	<p>Resources</p> <p>Assessment Data</p> <p>Title 1</p> <p>Resource Tchts., Lit.Col.</p> <p>STAR, ISTEP, & Inspect</p> <p>Local Assessments</p> <p>Resource Tchts.</p> <p>Adm., Tchs., Title 1</p>	
<p>Staff Development Activities</p> <p>Grade level mtgs.</p> <p>IEP meetings</p> <p>Staff In-Service</p> <p>Gr. Lev. mtgs.</p> <p>Staff mtgs.</p> <p>Staff In-Services</p> <p>Student Support Meetings</p>	<p>Support Data Local Assessment:</p> <p>Passing rate for K-2 on locally established assessments.</p> <p>Current State: IREAD K-2: Kdg = 92%, 1st gr. = 91%, 2nd gr. = 79%</p> <p>Results in grade 2 did not meet the 90% target.</p>	