

**V.O. Isom Central Elementary School  
School Improvement Plan  
2014-2015**



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## School Profile

### Description

V. O. Isom Elementary School is located on the southern fringe of Indianapolis in Greenwood, Indiana. It is a small, neighborhood school located in the heart of what is referred to as “Old Town Greenwood”. The school neighbors business, professional and government buildings. Students come from a mixture of owner and renter occupied housing. Temporary housing is also located on the edge of town near Interstate 65.

The school serves kindergarten through fifth grade. Student enrollment over the past decade has remained constant with between 385 and 410 students. The percentage of Free/Reduced Lunch students has grown steadily over the past 10 years with an average over the past five years of 65% and has moved to 68% this fall. Attendance is steady at 96.8%.

During the 2007- 2008 school year, the school transitioned from a Title I Targeted Assistance Program to a Schoolwide Model. Blending together special education and Title I services during this past year under our Response to Intervention framework has allowed us to create a comprehensive literacy instructional plan. A top priority continues to be early intervention through our all-day kindergarten program. Two Title I reading teachers and an instructional assistant will continue to provide small group instruction in phonemic awareness and phonics. A licensed ENL teacher and an ENL assistant provide services to our ENL student populations based on individual need.

The school adopted a Reading Street in the fall of 2013. Reading Street is an evidence based program and utilizes My Sidewalks for intervention support. The math series, Math Connects, has a strong focus on problem solving skills and state and national core standards.

The Indiana State adopted Standards are used corporation wide as the curriculum. Teams of grade level teachers utilize district designed instructional calendars and corresponding benchmark tests in reading, language arts and math.

The school adheres to schoolwide policies and practices, which ensure the utmost safety of all students. A card entry system secures the building. Playground supervision is made up of both assistants and certified staff. Students benefit from a body safety program and bully prevention awareness that has been in place for a number of years.

### A Change of Perspective

Isom Elementary School adopted a School Improvement Model based upon utilizing Professional Learning Communities and SMART Goals. In this system, state standards are plugged into a school-wide calendar, instruction is aligned both vertically and horizontally, and assessments are routinely given to identify students in need of remediation and/or enrichment in discrete skills. Staff members meet weekly to discuss student achievement and focus on data-driven instruction. Isom teachers develop SMART goals in reading, writing, and mathematics.

The professional literature increasingly points to the connections between the five components of reading. The need for students to simultaneously use a wide variety of strategies to create meaning from text called for a different approach.

In addition to this professional context, the school's overall trend data and a strong collaborative culture among the Isom staff, has lead the Council to a new focus. A shift toward Professional Learning Communities has allowed for grade level teachers to work closely with each other to design instructional calendars and common assessments. Steps can best be described as (1) plan for strategy rich instruction through the three tier model, (2) teach in highly effective ways in the classroom, (3) check for student understanding and skills, and (4) act swiftly, but wisely, to implement research based interventions.

#### Change Aligned: Evolution of the Site-based Management Team

Since 2001, Isom's Quality Council through its focus teams has provided site-based management for the school. The Assessment Team originally spent a great deal of time creating the Instructional Focus Assessments in reading and mathematics. The Resource Team examined the issues around time, money, and space. Joining the building administrator to weave professional growth opportunities into faculty meetings was the responsibility of the Professional Development Team. The Celebration Team was critical for shaping the school's student recognition program and for maintaining positive moral among the hardworking, dedicated staff. Parent representation came from the PTO. A community representative sat in on the meetings, as well. A member of the Student Assistance Team sat on the Council and presented data on at-risk students brought before the team.

A Quality Council meets every month to review the work on the Discipline Committee which support the PBIS process. This committee designs positive interventions for students with to assist with student engagement, ongoing behavior and non-compliance issues The Student Assistant Team which provides leadership for the Response to Intervention mandate. The School Safety Committee which continuously reviews the safety and security procedures of our school.

The work of the Celebration Team has remained much the same of finding and articulating ways to celebrate student and staff.

#### Mission and Vision

Our mission at V.O. Isom Elementary School is to assure that all students acquire the skills that reflect continuous improvement of academic performance in reading, writing, and mathematics while fostering positive growth in social/emotional behaviors and attitude.

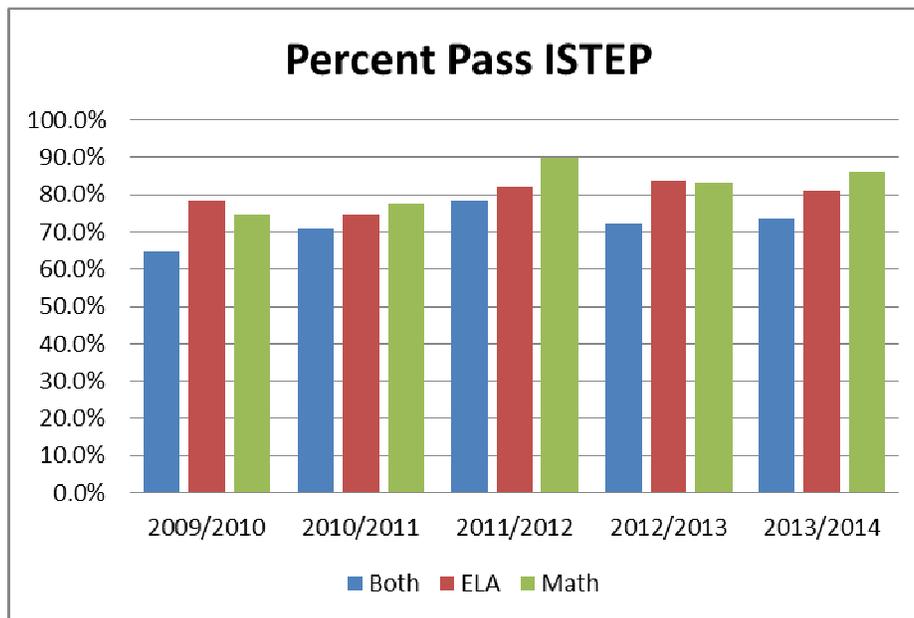
The Isom staff provides a nurturing environment for a diverse population of students. We believe that collaborative efforts among all stakeholders are the key to exceptional academic achievement for all students. We also believe that an ethic of care is critical to help students reach their full potential, and all staff at Isom strive to make Isom a place of caring.

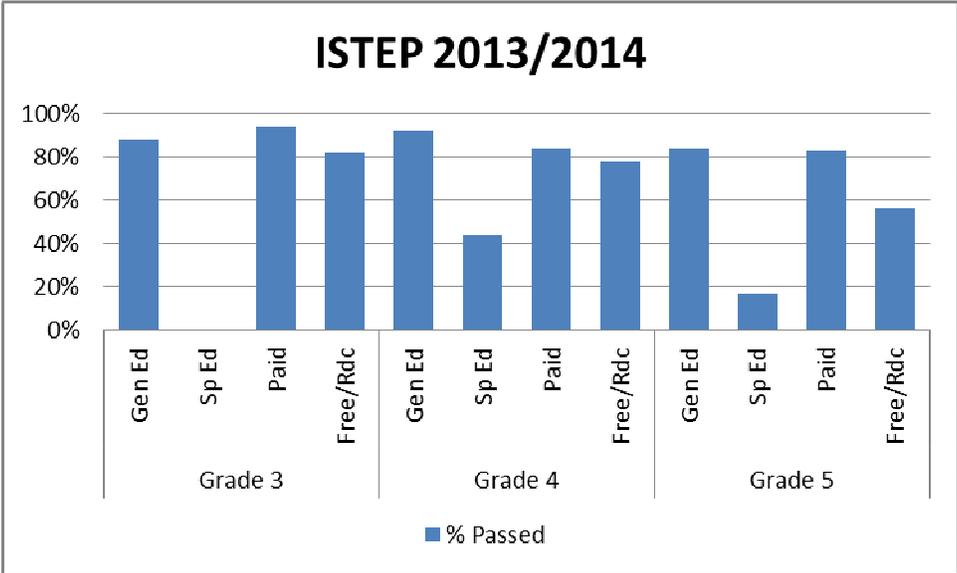
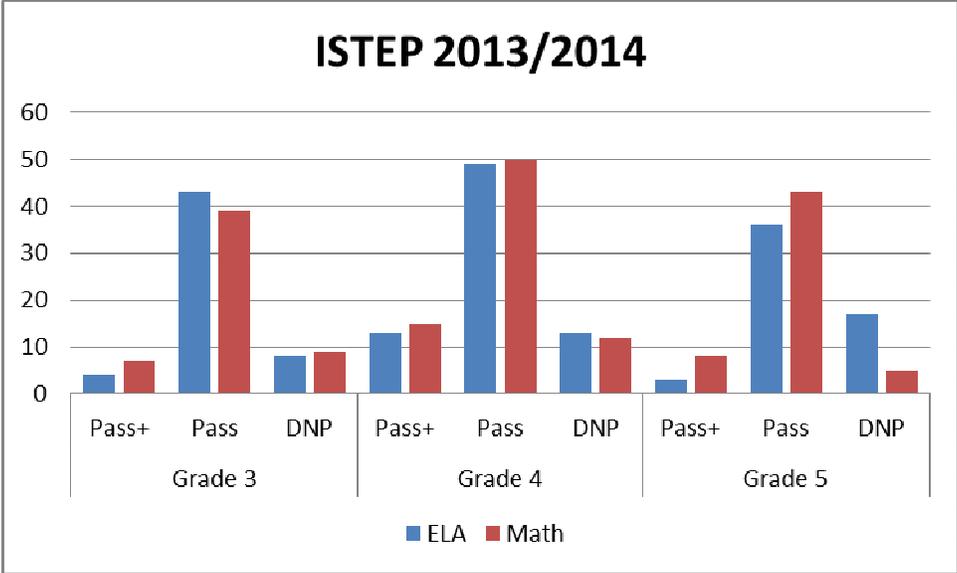
## Comprehensive Needs Assessment

For our comprehensive needs assessment we looked at qualitative and/or quantitative data in five areas: student achievement, curriculum and instruction, professional development, family and community, and school context and organization. We collected the following quantitative data.

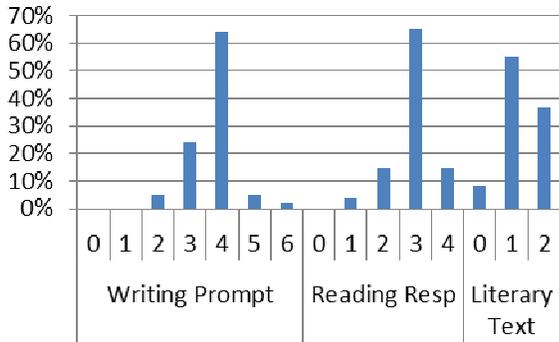
**Student Achievement:** We looked at ISTEP data, DIBELS and TRC data, and LAS Links data. When examining ISTEP data we looked at overall percent passing trends for the last six years. Then we looked deeper into our 2012/2014 school year data by examining number of students with pass plus, pass and did not pass scored for each grade level, overall percent passing for subgroups ‘special education’, ‘paid lunch’ and ‘free/reduced lunch’ where available. Because writing is a corporation improvement goal, we looked at our applied skills scores by examining the points received in each of the English/Language Arts writing prompts/responses. Our primary students take MClass Reading 3D which includes DIBELS (Dynamic Indicators of Basic Early Literacy Skills) and TRC (Text Reading and Comprehension). We looked at trends over the last two years in both. DIBELS scores are reported as Intensive, Strategic and Core which relates to the RTI services the student is likely to need. TRC scores are reported as far below grade level, below grade level, proficient, and above grade level. Finally, we looked at the LAS Links assessment given to all ELL students. We looked at percentage of students scoring in each of the five levels reported with level five being proficient.

### ISTEP





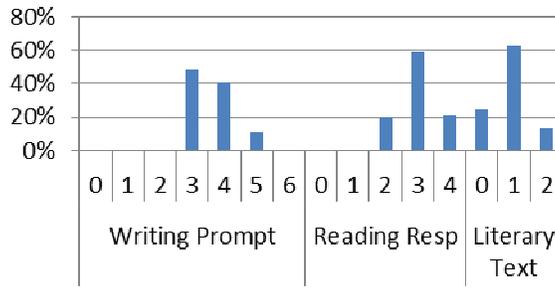
### ISTEP Applied Skills Grade 3



### ISTEP Applied Skills Grade 4

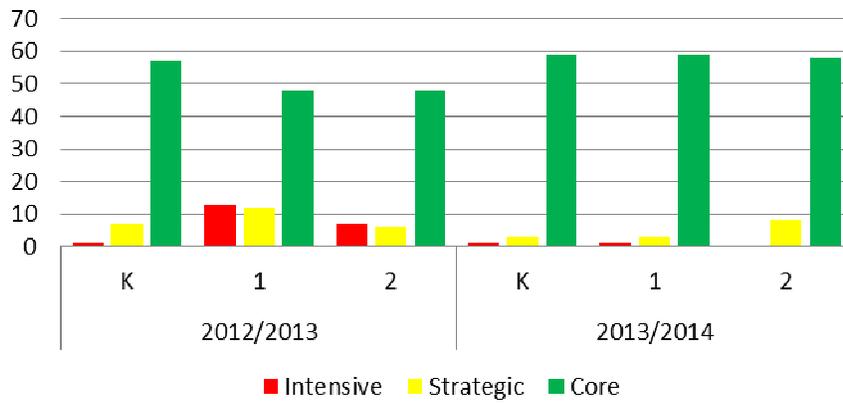


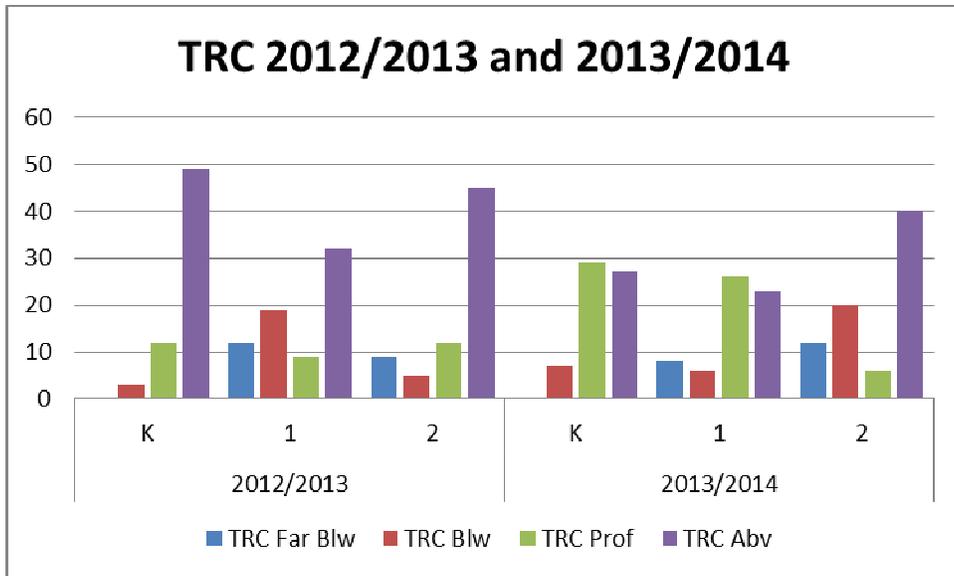
### ISTEP Applied Skills Grade 5



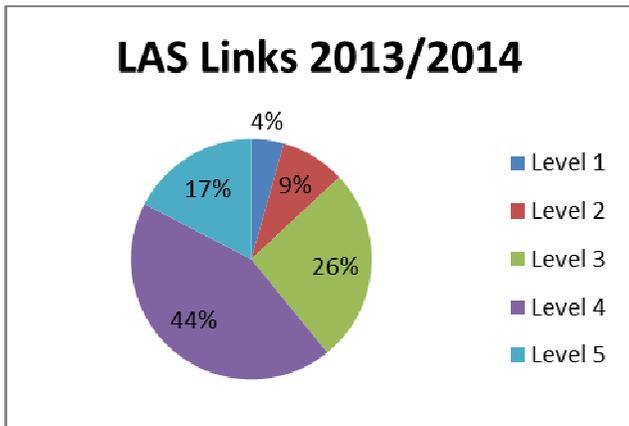
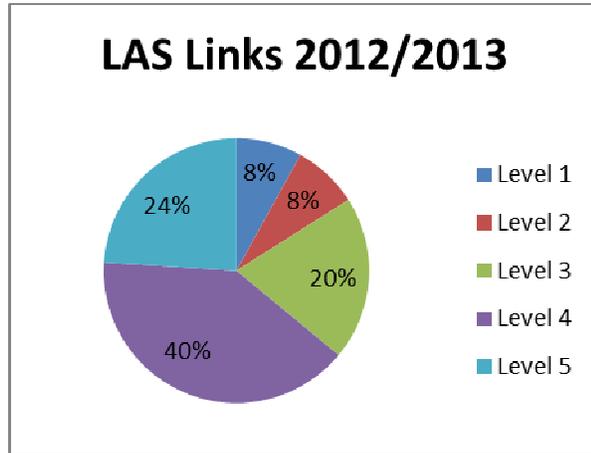
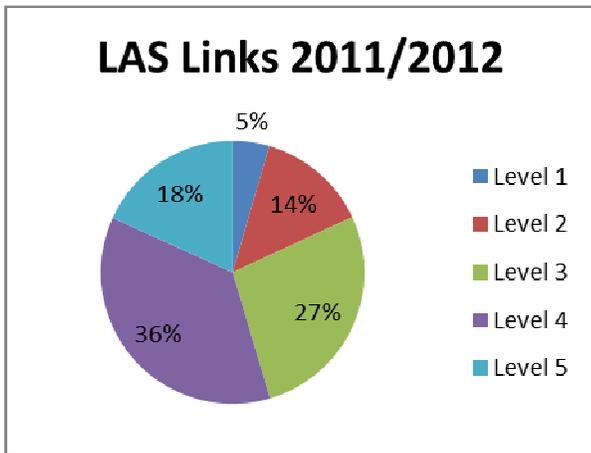
### DIBELS and TRC

### DIBELS 2012/2013 and 2013/2014





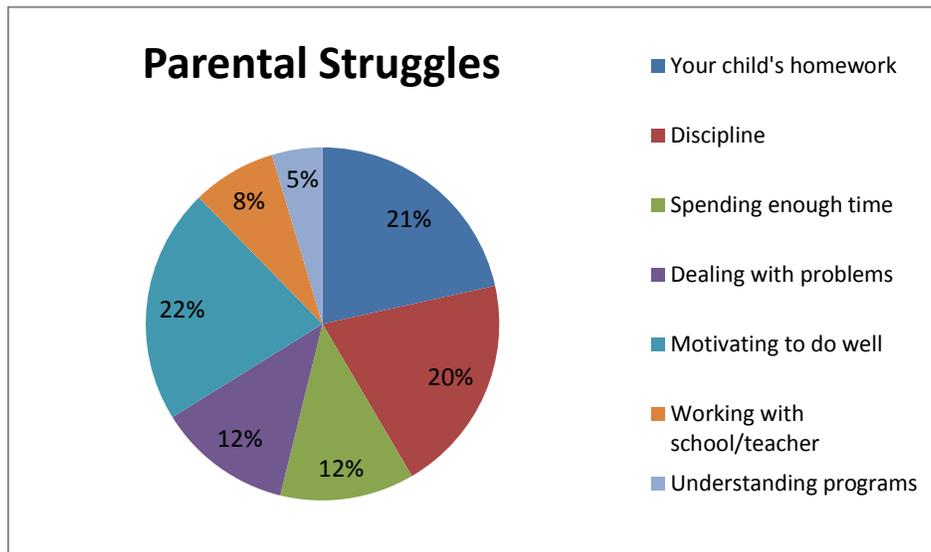
### LAS Links

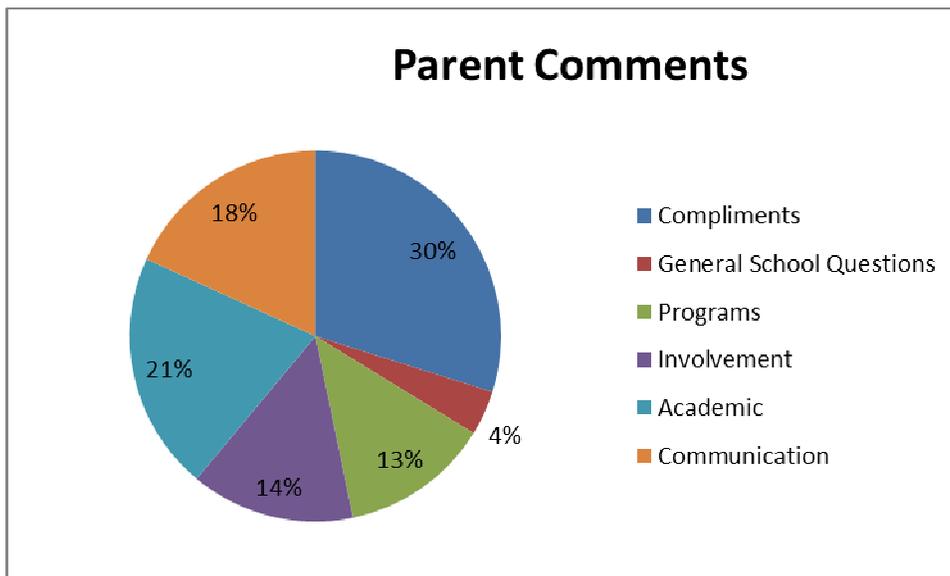
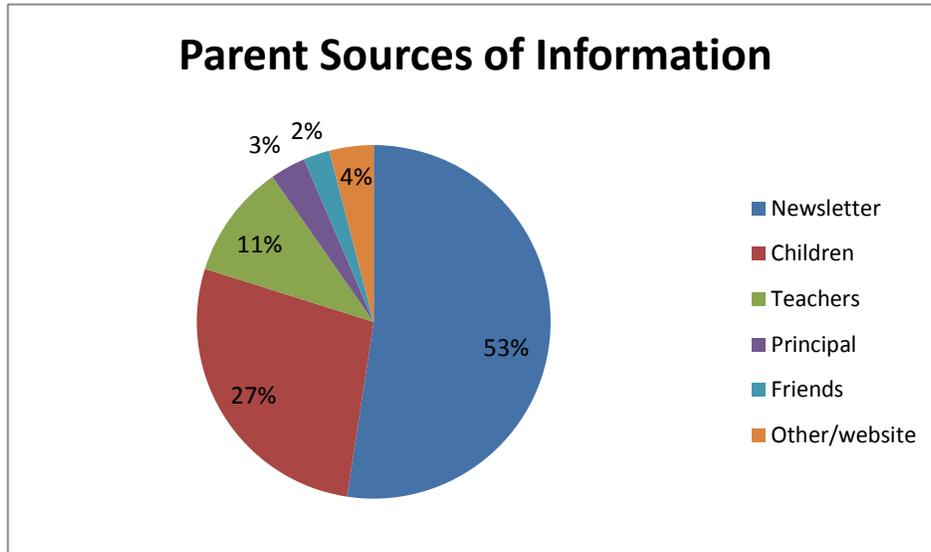


**Professional Development:** We surveyed the teachers to examine teacher participation in the professional development offered in the 2013/2014 school year.

PD Timeline	Classroom Teachers Attended	Percent of all Classroom Teachers
June 2013: Smekens	13	72%
June 2013: Tech Conference	5	28%
June 2013: Rigorous Reading	8	33%
June 2013: High Ability Training	5	28%
July 2013: AIMS web Training	3	17%

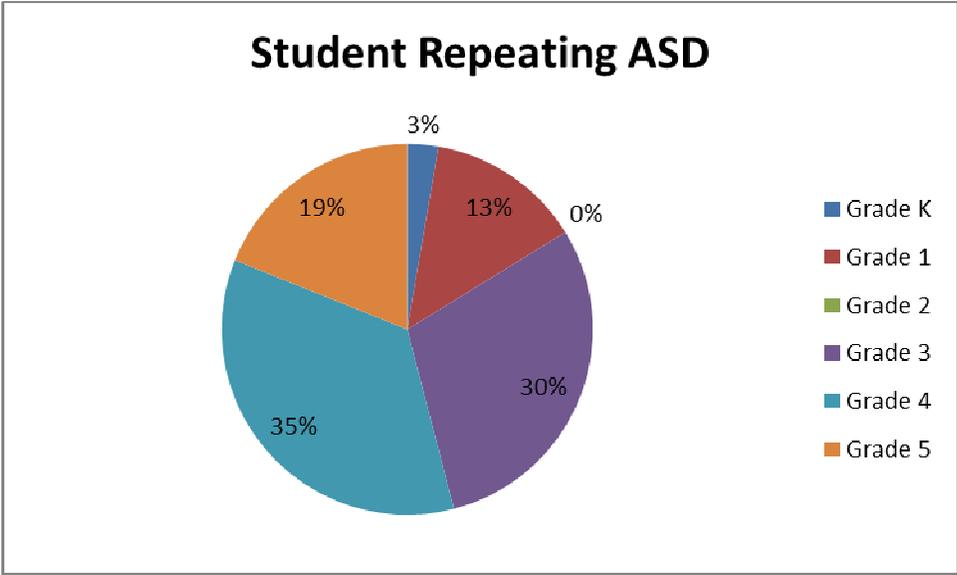
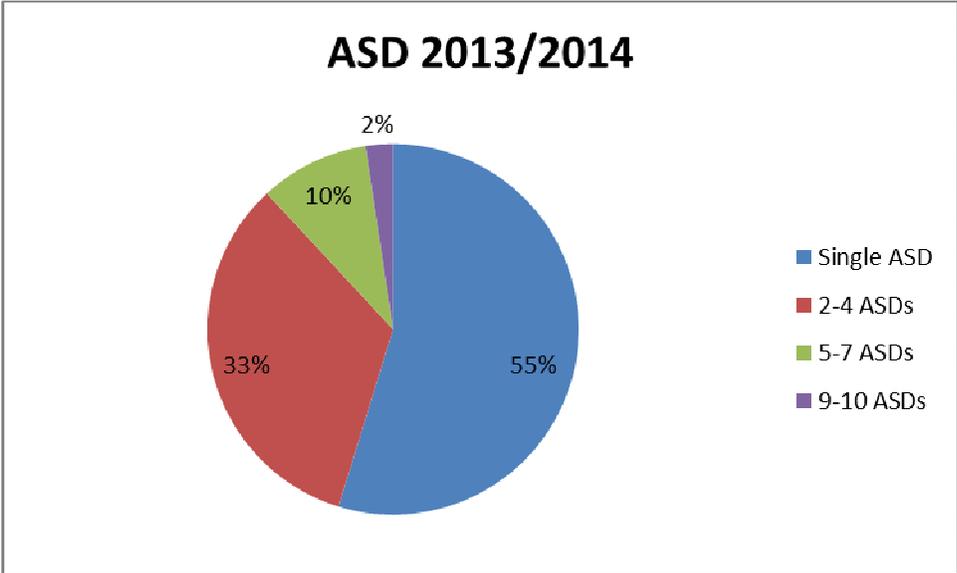
**Family and Community:** We surveyed parents at the end of the 2013/2014 school year. We asked about the areas in which the parents struggle with their children, which sources they use to get information about school, and left room for comments. The results in these areas are listed below. We also asked for information regarding programming for parents such as time of day preferences, needs for child care, transportation and special accommodations which are not listed below, but will be used for programming.





**School Context and Organization:** We looked at data reflecting our After School Detention. ASD is given when students have failed to complete and turn in homework three times. Occasionally, at the principal’s discretion, ADS is given for behavior reasons. Because parent’s identified student motivation as a struggle, we wanted to look deeper into this area by looking at the ASD data.

Total Incidents of ASD	196
Total Students in ASD	84
Students Repeating ASD	44%
% of Behavioral Referrals	10%



**Current Reality**

**Student Achievement:** While the ISTEP pass rate for English Language Arts and Math (72%-74%) and the pass rate for Math (83%-86%) have increased, the pass rate for English Language Arts alone (84%-81%) has decreased. We were happy to find that in grades three and four, our free/reduced population is doing well in comparison to our paid lunch population. Special education populations do not do as well as their counterparts, and both populations’ pass rates decrease with each year in school. In looking at our applied skills scores, we have very few students scoring low on prompts/questions with the

exception of open ended comprehension questions in fourth and fifth grade. In all three grades, we would like to see more high/perfect scores in all three types of questions. In the primary grades, the number of children ending the school year in the core instructional level on DIBELS has increased while the intensive level has decreased; however, on TRC, in first grade levels far below grade level and below grade level have decreased, and while the proficient has increased, the above grade level has not. In second grade, the far below and below levels have increased while the proficient and above grade level have decreased. In the past three years, our largest percentage of ELL students tested on LAS Links at a level four (36%-44%). Last year, all of our second through fifth grade ELL students were a level four or five. In examining the scores, 22% of the level four students' speaking scores were below a level 5, 100% of the level four students' listening and reading scores were below a level 5, and 67% of the level four students' writing scores were below a level 5.

**Strengths:** In the intermediate grades, our math ISTEP pass rates have consistently been strong (above 80% in the last three years). Our writing scores in both ISTEP applied skills and the writing portion of the LAS Links assessment are strong. In the primary grades, our oral reading fluency, phonics and phonemic awareness scores on DIBELS are increasingly strong. Finally, our free/reduced lunch population is doing well on the ISTEP, and our ELL population is doing well on the LAS Links assessment.

**Weaknesses:** The fact that our overall ELA scores are not improving even though no one area of the ELA shows a particular weakness, and our primary students have strong oral reading fluency scores, but do not advance on the TRC due to the comprehensive questions, we can draw the conclusion that our comprehension instruction needs to improve. As the comprehension does not impede the TRC scores until the higher levels where the higher level comprehension skills are required, we can also conclude that our comprehension instruction needs to start early and include higher level comprehension whenever possible. While our writing scores were strong with regard to passing, we would like to increase the number of students scoring higher on the applied scores. We would also like to increase the number of students receiving a pass plus score on the ISTEP at all grade levels. Finally, we need to strengthen both our listening and reading comprehension instruction for our ELL students.

**Curriculum and Instruction:** Greenwood Elementary teachers use Reading Street, a research based reading program, as their core language arts program. Small group leveled reading and writing with benchmarking for student reading levels is built into this program facilitating both differentiation and offering a structure for classroom level intervention. In addition, Reading Street serves as a formative assessment that helps group students for differentiation. Reading Street also addresses the five components of reading as articulated by the National Panel for Reading. The guided reading small group lessons, gradual release model for comprehension instruction, and reading and writing workshop approaches are all researched based practices from the core program. The math series, Math Connects, has a strong focus on problem solving skills and state and national core standards. In 2013/2014 Greenwood brought in professional development to increase teachers' knowledge of Smekens writing

instruction. Dr. Rick Algrim, Assistant Superintendent in charge of Curriculum and Instruction, worked with teams of teachers over the last two years in order to provide curriculum maps; in addition, the corporation is purchasing Atlas, software from Rubicon, to help keep the maps up to date as the Indiana standards are updated. The teachers at Greenwood Community Schools work together each Wednesday during student early release time in Professional Learning Communities (PLC) to examine current data and refine instructional practices based on that data. Finally, instruction is one of the domains of the evaluation system used at Greenwood. At Isom, our teachers scored an average of 3.49 out of 4.00 in this domain; however, it is still the weakest domain for teachers over all at Isom.

**Strengths:** We have a strong curriculum through textbook adoption and professional development opportunities. Our corporation works to provide us with up to date curriculum maps, and our PLCs give us time to form data driven instructional practices. The corporation technology team continually works to keep our technology up to date and current with our needs. Next year we will increase the number of laptop and IPAD carts increasing the technology available to students and teachers for daily instruction.

**Weaknesses:** During the 2013/2014 school year, we had professional development in the areas of reading, writing, and technology; however, there is no process in place to share that knowledge with teachers who did not attend, or to support in the implementation of those new learnings. This may be tied to the fact that even though our scores for instruction are fairly strong, it is still our weakest domain over all. In addition, while the teachers continue to meet in PLCs and work on data driven instruction, they require on-going professional development to increase their proficiency at this task.

**Professional Development:** Teachers at Isom have had opportunities to improve their reading and writing instruction as well as their technological competencies. The technology conference is offered each summer through the combined technology departments across the county. Teachers are provided time each week for PLCs in addition to a daily common planning time. The professional development offered is chosen by examining student achievement data and evaluations done after previous professional development opportunities. The technology departments look at evaluations, attendance records and new and current technologies to develop sessions for their conference.

**Strengths:** Isom teachers have several professional development opportunities to improve their instruction. They also have aligned planning time and time for Professional Learning Communities where they can discuss their instructional practices and learn from one another's individual strengths.

**Weaknesses:** Not all teachers participate in professional development, and there is no process in place for teachers to share new learning or to support teachers in implementing new strategies. While the Smekens training included several sessions over time, most professional development opportunities are not ongoing to maximize teacher learning.

**Family and Community Involvement:** In our parent survey, 63% of responding parents were interested in learning how to help their children with academics. When identifying parent struggles, 21% identified helping with homework, 20% identified discipline, and 22% identified motivating children to do well.

53% of parents identified the newsletter as their source of information, while 27% identified their child as their source of information. Comments were added to the surveys, and 30% of the comments were compliments, 21% listed academic concerns, and 18% listed communication concerns. The community is actively involved in supporting the school. It has ten community partners who work closely with the school to provide need services for the students. An OASIS program provides tutors and mentors for students in need on a weekly basis. The local community mental health provider, Adult and Child is housed in the school to provide services for student who qualify and access community resources for these students and their families. The community also helps students by donating food, school supplies, and Christmas presents. The community also sponsors and supports PTO activities, the annual Old Town Walk/Run put on by Isom's fifth grade team, and fund raisers like Isom night at the local Chick-fil-a. Isom has a strong PTO which hosts many events for Isom families. Parents serve on Isom's Quality Council. Isom Title 1 department in collaboration with the school home advisor at Isom provides parent nights that support parents in helping their students.

**Strengths:** Isom has strong parent involvement in a variety of programs. Isom's PTO raises money that supports many teachers and programs at Isom. The largest percentage of comments on the parents survey were compliments which speaks well of Isom's relationship with parents and families. The many ways that the community supports Isom speaks well of Isom's relationship with the community.

**Weaknesses:** The parent survey indicates that parents need help with ways to help their student with homework, understanding academic standards and assessment benchmarks. It also indicated that parents need help with both discipline and motivation at home with students. It is worth noting that almost a third of parents receive information mostly through their students. This is a concern as we are an elementary school, and it is a large responsibility for young children to provide all necessary communication. Since the newsletter is the largest source of information, strategies that promote it as a primary source of information might be warranted.

**School Context and Organization:** We had 196 incidents of after school detention with 10% of the referrals being behavioral. 86 students attended ASD and 44% of those students returned to ASD one to nine more times. Most of the repeaters were in third and fourth grade: 73% of third grade and 35% of fourth grade repeated. Of all repeaters, 30% of them were in third grade and 35% of them were in fourth grade. The school adheres to school wide policies and practices, which ensure the utmost safety of all students. A card entry system secures the building. Playground supervision is made up of both assistants and certified staff. Students benefit from a body safety program and bully prevention awareness that has been in place for a number of years. Isom's principal and home school advisor speak with all students about Isom's discipline policy during the first weeks of school. Isom also has a school safety team that meets to make sure Isom is current on safety policies and procedures. Greenwood School District hosted Gary Howard for an overview of a Cultural Competency program that will be offered to all teachers during the 2014/2015 school year.

Strengths: Isom's school safety programs including a strong discipline policy are well integrated and routinized throughout the school in all situations. All children go over discipline policies with their teachers, principal and parents. ASD serves as a deterrent to missed homework 56% of the time.

Weaknesses: Most of the students who repeatedly missed homework assignments even after ASD were in third or fourth grade meaning that they will make up our fourth and fifth grade in the 2014/2015 school year. This data in combination with our parent survey indicate that student motivation is a weakness at Isom.

## **School Wide Reform Strategies (see Appendix B)**

### Goals

Greenwood School Corporation's goal is to increase student achievement in the area of writing. In addition, Isom's School Improvement Goal is to improve ELA performance from 81.1 to 86% of students passing ISTEP by 2015.

### Objectives

In order to meet these goals, Isom will strive to meet five objectives: Implement close reading strategies, implement Smekens writing instruction, increase ELL students' listening and reading comprehension, support a strong partnership with parents to increase student success, and reduce incidences of ASD by improving student motivation.

### Strategies

In order to implement close reading, training on close reading will be provided at staff meetings and during PLCs both to provide training for those teachers who were unable to attend the summer training, and to extend the knowledge of close reading for all teachers. In addition, Title 1 teachers will provide coaching for teachers in implementing close reading through PLCs and shared grade level planning time.

In order to implement Smekens writing instruction, classroom teachers will share and extend their knowledge of this writing instruction through PLCs and shared grade level planning time and support one another in implementation through grade level meetings and peer observations.

In order to increase ELL students' listening and reading comprehension, the ELL teacher will provide training at staff meetings to help teachers design effective listening and reading comprehension instruction for all students including ELL students. In addition, the ELL and Title 1 teachers and teaching assistants will provide Tier 2 interventions in listening and reading comprehension when appropriate.

In order to support strong partnerships with parents, Isom staff and PTO will provide monthly meetings to support parents and encourage positive relationships between parents and parents and staff. In addition, Isom staff will provide multiple avenues of communication to help students understand student achievement data.

In order to decrease the incidences of After School Detention, the Home School Advisor will provide study skills groups for the students who had multiple assignments to ASD during the 2013/2014 school year. In addition, Isom staff will participate in a yearlong curriculum examining an Ethic of Care through monthly staff meetings in order to expand practices that offer care to all stakeholders.

## **Reform Framework: RTI**

### RTI and Greenwood Community Schools

In the past, Special Education and Title 1 services have serviced at-risk students in very separate ways in Greenwood schools. While the two programs communicated with and supported each other as needed, they functioned as and were viewed by staff and administration as two supporting, yet separate programs. With the authorization of IDEA 2004 and the shift from Targeted Assistance to Schoolwide in Title 1, we have an opportunity and an obligation to move to a Response to Intervention (RTI) framework that unites the efforts of both Special Education and all Title programs into one system for school improvement. This system has the potential to help us meet the high expectations of NCLB.

The RTI framework has reformed literacy instruction in Greenwood for two reasons. First, it allows us to re-conceptualize literacy disabilities. Second, it allows us to create a comprehensive literacy instructional plan that integrates quality classroom instruction, research based intervention for at-risk learners, and long-term support for those students who still do not meet with success. RTI allows us to include interventions that are preventative, accelerating and long-term, create problem solving structures for monitoring student progress, and weave intervention throughout all parts of a student's day while at the same time coordinating those intervention efforts. RTI relies on data-driven decision making which supports the corporation's work in utilizing Professional Learning Communities.

While this model plays an important role in identifying students with literacy math disabilities, it also allows us to operate with a much different understanding of literacy and math disabilities in general. Instead of looking at the disability as something within the student (a discrepancy), it allows us to look at the social and instructional contexts that impact a student's performance and put in place ways (interventions) in which we can change those contexts. By re-conceptualizing literacy and math disabilities in this way, student literacy achievement is no longer out of the school's control; but instead, requires problem solving that customizes instructional plans for each student not meeting literacy success.

Each student brings different social, behavioral, language and academic needs to the learning experience. In addition, each added layer of intervention and support a student receives changes, at least slightly, their educational program. For these reasons, it becomes critical that a school improvement plan attempts to weave together a comprehensive, integrated literacy instructional system that supports all students in meeting literacy success. Creating a comprehensive, integrated system requires us to begin with high standards for literacy achievement for all students. It also requires quality classroom instruction that is differentiated and supported by on going, need specific professional development. It requires research-based, layered intervention that is coordinated and monitored by a team of highly qualified teachers. The inclusion of students in various layers of intervention needs to be based upon

student performance as evidenced through building wide screening and frequent progress monitoring that align with instructional practices and curricular outcomes. Finally, a team problem solving approach needs to guide the process of selecting and monitoring interventions for students.

During the 2014/2015 school year the following assessments will be used: AIMS web (K-5: fall, winter and spring), Acuity (3-5: Fall, winter and early spring), Writing Prompts (K-5: fall, winter, spring), ISTEP (3-5: March and April), LAS Links (ELL students: Winter), and IREAD (Grade 3: Spring). AIMS web will also provide progress monitoring K-5. DRA is used in Kindergarten and grade 1 fall, winter and spring to help inform small group reading.

The RTI framework uses a three-tier approach to student literacy success. The first tier is quality classroom instruction with differentiated instruction for all students and intervention within the classroom for those students who are at-risk. These interventions may include academic, social, emotional, and/or behavior supports for students. The second tier is coordinated, data-driven intervention for at-risk students. This intervention includes both preventative and accelerating intervention. It cuts across academic, language, social, emotional and behavioral domains. Both small-group and individual tutoring may be a part of tier two interventions. This tier includes all at-risk students (general education, special education, and ELL students) as determined by assessment data and referrals through the Student Assistance Team. The third tier includes long-term support interventions. These are carefully designed for those at-risk students who are most in need and still struggling even with quality classroom instruction and intervention and after a substantial amount of time in layered, tier two intervention instruction given by highly qualified teachers. At Isom, a Student Assistance Team monitors at-risk students and their intervention programs using a problem-solving approach based on summative and formative assessments.

Professional development is a critical component of the RTI framework. First, the foundation of the framework is quality classroom instruction. It is critical that classroom teachers receive the support they need to continually improve their practice. Research shows that this support must include not only new learning, but also scaffolded support through the implementation and refinement of that new learning. Research also shows that in order for student learning to be accelerated (the goal of tier two interventions) intervention must be in the form of contingent instruction from a highly qualified teacher. All teachers, but especially intervention teachers, must have the training necessary to become literacy specialists in order to meet the high expectations of NCLB.

### Action Plan and the RTI Framework

Isom Elementary's action plan (Appendix B) addresses the first and second tiers of the RTI framework. It addresses classroom instructional practices, ELL students, school parent partnerships and student motivation. The action plan presents an Ethic of Care as a lens through which Isom staff can examine and expand current practices to improve school climate and culture.

The foundation of the RTI framework is *quality classroom instruction*. In the Isom action plan, the improvement of tier one is addressed through professional development in the areas of reading and writing in order to increase achievement of *all* student achievement including at-risk students, high ability students and ELL students.

At-risk students who are not meeting with success with only classroom level support and intervention are supported through tier two intervention services and possibly tier three intervention services. Students are identified through assessments including AIMSweb, DRA, Acuity, and ISTEP. Intervention instruction include My Sidewalks, literacy groups, phonemic awareness/phonics groups, close reading, and writing groups.

**Preventative interventions** include strategies for parent/school partnerships and the study of an Ethic of Care. These strategies are intended to create relationships between teachers/students, parents/staff, school/community that support student success and achievement.

Greenwood schools have implemented Professional Learning Communities to collaboratively analyze student data in order to improve classroom instruction. These learning communities afford time to share and extend instructional practices that support Isom's improvement goals.

### Structures in Place for RTI

Beginning again with the foundation of RTI, **quality classroom instruction**, the teachers at Isom use Reading Street a research based reading program as their core language arts program. Small group leveled reading and writing with benchmarking for student reading levels is built into this program facilitating both differentiation and offering a structure for classroom level intervention. In addition, Reading Street serves as a formative assessment that helps group students for differentiation. Reading Street also addresses the five components of reading as articulated by the National Panel for Reading. The guided reading small group lessons, gradual release model for comprehension instruction, and reading and writing workshop approaches are all researched based practices from the core program. The Gifted and Talented Teacher for the corporation supports the teachers in developing classroom intervention for high achieving students.

The guided reading small group lessons (which includes instruction in decoding and phonics, fluency, and comprehension) and gradual release model for comprehension are two of the components that are also mirrored in the **tier two interventions**. In addition to these interventions, fluency interventions include computer fluency practice (The Reading Center, Fast ForWord, Read Naturally) and small group fluency instruction using techniques from the Florida Center for Reading Research. The ELL teacher provides small group tier two language intervention for ELL students. ELL students are placed in *any* tier two groups when their assessment data shows that that group is appropriate for them. The Gifted and Talented Teacher also provides small group tier two intervention for highest achieving students. The Student Services Advisor provides small group and one-to-one intervention for social and emotional needs. The special education teacher works with teachers when needed to provide behavioral supports for students as well as individual and small group interventions. Kindergarten intervention includes small group instruction in phonemic awareness and phonics. Headsprout is a computer program that allows children to practice phonics skills. Finally, after-school tutoring provided by a strong core of volunteers offers additional opportunities for intervention.

The Student Assistance Team is a **problem solving team** that monitors the RTI process. Some of the assessment data that is in place and can be used to drive decision-making include ISTEP, Acuity, Aimsweb and benchmarking, PALS at the beginning of Kindergarten, Observational Survey for first

graders, and corporation math and writing benchmarks. These local corporation assessments will continue to be reviewed and revised during the 2014-2015 school year. Aimsweb, running records, and fluency passages are used for progress monitoring students. Professional Learning Communities provide an arena for grade level data analysis and problem solving. Teachers submit monthly grade level SMART Goals worksheet/or documentation of PLC meeting discussion.

While there are many components in place, we hope that the activities outlined in the action plan will allow us to make sure that the components including interventions and assessments are aligned and integrated so that our literacy program is comprehensive and seamless. The alignment and fidelity of implementation of the RTI process at Greenwood will be critical in order for us to meet the high standards and requirements of NCLB.

## **Transition Plans**

Transition from preschool or home to kindergarten has been evolving over the last several years. When children come to school for kindergarten registration in March, parents are given information on how to work with their child on kindergarten readiness skills. Parents of kindergarten age students receive a special invitation to attend a Title I Parent Night that focuses on how to read with your child.

Transition for our fifth graders to Greenwood Middle School is important as well. The following activities and events help students' transition from elementary to secondary levels of schooling: Fifth grade graduation, Middle School Band convocation, a visit to each elementary from key middle school staff members, and sixth grade orientation in the summer. In addition, the special education teachers hold transition conferences for all students with an IEP, and they hold informal conferences with middle school special education staff where they discuss some at-risk students who do not have an IEP. Our student services advisor meets with the Middle School student services adviser as well to discuss at-risk students.

## **Teacher Qualifications**

### Qualification of Isom Staff

All 27 certified staff members at Isom are highly qualified. All of our instructional assistants participate in additional training every year. All instructional assistant are para pro certified or hold four year college degrees.

### Strategies to Attract Highly Qualified

Greenwood Community School Corporation has long been a highly desired corporation in which to work. The school's location, a suburb of Indianapolis, along with competitive salaries are two qualities that attract teachers. In addition, the corporation has a strong curriculum with ample support resources, supportive principals who are actively engaged in the improvement of teaching and learning, and warm, safe school climates. The Greenwood schools all have user-friendly websites where potential applicants

can learn more about the schools and even apply for employment online. Finally, Greenwood Community School Corporation places the highest priority on keeping class-sizes low and the teacher workload manageable. In order to assure that the highest quality candidates are hired, the four elementary principals hire as a team by designing a uniform set of interview questions, interviewing as an administrative team, and hiring only those candidates that all four principals agree possess the highest quality possible.

### Strategies to Retain Highly Qualified

Teacher induction and mentoring programs have been shown to have a high impact on the retention of quality teachers. Greenwood has designed a Teacher Academy that provides professional development on a variety of topics on Monday afternoon at the district office to enhance student achievement in the district. The school corporation has a strong commitment to professional development and the Isom action plan along with the use of Title 1 and Title 2 funds support this commitment. Finally, the decision-making process at Isom Elementary includes many avenues for teacher voice and teacher empowerment. Quality Council and the sub-teams that work together to help direct the programs, norms and expectations at Isom. Teacher leadership is highly valued, cultivated, and critical to the success of Isom Elementary. This culture of teacher empowerment is a key factor in retaining quality, experienced teachers.

## **Professional Development**

Isom's school improvement goal is to improve English/language arts performance from 81.1% to 86% of students passing ISTEP+ by 2015. In order to do this, there are a number of professional development objectives to be met. Isom staff will continue to differentiate instruction to meet the needs of all learners with a focus on Smekens writing and Rigorous Reading workshops. The staff will intensify and refine their use of formative and summative assessment through professional learning communities. Finally, they will increase the use of technology to both monitor at risk students and to provide them with the most current research based technological interventions.

### Smekens and Rigorous Reading Workshop

Professional development funds will be used to increase the knowledge and skills of staff as they implement and extend use of Smekens workshops. Dr. Jo Ann provided Rigorous Reading training to Isom staff in June of 2014. Ongoing training to meet the needs of teachers unable to attend the summer workshops and to extend the knowledge and understanding of those who were will be embedded into PLC's for the 2014-2015 school year.

### Professional Learning Communities

Secondly, *all* teachers are involved in a sustained effort to participate in Professional Learning Communities and to use them routinely for creative problem solving for at-risk students. Corporation provided professional development in this area will supplement state professional development funds as all staff carefully monitors the effectiveness of research based interventions. Teachers meet by grade level weekly to discuss instruction and learning. Title 1 and Special Education teachers join the grade level teams to represent the perspective of the at-risk students.

## Technology

Finally, technology will be used to meet the needs of at-risk students. A higher number of students will be working not only at their own level but also in those specific targeted areas of need. Teachers use SmartBoards, Mobis, and other technology resources to support student learning. The Aimsweb technology based assessment program will be used to access data for analysis.

## **Parent and Community Involvement**

Isom continues to have an active PTO. In an effort to maximize this increased involvement, the building principal has worked closely with both the PTO and Title 1 teachers to shape a parent involvement program that is coordinated by a common vision and goals. This year staff members and parents will continue to experiment with several formats and venues for parent involvement, participated in professional development around successful parent involvement programs, and brainstormed around a common vision and goals.

Isom's parent involvement program consists of several layers of possible parent participation in communication. All parents are invited to participate in the following: fall open house, end of first nine-week parent-teacher conferences, PTO, various PTO activities each school year and Title 1 Parent Nights. Parents receive communication on school events through a weekly newsletter from the school and the School Messenger system. Parents receive communication of their student's academic progress through standards based report cards sent home at the end of each nine-week grading period. Assessment results are shared through parent reports in parent friendly language (ISTEP, Aimsweb, and Acuity), and in parent-teacher conferences.

Parents of students who are deemed at-risk through summative and formative assessments receive additional communication through phone calls from the classroom teacher, principal or notification by the Student Assistance Team of placement in an intervention group. When students do not make adequate progress with intervention services, parent-teacher conferences are held with input from the building's Student Assistance Team to determine next steps for supporting the student.

In addition to these avenues of communication, a minimum of two parent involvement evenings are held each year. These nights are designed to support parents in helping their student be successful in school. The Isom Quality Council Title 1 teachers feel that the area of parent involvement is critical to the success of our school wide plan. The centers around supporting parental participation through parent training and communication. Finally, parent input through participation on Quality Council and PTO meetings will allow us to evaluate and amend the plan as needed. During the 2014-15 school year, the PTO, Isom instructional staff, including Title I staff will provide a Math Fun Night and a Family Read Night. These events are well attended and provide suggestions for how parents can support their students at home.

The community is actively involved in supporting the school. It has ten community partners who work closely with the school to provide needed services for the students. An OASIS program provides tutors and mentors for students in need on a weekly basis. The local community mental health provider, Adult and

Child is housed in the school to provided services for student who qualify and access community resources for these students and their families. The community also helps students by donating food, school supplies, and Christmas presents. The community sponsors and supports PTO activities, the annual Old Town Walk/Run put on by Isom's fifth grade team, and fund raisers like Isom night at the local Chick-fil-a.

## **Integration of Programs and Budgets**

Integration of the Title I Schoolwide Plan and other programs and budgets comes through the RTI framework. Many programs and budgets support interventions. These are being coordinated through the SAT evaluation and problem solving process. A Student Services Advisor also provides small group and individual social and emotional intervention, sits on Quality Council, and is a vital member of the SAT problem solving team. Title III monies fund our ENL teacher who provides intervention for students for whom English is not their first language. The gifted and talented grant monies fund our GT Coordinator who assists teachers in providing classroom intervention for high achieving students as well as providing tier two interventions for the highest achieving students. The corporation also funds academic teams for spelling and math which also serve as tier two enrichment interventions as well.

Professional development is a critical component of both the schoolwide plan and the RTI framework. The principals, Quality Council, and district administrators all work together to coordinate the professional development funds from Title I, Title II, Title III, the gifted and talented grant, and the building level professional development monies. These monies support the corporation and building goals and the interventions in place through RTI including classroom differentiation, supporting ENL learners, strengthening classroom instruction through Smekens Writer Workshops, and data driven decision making through Professional Learning Communities. In addition to professional development, the efforts to improve our effectiveness with the use of data are also supported through corporation technology funds, both through the funding of assessments such as Acuity and Aimsweb.

In addition, Title III supports translating of important parent information for our Hispanic families. Finally, Title II supports class-size reduction at the primary level, which has been shown to be a critical preventative intervention.

At this time, we are choosing not to consolidate our Title 1, Part A funds with other federal, state, and local funds. We will use our Title 1, Part A funds to support the RTI process including the assessment of students and the implementation of interventions, full-day Kindergarten, parent involvement strategies, and the professional development needed to support our plan.

## **Evaluation Plan**

The Evaluation Plan for School Improvement Plan includes both long-term and short-term outcomes. Our goal states the overarching long-term outcome: an increase in student overall literacy achievement as evidenced by an increase from 81% to 86% of students passing all portions of the ISTEP by 2015. ISTEP+ scores will be monitored on a yearly basis for growth toward this outcome. In order to reach this outcome, our action plan has two long-term outcomes in support of this goal: first, an effective RTI

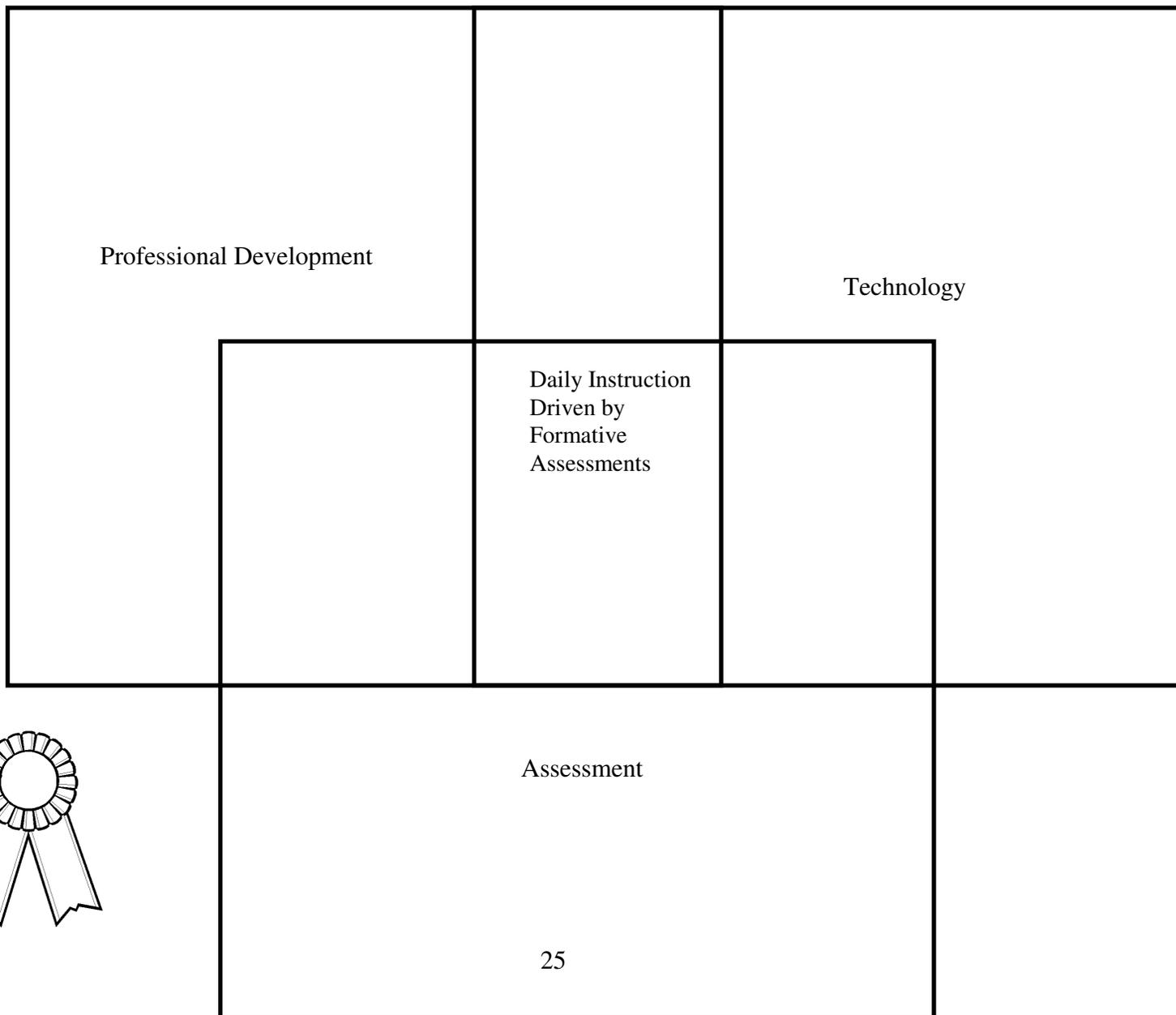
framework that includes quality classroom instruction and Tiered interventions with instruction that accelerates student growth which are evidenced by an increase in achievement on Aimsweb and Corporation Reading and Math Assessments, and second, an increase in family and community engagement in school activities that enhances student and family learning as documented by agendas, sign-in records, student folders, surveys and evaluations.

Each year the plan will be reviewed on the basis of t short-term and long-term objectives through the action teams and reported back to Quality Council. Quality Council will have overall responsibility for the review of the plan. The parent representative on Quality Council and the building principal will present the plan at a PTO meeting each year and illicit parent feedback through a survey at the conclusion of that meeting.

# Appendix A

Collaboration: Core Instruction and  
Collaboration: Support for All Students

# Collaboration: Core Instruction

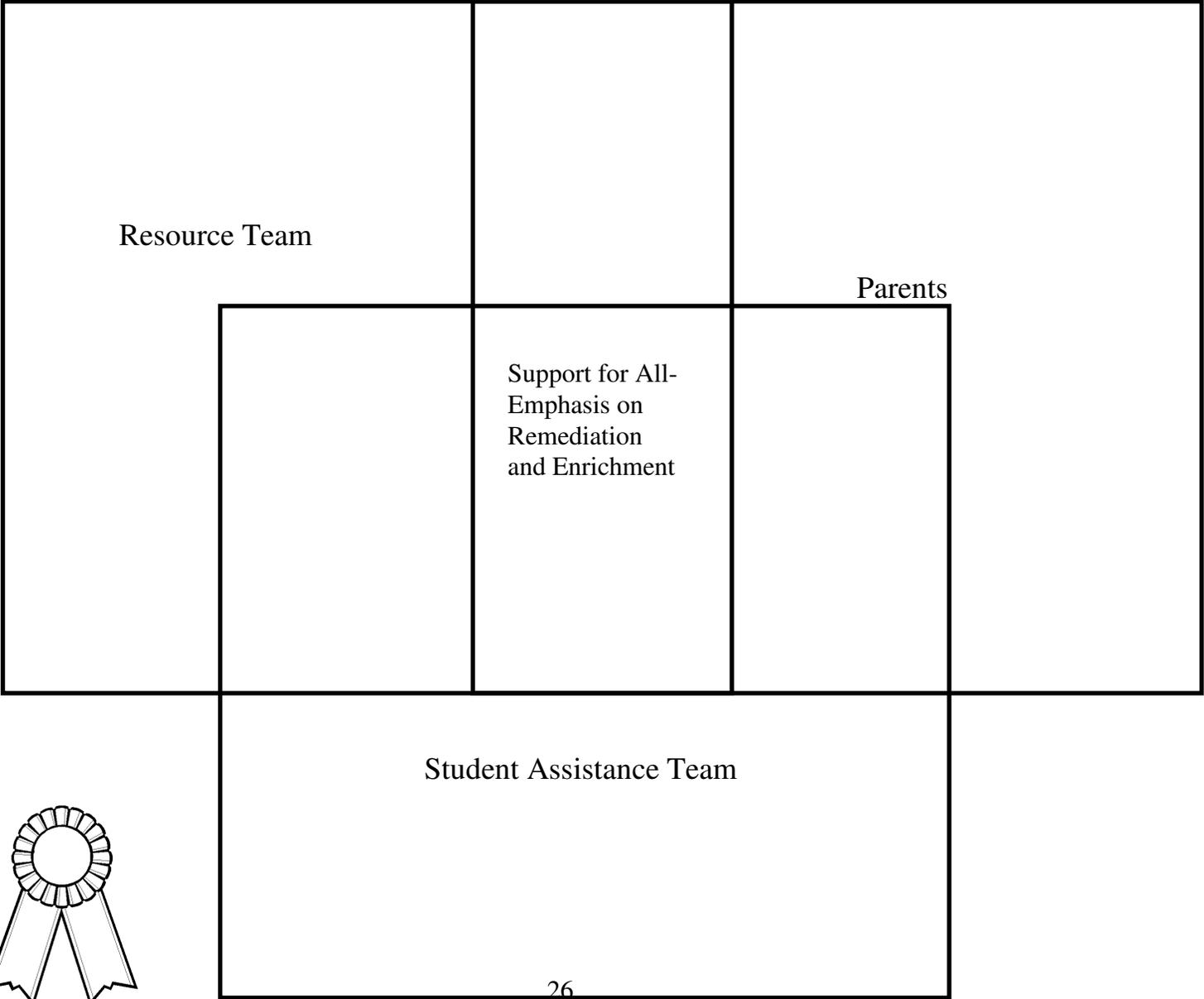


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# Collaboration: Support Programs and Materials



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# Appendix B

## Action Plan

Goal: Isom will improve ELA performance from 81.1 to 86% of students passing ISTEP by 2015				
Objective 1: Isom staff will implement close reading to increase and deepen reading comprehension.				
Strategy 1: Isom teachers will increase their knowledge of close reading.				
Activities: Provided training on close reading.	Person(s) Responsible: Principal and Title 1 Teacher	Timeline: June 2014-June 2015	Resources and Budget: Staff meetings, release time for Title 1 Teacher	Professional Development: PLC's Training at staff meeting
Strategy 2: Isom teachers integrate close reading into their instruction.				
Activities: Grade levels/teachers will meet with Title Teacher for coaching.	Person(s) Responsible Principal, Title 1 teacher, classroom teachers	Timeline: Monthly beginning September 2014	Resources and Budget: Weekly Grade level meetings Grade level planning times	Professional Development: PLC's and grade level planning time
Benchmarks: Isom Principal will observe a close reading lesson for one of the teachers required observations.				

Goal: Isom will improve ELA performance from 81.1 to 86% of students passing ISTEP by 2015				
Objective 2: Isom staff will implement Smekens writing instruction to increase student's ability to write to a prompt and to write a constructed response in reading.				
Strategy 1: Isom teachers will increase their knowledge of Smekens writing instruction.				
Activities: Teachers will share and extend their training.	Person(s) Responsible: Principal, Teachers	Timeline: June 2014-June 2015	Resources and Budget: Staff meetings	Professional Development: PLC's and Grade level shared planning time
Strategy 2: Isom teachers integrate Smekens writing into their instruction.				
Activities: Grade levels/teachers will meet with and observe each other to implement Smekens.	Person(s) Responsible: Principal, Teachers	Timeline: Monthly beginning September 2014	Resources and Budget: Weekly Grade level meetings Grade level shared planning times	Professional Development: PLC's and grade level planning time
Benchmarks: ISTEP applied skills scores will increase from 2014 to 2015.				

Goal: Isom will improve ELA performance from 81.1 to 86% of students passing ISTEP by 2015				
Objective 3: ELL students will increase their comprehension in listening and reading.				
Strategy 1: Isom teachers will provide opportunities in the classroom for ELL students to practice listening and reading comprehension.				
Activities: Provide support for teachers in designing effective instruction.	Person(s) Responsible: Principal ELL Teacher	Timeline: June 2014-June 2015	Resources and Budget: Staff meetings, Grade level planning times	Professional Development: PLC's Training at staff meeting
Strategy 2: Isom support teachers will provide interventions in listening and reading comprehension.				
Activities: ELL teacher, teaching assistant, and Title 1 teachers and assistant will provide Tier 2 interventions when appropriate.	Person(s) Responsible: Principal, ELL Teacher and teaching assistant, Title 1 Teachers and teaching assistant.	Timeline: August 2015-May 2015	Resources and Budget: Benchmark assessments, instructional materials	Professional Development: PLC's and grade level planning time
Benchmarks: ELL students will show growth on ISTEP, LAS Links, Acuity and AIMSweb.				

Goal: Isom will improve ELA performance from 81.1 to 86% of students passing ISTEP by 2015				
Objective 4: Isom staff will support a strong partnership with parents to increase student success.				
Strategy 1: Isom staff and PTO will provide monthly meetings with the goal of supporting parents.				
Activities: All Pro Dads and iMOMs will meet monthly.	Person(s) Responsible: Principal, PTO, Title 1 staff, Home School Advisor	Timeline: September 2014-May 2015	Resources and Budget: Snacks, handouts, evaluations, surveys	Professional Development:
Strategy 2: Isom staff will help parents understand student achievement data.				
Activities: Parent conferences, IREAD meetings, Parent communication (newsletters, assessment parent reports, school web pages)	Person(s) Responsible: Principal, Teachers, Technology staff	Timeline: August 2015-May 2015	Resources and Budget: Staff meetings, technology	Professional Development: PLC's and grade level planning time, Technology support
Benchmarks: End of the year parent surveys will show an increase in parent satisfaction with home school partnerships.				
Goal: Isom will improve ELA performance from 81.1 to 86% of students passing ISTEP by 2015				
Objective 5: Incidences of ASD will decrease by increasing student motivation.				
Strategy 1: Isom home school advisor will provide support groups for students.				
Activities: Implementation of study skills group for all students who repeated ASD during school year 2013/2014.	Person(s) Responsible: Principal, discipline committee, home school advisor	Timeline: August 2014	Resources and Budget: Professional Reading Materials	Professional Development: PLC's

Strategy 2: Isom staff will use an Ethic of Care matrix to examine and expand practices that support care at Isom.				
Activities: Staff will work through a curriculum of care at monthly staff meetings.	Person(s) Responsible: Principal, Title 1 Teacher	Timeline: August 2015-May 2015	Resources and Budget: Staff meetings Professional Reading materials	Professional Development: Professional Reading and Staff Meetings
Benchmarks: The 2014/2015 school year will show a decrease in incidences of ASD.				

# **Appendix C:**

## Schoolwide Focus on Reading Comprehension: Points of Discussion

## **Schoolwide Focus on Reading Comprehension: Points of Discussion**

We examined both quantitative and qualitative data. The quantitative data included ISTEP English/Language Arts (ELA) scores as a whole and by grade level. We also looked at MClass data including DIBELS and TRC.

### Quantitative Data:

The quantitative data all showed similar trends. In most cases, Isom's assessment scores are near or above the state average and do not show any regressive trends; however, the scores also do not show any trends of significant improvement, even though reading comprehension has been a focus for school improvement. In addition, the DIBELS and TRC data indicated that although our primary students are fluent, they do not comprehend as well as their fluency would suggest.

### Qualitative Data:

Primary teachers expressed a need to begin comprehension instruction earlier as the students are leaving Kindergarten reading better than ever before (this is reinforced by the TRC data). The intermediate teachers discussed a concern that the scores on the constructed responses on the applied skills portion of the ISTEP indicate both a weakness in comprehension as well as a writing weakness.

### Assessment Team

#### **Team Responsibilities:**

##### From Staff through Quality Council:

- Identify needs for aligning assessments with report cards and standards.
- Expand opportunities to work as teams to identify and explore data on at-risk students.
- Define procedures for providing assessment results to parents.
- Explore the use to pre-tests and post-tests for intervention.

##### Recommendations from guidance on Schoolwide planning:

- Identify gaps and overlaps in the assessments currently given.

- Define procedures for passing assessment data from Isom to the Middle School.
- Define procedures for collecting needed data on new students and passing on data for students who move.
- Coordinate with Professional Development team to identify and plan for professional development for teachers regarding data and assessment.

### *Professional Development Team*

#### **Team Responsibilities:**

##### From Staff through Quality Council:

- Define procedures for cross-grade level meetings.
- Coordinate training needed to increase effectiveness of implementation of Reading Street reading series.
- Explore options for beginning a peer-coaching program at Isom.
- Coordinate training needed for technology.
- Coordinate training needed for Instructional Assistants.

##### Recommendations from guidance on Schoolwide planning:

- Coordinate the development of plans for grade level to grade level transition including data sharing, curriculum alignment, communication, and alignment of procedures and practices.
- Define procedures for training new teachers and staff at Isom.
- Define procedures for evaluating professional development opportunities

## *Parent Involvement Team*

### **Team Responsibilities:**

#### From Staff through Quality Council:

- Schedule and plan parent meetings that offer parents instructional strategies in order to support their students at home.
- Coordinate with Technology team to draft parent informational letter for Accelerated Reader describing the program, how to access books at the library, expectations for students, where to find homework help online, and suggestions for parent involvement.
- Coordinate with Assessment team to improve parent communication of data and assessment results.

#### Recommendations from guidance on Schoolwide planning:

- Develop transition plans for children entering schools from home, daycare, or other early childhood opportunities.
- Investigate the effectiveness of Isom's communication with parents who have limited speaking or reading skills in English.
- Investigate the effectiveness of community partnerships.
- Define procedures for documenting and evaluating all parent training and informational opportunities.
- Explore opportunities for parents to be more collaborative with school decision-making.

## Technology Team

### **Team Responsibilities:**

#### From Staff through Quality Council:

- Define procedures for consistency of use for the Accelerated Reader program.
- Identify needs, both hardware and software, for each grade-level/teacher.
- Investigate and purchase software to meet identified needs.
- Coordinate with Assessment team to investigate software to store assessment data and teacher storage and organization of individual student grades and data.
- Define procedures for monitoring the updating of hardware and software in the building.
- Identify professional development needs.
- Coordinate with Professional Development team to provide training needed with regard to technology.

## RtI/SAT Team

### **Team Responsibilities:**

#### From Staff through Quality Council:

- Define procedures for identification of students for interventions.
- Define procedures for monitoring student progress in interventions.
- Identify how support staff will be used in all three tiers of the RtI process in order to most effectively serve the needs of all students.
- Identify data that will be used to make decisions about placing or removing a student in an intervention.
- Identify both short term and long-term interventions, and define procedures for their use.

- Identify proactive interventions, and define procedures for their use.

Recommendations from guidance on Schoolwide planning:

- Identify interventions available including academic, social, emotional, and behavioral interventions.
- Identify process for problem solving students who are difficult to accelerate.
- Identify process for evaluating the effectiveness of intervention programs.