

ARLINGTON ELEMENTARY SCHOOL

5814 S. Arlington Ave. Indianapolis, IN 46237

Phone: (317) 782-4274 Fax: (317) 784-6698

Principal: David Henriott Counselor: Lisa Eck Secretary/Treasurer: Randi Raffa

Public Law 221 School Improvement Plan Arlington Elementary 2011-2012

Arlington Elementary School
5814 S. Arlington Ave.
Indianapolis, IN 46237
Corporation #5310, School #5202
Grades K-5, Enrollment 590

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**IDOE School Improvement and Professional Development
Corporation Level Assurance Form
Superintendent / Exclusive Representative Signatures**

Corporation Number	5310
Corporation Name	Franklin Township Community School Corporation

As superintendent, I verify that the individual professional development plans for all schools within the corporation align with the overall corporation's objectives, goals and expectations. (IC 20-20-31-6)

Superintendent Name (Print)	Dr. Walter D. Bourke
Superintendent Signature	
Date Signed	9-13-11

The exclusive representative is required to demonstrate support "only for the professional development program component of the plan."

By signing this form, I demonstrate my support for the professional development programs for all schools within the corporation listed above as they have been reviewed, revised, and submitted as part of the Strategic and Continuous School Improvement and Achievement Plan. (511 IAC 6.2-3-3(10))

Exclusive Representative Name (Print)	Cathy Smith
Exclusive Representative Signature	
Date Signed	9-13-2011

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Principal: David Henriott Counselor: Lisa Eck Secretary/Treasurer: Randi Raffa

Committee responsible for this plan:

Name	Group you are Representing	Signature	Date
David Henriott	Principal	David Henriott	9/12/11
Lisa Eck	Counselor	Lisa Eck	9/12/11
Jean Wehling	teacher	Jean Wehling	9/12/11
Shawnda Longstreet	teacher	Shawnda Longstreet	9/12/11
Jill Kaulass	teacher	Jill Kaulass	9/12/11
Bailey Doss	teacher	Bailey Doss	9/12/11
Andrea Robin	teacher	Andrea Robin	9/12/11
Nelly Hall	teacher	Nelly Hall	9/12/11
Ronna Flynn	coach	Ronna Flynn	9/12/11
Jessica Ohime	teacher (special ed)	Jessica Ohime	9/12/11

Arlington Elementary School

PL221 Framework

I. INTRODUCTION

(A) Narrative description of the school, the community, and the educational programs.

Arlington Elementary School is a K-5 school that sits at 5814 S. Arlington Avenue in Indianapolis, IN. We are one of 6 elementary schools in the Franklin Township Community School Corporation. We currently have 590 students. We are a Title One School and have been very focused on our data for several years. As a result, our data in all areas continues to increase. Our Spring 2011 ISTEP+ data was the highest in school history. Our students, staff, and parents continue to work hard to make Arlington Elementary School the best school in the state of Indiana and a place where everyone feels good about who they are and what they have achieved.

Learning Environment

Arlington Elementary takes pride in creating a welcoming atmosphere that enhances the emotional, physical, and academic learning of students.

- Classes use daily agendas displayed at the head of the room
- Procedures are displayed in the classroom and frequently reviewed by the teacher
- Teachers instruct students using a variety of instructional methods such as Bloom's Taxonomy, cooperative learning, Gardner's multiple intelligence theory, the arts, and various brain activities such as Brain Gym that connect brain dendrites to make sure learners are ready!
- Teachers model learning as a community through weekly PLC's, book studies, attending in-services/workshops and sharing learned strategies with each other
- Staff members are exploring the opportunities of cross grade level experiences by using peer tutoring
- Teachers receive a variety of support from our Title One Coach, instructional assistants, and high school and community volunteers to assist in meeting student academic needs
- A Butterfly Garden and Wooded area are available to implement and support instruction in the sciences
- There are a variety of programs to encourage reading such as Book-It! and Raz-Kids
- Counselor leads small groups on varying topics according to the needs of our students
- Counselor creates Camp Care-A-Lot to work with students on specific needs
- Counselor does classroom lessons over topics pertinent to each grade level. Lessons are scheduled, but impromptu lessons also occur when the need arises.
- Our Title One program sponsors full-day Kindergarten and a coach that models lessons on a daily basis
- Through Title One, After School Remediation is offered using research based instructional materials
- Students that are below grade level in Reading and those that are struggling with Math concepts attend a daily Learning Lab to receive additional support and reteaching
- Speech services and ENL services are available through our district program

- GT programming is offered and self-contained
- All high ability students have needs met through differentiated instruction
- Breakfast is offered for all students and provided for qualifying students
- Our student-led daily broadcast team (Patriot Press) provides students a chance to demonstrate leadership by discussing and modeling monthly Life skills, welcoming new students, and sharing relevant information.
- Students of concern are addressed through staff PLC's and can be taken further to our Student Services Team (*SOS plan)
- Guest speakers, convocations (addressing needs such as bullying, healthy choices, sciences, and school safety), and learning trips expose students to a variety of experiences
- After school activities offered include Art Club and Student Council
- Our SOS* process is utilized to develop an action plan for a specific student's challenges whether it be academic, social, behavioral or a combination. A plan is created by a team of teachers who build on student strengths using the Creative Problem Solving process (*developed by the Blumberg Center)
- STAR Tracker Student portfolio – encouraging students in K-5 to show ownership of personal data and personal goal setting

(B) Description and location of curriculum.

FTCSC offers a K-12 guaranteed and viable curriculum to meet the diverse needs of the learners that we serve. Adopted curriculum supports Indiana and Common Core State Standards and is delivered consistently across the district and includes common assessments. Reading is supported systemically and instruction supports the essential five: Phonemic Awareness, Alphabetic Principal, Fluency, Comprehension and Vocabulary. Math curriculum supports the 8 practical mathematical strategies and challenges of students at higher levels. Content areas also embed Reading, writing and Math skills while our writing initiative is embedded K-12 across the curriculum to prepare students for career and college opportunities.

Each week, Teachers meet in Professional Learning Communities (PLC's) to review student work and to share best practices. Teachers collaborate to create next steps for differentiated instruction based upon real time data.

Copies of the curriculum guides, as well as titles of textbooks, are available at the Franklin Township Community School Corporation Central Office. Parents and students can also access many of their textbooks online with usernames and passwords on the textbook company sites.

(C) Assessments

In Franklin Township, we utilize the assessments that are recommended and provided by the Indiana Department of Education. In addition, we will administer the optional IREAD Assessments in Kindergarten, 1st and 2nd grade in the spring of 2012. DIBELS – 6 is used to assess Oral Reading Fluency for students in grades 3, 4 and 5. Below is a list of Assessments used in FTCSC:

ISTEP+ (including GQE Retest)

The purpose of the *Indiana Statewide Testing for Educational Progress Plus (ISTEP+)* program is to measure student achievement in the subject areas of English/Language Arts, Mathematics, Science*, and Social Studies**. In particular, ISTEP+ reports student achievement levels according to the Indiana Academic Standards that were adopted in November 2000 by the Indiana State Board of Education. An Applied Skills Assessment and a Multiple-Choice Assessment are used to measure these standards; they are required components of the ISTEP+ program.

*Science is assessed in grades 4 and 6.

**Social Studies is assessed in grades 5 and 7

ISTEP+ ECA

The purpose of the Indiana Statewide Testing for Educational Progress Plus (ISTEP+) program is to measure student achievement in the subject areas of English/Language Arts, Science, and Mathematics. In particular, ISTEP+ reports student achievement levels according to the Indiana Academic Standards that were adopted in November 2000 by the Indiana State Board of Education. The ISTEP+ End-of-Course Assessments (ECAs) are criterion-referenced assessments developed specifically for students completing their instruction in Algebra I, Biology I, or English 10.

IMAST (Indiana Modified Achievement Standards Test)

The purpose of the *Indiana Modified Achievement Standards Test (IMAST)* program is to measure student achievement in the subject areas of English/Language Arts, Mathematics, Science*, and Social Studies**. Students who participate in *IMAST* in lieu of ISTEP+ are expected to earn a high school diploma prior to exiting high school, either by demonstrating proficiency on any required graduation examinations or through the appeals process. In particular, *IMAST* reports student achievement levels according to the Indiana Academic Standards that were adopted in November 2000 by the Indiana State Board of Education. Based on Indiana's Academic Standards and presented in a multiple-choice format, *IMAST* is administered to students whose case conference committee (CCC) determines they meet the eligibility criteria adopted by the Indiana State Board of Education. Therefore the goals listed in the student's case conference committee report include content standards for the grade in which the student is enrolled. The student's academic goals will be the same as non-disabled peers at grade-level or will generally be aligned to grade-level curriculum.

*Science is assessed in grades 4 and 6.

**Social Studies is assessed in grades 5 and 7

ISTAR (Indiana Standards Tool for Alternate Reporting)

The purpose of the *Indiana Standards Tool for Alternate Reporting (ISTAR)* program is to measure student achievement in the subject areas of English/Language Arts, Mathematics, Science*, and Social Studies** based on alternate academic achievement standards. 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 a web-based system that utilizes teacher ratings on performance threads comprised of progressive skills based on alternate academic achievement standards that are appropriate

to the student's achievement level. The case conference committee (CCC) determines, based on the eligibility criteria adopted by the Indiana State Board of Education and the student's individual and unique needs, whether a student with a disability will be assessed with *ISTAR*. Therefore the student's goals and objectives are generally prerequisites to grade-level academics or are highly individualized extensions to the standards.

ISTAR-KR

The purpose of ISTAR-KR (Indiana Standards Tool for Alternate Reporting of Kindergarten Readiness) is to measure skills in children from infancy to kindergarten. A derivative of Indiana's Early Learning Standards (which are part of the Foundations to Indiana Academic Standards); ISTAR is aligned to the Indiana Standards for Kindergarten in the areas of English/language arts and mathematics and includes three functional areas: physical, personal care and social-emotional skills. Data from ISTAR-KR assessments are used for state reporting for PK students receiving special education. This web-based instrument is rated by teachers based using their ongoing observations of children engaged in their typical daily routines and activities. It is available to all public schools in Indiana and to private early childhood education programs at no cost. Assessment results from ISTAR-KR can be used to determine what skills a child has mastered and what skills a student needs to learn next.

IREAD-3

The purpose of the *Indiana Reading Evaluation And Determination (IREAD-3)* assessment is to measure foundational reading standards through grade three. Based on the Indiana Academic Standards, IREAD-3 is a summative assessment that was developed in accordance with Public Law 109 which "requires the evaluation of reading skills for students who are in grade three beginning in the Spring of 2012 to ensure that all students can read proficiently before moving on to grade four".

Wireless Generation: mCLASS

The purpose of the mCLASS assessments is to provide diagnostic measures for K-2 students in literacy and numeracy. mClass: Reading 3D (TRC and DIBELS Next) and mCLASS: Math help to identify students' foundational skills and provide teachers with instructional suggestions based on student performance on benchmark assessments and regular progress monitoring.

Acuity (3-8)

The purpose of the Acuity assessments is to provide diagnostic measures for grade 3-8 students in English/language arts, mathematics, science, and social studies. Assessment reports provide standards aligned performance data, which support an educator's ability to inform instruction at the student, class, school, and corporation level. Acuity Predictive Assessments are used in grades 3-8 in Franklin Township. Acuity Diagnostic Assessments are used in grades 6-8.

Acuity (Algebra)

The purpose of the Acuity Algebra I assessments is to provide diagnostic measures for Algebra I students. Assessment reports provide standards aligned performance data, which support an educator's ability to inform instruction at the student, class, school, and corporation level. Acuity Algebra Predictive assessments are used at the Middle and High School level in Franklin Township.

LAS Links

The purpose of the LAS Links assessment is to determine a student's level of English proficiency. The placement test, administered upon the student's arrival in the United States, is used to determine the ELL services appropriate for the student. The annual assessment, administered in January and February, is used to determine the student's current level of English proficiency and is used for accountability purposes.

NAEP

The purpose of NAEP (National Assessment of Educational Progress), also known as "The Nation's Report Card", is used to demonstrate performance over time for a selected sample within Indiana. This assessment is administered annually to students in grades 4, 8, and 12, and can be used to compare student performance across the United States. During selected assessment cycles, TIMSS (Trends in International Mathematics and Science Study), PISA (Program for International Student Assessment), and PIRLS (Progress in International Reading Study) are administered in conjunction with the NAEP assessment.

Otis Lennon School Ability Test (OLSAT)

The purpose of the OLSAT (Otis Lennon School Ability Test) is to measure abstract thinking and reasoning ability. It is a group-administered test and takes approximately one hour to complete. The test consists of a variety of tasks including completing analogies, solving matrices, detecting likenesses and differences, following directions, classifying, and establishing sequences. The test is available in levels for appropriate grade – level administration.

ACT

The purpose of the ACT is to measure high school students' general educational development and their capability to complete college level work. There are four areas of assessment: English, Mathematics, Reading, and Science. Students may also choose to additionally take a Writing assessment. A student's scores provide an indicator of college readiness in skills necessary for success in entry level college courses in those areas. The ACT is offered four to six times between September and June.

SAT

The purpose of the SAT Reasoning Test is to measure literacy and writing skills that are needed for academic success in college and assess a student's ability to analyze and solve problems – skills learned in school that are essential for college success. The test is offered

each month September through June. Most colleges or universities require a student to complete either the SAT or the ACT before granting admission to the college or university.

TOMAGS

The purpose of the TOMAGS (Test of Mathematical Ability for Gifted Students) is to measure a student's ability to use mathematical problem-solving and reasoning. There are two levels: a primary level for grades K-3 (ages 6-9) and an intermediate level for grades 4-6 (ages 9-12).

Kingore Observation Inventory

The purpose of the Kingore Observation Inventory is to observe students' behaviors in learning situations. Teachers are trained to look for specified behaviors or traits that high ability children typically exhibit within the classroom. The window for structured observation is usually one month long. This instrument is used by teachers in grades K – 2 only.

NNAT2

The purpose of the NNAT2 (Naglieri Non-Verbal Ability Test 2) is to measure a student's nonverbal reasoning and problem-solving abilities. It does not require reading or math skills to effectively respond. Language or cultural differences are not a barrier to correctly answering test items. The test is available in levels for appropriate grade – level administration.

II. Franklin Township Community School Corporation Mission Statement:

Our mission is to instill in all students a passion for lifelong learning and to inspire each one to contribute as a responsible citizen to the future of our interconnected world.

FTCSC Core Values

- All people have inherent worth and bring unique gifts and talents to our community.
- All people with a passion for learning who accept responsibility for their choices improve quality of life.
- Our community's strengths lie in the foundation provided by families and our willingness to embrace diversity.
- Consistently engaging in honest communication creates an informed, trusting community in which education can thrive.
- Learning is positively impacted when people actively participate in an environment that is nurturing and respectful.
- Our decision making and learning are challenged by the interconnectedness and interdependence of our world.
- Challenging ourselves commits us to change and foster continuous growth.

III. Summary of Data

(A) Data, including graphs, from the annual performance report.

Arlington Elementary School - PL221

Arlington Elementary School PL221 status = Exemplary Progress during the 2011 school year.

Improvement = 5.9%

Performance = 86.1%


Performance	Exemplary Progress	Commendable Progress	Academic Progress	Academic Watch	Academic Probation
>=90%					
>=80%	>=1%	<1%			
>=70%	>=3%	>=2%	>=1%	<1%	
>=60%	>=4%	>=3%	>=2%	<2%	<0%
>=50%	>=5%	>=4%	>=3%	<3%	<1%
<50%		>=5%	>=4%	>=3%	<3%

[PL221 Fact Sheet](#)

3rd Grade ISTEP+ 2011 data

Disaggregation Summary


Test/Report Information		Report Filters			
Test Administration	ISTEP Spring 2011	Corp/Dioce se	FRANKLIN T C	Subje ct	English/language arts
Test Program	Public Schools	School	ARLINGTON ESI		
Today's Date	9-6-2011	Grade	3rd Grade		

 Processing...

English/language arts Students	Total Number of Students	Pass +		Pass		Total Passing		Did Not Pass		Undetermined		Median Scale Score	Scale Score Obtained	
		N	%	N	%	N	%	N	%	N	%		Low	High
All Students	121	33	27	71	59	104	86	16	13	1	1	475.0	247	780

Disaggregation Summary

Test/Report Information		Report Filters			
Test Administration	ISTEP Spring 2011	Corp/Dioce se	FRANKLIN T C	Subject	Mathematics
Test Program	Public Schools	School	ARLINGTON ESI		
Today's Date	9-6-2011	Grade	3rd Grade		

 Processing...

Mathematics Students	Total Number of Students	Pass +		Pass		Total Passing		Did Not Pass		Undetermined		Median Scale Score	Scale Score Obtained	
		N	%	N	%	N	%	N	%	N	%		Low	High
All Students	121	43	36	53	44	96	79	25	21	0	0	473.0	224	713


3rd Grade Special Education ISTEP+ ELA scores

Special Education														
With Accommodations	16	1	6	5	31	6	38	9	56	1	6	406.0	247	532
Without Accommodations	0	***	***	***	***	***	***	***	***	***	***	***	***	***
TOTAL Special Education	16	1	6	5	31	6	38	9	56	1	6	406.0	247	532

4th Grade ISTEP+ 2011 data

Disaggregation Summary

Test/Report Information		Report Filters			
Test Administration	ISTEP Spring 2011	Corp/Diocese	FRANKLIN T C	Subject	English/language arts
Test Program	Public Schools	School	ARLINGTON ESI		
Today's Date	9-6-2011	Grade	4th Grade		

 Processing...

English/language arts Students	Total Number of Students	Pass +		Pass		Total Passing		Did Not Pass		Undetermined		Median Scale Score	Scale Score Obtained	
		N	%	N	%	N	%	N	%	N	%		Low	High
All Students	123	44	36	63	51	107	87	15	12	1	1	504.5	319	716

Disaggregation Summary

Test/Report Information		Report Filters			
Test Administration	ISTEP Spring 2011	Corp/Diocese	FRANKLIN T C	Subject	Mathematics
Test Program	Public Schools	School	ARLINGTON ESI		
Today's Date	9-6-2011	Grade	4th Grade		

 Processing...

Mathematics Students	Total Number of Students	Pass +		Pass		Total Passing		Did Not Pass		Undetermined		Median Scale Score	Scale Score Obtained	
		N	%	N	%	N	%	N	%	N	%		Low	High
All Students	123	55	45	54	44	109	89	12	10	2	2	528.0	288	750

(B) Data related to performance indicators other than those included in the annual performance report.

2010-2011 DIBELS and ACUITY scores

Kindergarten	B.O.Y.	M.O.Y.	E.O.Y
Intensive	23%	4%	3%
Strategic	34%	15%	10%
Benchmark	44%	81%	87%
First Grade	B.O.Y.	M.O.Y.	E.O.Y
Intensive	5%	5%	5%
Strategic	14%	18%	16%
Benchmark	81%	77%	79%
Second Grade	B.O.Y.	M.O.Y.	E.O.Y
Intensive	13%	11%	12%
Strategic	25%	13%	10%
Benchmark	63%	76%	79%
Third Grade	B.O.Y.	M.O.Y.	E.O.Y
Intensive	11%	10%	8%
Strategic	20%	17%	17%
Benchmark	69%	73%	74%
Fourth Grade	B.O.Y.	M.O.Y.	E.O.Y
Intensive	11%	9%	10%
Strategic	23%	11%	18%
Benchmark	65%	80%	72%
ACUITY Predicted to Pass ISTEP+	Math Predictive A	Math Predictive B	Math Predictive C
3rd Grade	73%	80%	81% (Actual Score 79%)
4th Grade	75%	83%	85% (Actual Score 89%)

Arlington Elementary School AYP Detail Report 2011

Made 16 out of 17 categories

Student Group	Performance English Language Arts					Performance Math					Participation English			Participation Math			Other Indicator			
	Student Count	Pas %	Targ %	Safe Harbor	AY P	Student Count	Pas %	Targ %	Safe Harbor	AY P	Student Count	Test %	AY P	Student Count	Test %	AY P	Type	Rate	TargetRate	Other
Overall	243	86.8	73.5			243	84.8	72.6			247	99.6		247	99.6		Attended	96.5	95.0	
White	194	85.6	72.7			194	84.0	71.9			199	99.5		199	99.5					
F/R Meals	95	75.8	69.8			95	74.7	68.9			98	99.5		98	99.5					
Special Ed.	43	53.5	65.2		N	43	65.1	64.2			40	100.0		40	100.0					

(C) Other information about educational programming and the learning environment.

Original Educational Programs offered at Arlington Elementary School

- Raz Kids Reading Incentive Program
- Community Service programs for Riley and The Ronald McDonald House
- Artist of the Month
- Book Fair
- Title One Coach, Title One Family Night, & Parent in-service
- Music Programs
- ENL/GT/Special Education programming
- Classroom Counseling lessons (bullying and relevant topics)
- Homework Club
- After School Art Club
- Jump Rope Club
- 3rd Grade Jump Rope Night
- SOS Interventions
- Computation Treats (incentives for +x/ facts)
- Before school Phonics routines

In Franklin Township, we proactively use student data to plan support that meets the diverse needs of our learners. Data Roster Reports that include real time data are produced with support from the M.A. Rooney Foundation. They are refreshed and provided quarterly for classroom teachers and Principals. The reports are color coded according to student progress in mClass, DIBELS, ACUITY and ISTEP+. This data allows teachers to plan for student success by adjusting the level and types of support frequently throughout the school year

Classroom instruction is guaranteed and viable across the district. Initiatives including Literacy Work Stations and 6+1 Trait Writing extends skills across grade levels and content. Intentionality is evident as instruction is focused and intentional utilizing teacher table strategies and support from Instructional Coaches in many of our buildings.

We use an intervention program called SOS (Support Our Students) to assess students' needs and build a plan for addressing them. This is modeled after the RTI model.

Tier II and Tier III students with exceptionalities including Special Education, ENL and High Ability needs are supported via inclusionary support, small group and cluster grouping models and self-contained classrooms. Arlington and Thompson Crossing Elementary Schools house our district self-contained High Ability program for students in grades 3-5. The AVID program has been highly successful for identified students in Middle and High School and strategies utilized in this program are embedded and extend success.

Before and after school tutoring, Nova Net and limited summer school options also provide unique opportunities for support. It is our collective goal to provide high levels of support that move individual students forward academically.

IV. Conclusions about the Current Educational Programming

(A) Information about how the school's curriculum supports the achievement of Indiana academic standards.

In Franklin Township, adopted textbooks and resources must support the current Indiana standards as well as the transition to the new Common Core State Standards. Teachers utilize standards aligned curriculum to deliver instruction and to ensure a guaranteed and viable curriculum. Assessments are correlated with the Indiana and Common Core State Standards (Beginning in Kindergarten in 2011-2012) to ensure that students are assessed on grade level standards.

(B) Information about how the school's instructional strategies support the achievement of Indiana academic standards.

The following Instructional Strategies and learning opportunities all provide a focus on student mastery of the Indiana Academic Standards

- PLC – weekly time to study formative data and adjust instruction
- Team Planning time – weekly time to study and ensure Common Core State Standards are addressed
- Learning Lab (regular ed and special ed) – 40 minute daily time that provides targeted students opportunities for relearning in the areas of Reading and Math
- 95% Group Instruction methods – Phonics continuum that scaffolds instruction for at risk readers
- 6+1 Trait Writing Instruction and modeled lessons with professional development by Christina Smekens and Courtney Gordon
- Everyday Math Curriculum Instruction
- Co-Teaching

(C) Analysis of student achievement based on ISTEP+ and other assessment strategies.

Teachers analyze grade level ISTEP+ results using a retrospective data analysis format. Released items are also analyzed and proactive plans are embedded into both action plans and PL221 goals. Throughout the school year during PLC's and grade/content level meetings, teachers will individually and collaboratively analyze relevant data that will be used to drive instruction and thus increase student achievement. Data teachers will analyze includes ISTEP+ trend data, mClass, DIBELS, ACUITY, ECA's, AP, ACT, SAT, Weekly and Common Assessments.

In FTCSC, students and their families "Own It!" The culture of student achievement includes a high level of communication with families, a focus on academic success and a strategic support system for students who need additional assistance. Students maintain personal Accountability Binders and track their own progress and goals. Teachers and Administrators frequently meet with students individually to discuss student scores and goals.

(D) Parental participation in the school.

Arlington Elementary has a very active and supportive PTO:

- Meetings are held monthly with the Principal and teacher representatives
- Fundraisers such as Spring Fling and other events are used to raise funds for the purchase of school and classroom materials
- Reading Programs and Raz-Kids are funded by PTO
- Skating parties/Gymnastic events are planned and are very popular among students and families
- Funds are provided that allow Arlington to recognize students in areas of attendance, scholarship, and in citizenship
- Annual 5th Grade Day is planned and sponsored to celebrate our graduating 5th grade students
- Each room has a lead room parent and support to help plan activities and holiday celebrations
- Programs such as Box Tops for Education, Target \$\$\$ for Education, and Meijer Community Reward are in place
- Learning Trips are sponsored by PTO

We have several events and classroom programs:

- Individual classrooms have presentations and programs throughout the year with parent involvement, such as Specialty Fairs, Camp Arlington, Learning Trips, Parent-Student tutoring, and other parent assistance programs
- Our Title One program has several Title One Family Math and Reading Nights and Breakfasts that educate parents on how to spend quality and effective time educating their children
- Throughout the school year, our Art, Music and P.E. teachers provide after school and evening events for grades 1-5

We communicate with our parents by:

- Bi-Weekly office email, hardcopy newsletters and weekly classroom newsletters
- Staff voice mail systems and NTI Connect-Ed phone message system
- Student progress is communicated by Infinite Campus mid-terms, report cards, letters, phone calls, and conferences
- Staff/Parent email

Other school events and activities that result in high parent participation include:

- All school Math and Reading Nights
- Fall Parent/Teacher conferences
- Book Fair Parent Browsing Night
- Meet the Teacher Night
- Parent workshops offered through the corporation
- Frequent parent visitation during daily lunch time
- High level of daily parent and FT student volunteers to help enrich curriculum
- Ice Cream Social

(E) A provision to maintain a safe and disciplined learning environment for students and teachers.

Arlington staff expects Arlington students to exhibit life skills by listening and following directions, being good citizens, and doing their personal best at all times.

Staff members believe in assertive discipline and use both positive and negative consequences. Students have the ability to choose their behaviors and determine their outcomes. If a student makes an inappropriate choice, classroom discipline systems are used. If poor choices continue, parents are informed. If inappropriate behavior continues, the principal will become involved in helping the student to make appropriate choices.

School safety plans (Crisis Management Plans), such as fire/storm/lock-down drill procedures, can be found in the staff handbook. Fire, storm, and lock-down drills are regularly practiced per state guidelines. Corporation security plans, can be found with our township security and central office staff.

We have also developed and adopted a school board policy on bullying. Bullying is inappropriate behavior and is not permitted in the Franklin Township Schools. Our bullying policy can be found in our Township Handbook (FTCSC Article: B 55170.1).

(F) Technology as a learning tool.

Technology is naturally embedded and integrated into instruction. Students utilize a variety of educational websites and textbook supported software from home and on classroom computers or netbooks. School computer labs and student response systems also extend learning opportunities.

Students also participate in on-line ACUITY assessments. On-line tutorials are auto assigned to support identified deficiencies and teachers create tutorial options that

challenge those students who have mastered grade level content. Nova Net is used to assist High School students in credit recovery in FTCSC.

(G) Professional development.

Professional development initiatives are data driven, intentional, and continuous. They are planned, supported and embedded both at the district and school level. Teachers in K-12 participate in the 6+1 Writing professional development initiative. This initiative impacts all content areas and data reflects growth at every grade level and success is evident in assessments that focus on application.

Instructional Coaches in the Elementary Schools and Team Content Leaders in grades 6-12 provide direct support for identified needs. They collectively meet throughout the year at the district level and share information with building level colleagues.

Every week and on every campus in Franklin Township, teachers meet to share student work, data and best practices at their Professional Learning Community (PLC) meetings. This collaborative time provides an opportunity for teachers to focus on identified students success and student needs as they plan the next steps together.

V. Student achievement objectives, derived from an assessment of the current status of educational programming, including the following:

(A) List your student achievement objectives here

GOAL	STRATEGIES: What needs to be done to accomplish the goal?	DRIVERS: Who will provide leadership to accomplish the goal?	NEEDED RESOURCES:	TIMELINE:	STATUS of GOAL ATTAINMENT:
1) 85% ISTEP+ Pass rate for 3 rd grade Math	Focus and immediate instructional corrections based on unit and Acuity assessment results	3 rd Grade staff, administration, building coach	Unit assessments, Acuity predictive results	Fall 2011-March 2012	In progress
1) Continued	Based on ISTEP results: improving instruction focus in areas of reading whole problem first, underline important information in problem, practice multistep problems, provide more strategies to solve problems	3 rd Grade staff, administration, building coach	Released ISTEP problems from spring 2011 test	Fall 2011-March 2012	In progress

2) Reduce percentage of 4 th grade students receiving 0/2 on ELA Non-Fiction text Applied Skills questions	Help student to better scrutinize wording of question being asked; Reread question and look for details from the text	4 th Grade staff, building coach	Released ISTEP problems from spring 2011 test	Fall 2011-March 2012	In progress
3) Having 9/14 4 th grade special education students pass E/LA portion of ISTEP+	Learning Lab – extra 40 minutes of ELA per day, Differentiated instruction on student level, Literacy stations – focusing on weaknesses, Florida Center for Reading Research instruction materials, Teaching test taking strategies, Custom Acuity tutorials	4 th Grade staff, special education staff, building coach	My Sidewalks Scott Foresman remediation program, PLC time for Literacy Station planning, Florida Center for Reading Research materials, Acuity Custom assessment capabilities	Fall 2011-March 2012	In progress

(B) Attendance rate.

For the 2010-2011 school year, our attendance rate was 96.5%. This was a .7% increase from 2009-2010. Our attendance rate continues to be above the state average. We continue to proactively plan to increase student attendance as students are unable to hit achievement targets if they are not in attendance.

(C) Percentage of students meeting academic standards under the ISTEP+ program.

ISTEP+ Grade Level Tested	E/LA Spring 2011	Math Spring 2011	Science Spring 2011 Grades 4 and 6
3	86% Pass 27% Pass +	79 % Pass 36% Pass +	
4	87% Pass 36% Pass +	89% Pass 45% Pass +	40% Pass 41% Pass +

VI. Specific areas where improvement is needed immediately.

Arlington Elementary School has made significant gains in student achievement. Overall our immediate focus is to ensure that each individual student experiences growth and that each subgroup continues to improve to meet the achievement targets for Indiana.

Specifically, our current Special Education subgroup in 4th grade is receiving intense scrutiny in the area of E/LA. This was our only subgroup to fail AYP. As reflected in Section V, we are working toward this opportunity now.

VII. Cultural Competency

In Franklin Township, we welcome diversity. We will incorporate culturally appropriate strategies for increasing educational opportunities and the educational performance of each group. Singleton's educator's self-study rubric will be used to gain an understanding of cultural competency. Teachers and administrators will begin to study and implement culturally responsive and relevant teaching practices.

Culturally Relevant Teaching Strategies

PRECONDITIONS FOR CULTURALLY RELEVANT TEACHING	CULTURALLY RELEVANT TEACHER CHARACTERISTICS	CULTURALLY RELEVANT TEACHING STRATEGIES
Recognition & validation of a Students' culture	Teacher incorporates students cultural strengths into the learning process	Cultural-based instruction
Belief that all students will succeed	Teacher demonstrates high expectations for all students	Explicit instruction in Linguistic & behavioral codes
Appreciation for the cultures represented in schools	Teacher values and makes use of the language & culture students bring	Culturally congruent interaction
Recognition that teaching begins with the establishment of relationships between teachers & students	Teacher uses explicit vs. veiled authority	Utilize instructional scaffolding
Variety of teaching methods Genuine emotional and personal presence	Teacher demonstrates personal connectedness with all students	Cooperative learning Capitalize on students cultural styles and strengths
See teaching as "pulling" knowledge out vs. "putting" knowledge	Teacher encourages a community of learners	Legitimize students' real life experiences
Broad conception of literacy that includes both literature and oratory	The teacher-student relationship is fluid and humanely equitable	Link students histories & worlds to the subject matter
In-depth knowledge of students and subject content	The teacher acts as a cultural mediator to bridge students' culture with the school and classroom cultures	Provide students with opportunities for pro-social interaction Good classroom organization and management
Belief that knowledge is re-created and re-cycled, not static	Teacher exhibits a genuine caring attitude toward all students	Provide opportunities for affective stimulation & opportunity for movement for males
High esteem for self and high regard for others	Teacher recognizes and gives voice to differing perspectives and worldviews	
Belief that education at its best hones & develops skills and knowledge students already possess	Teacher forms emotional affiliation with all students Teacher establishes a teacher friendly environment	Content relevant to students' culture culture and life experiences Investigative learning methods

VIII. Benchmarks for progress that specify how and to what extent the school expects to make continuous improvement in all areas of the education system.

In Franklin Township, goals reflect student achievement and formative benchmark assessments are very carefully monitored. The NCLB goal remains the same – All students must Pass ISTEP+/New Common Core State Standard Assessment by 2014. Reports reflect real-time data that is used to plan for individual student support throughout the school year. Growth Model data will be embedded as it is developed.

Regular reports to the Superintendent and School Board highlight data trends and student achievement progress and challenges.

FTCSC utilizes the following to monitor progress:

- 3-8 ISTEP+ Results
- Middle and High School ECA Results
- K-3 Reading Plans embed mClass assessments
- IREAD K/1/2/3 will be monitored and embedding into classroom Roster Reports
- K-2 mClass: BOY, MOY, EOY
- K-5 Customized DIBELS D3 Reports provide data of student regression from BOY to MOY to EOY by school, by grade level, by teacher, and by student
- 3-5 DIBELS: Oral Reading Fluency will be monitored at BOY, MOY and EOY
- 3-8 Predictive ACUITY
- 6-8 Diagnostic ACUITY
- Middle and High School Algebra ACUITY
- K-9 Classroom Roster Reports provide all student data for each class / teacher
- High School: Nova Net, Assessor, Common Assessments, ECA, AP, ACT, SAT
- High School: Graduation Rate and Diploma Tracking

Franklin Township utilizes all IDOE assessments and ensures that instruction supports Indiana and Common Core State Standards.

IX. Academic Honors Diploma and Core 40, including the following: High School Only

(A) Provisions to offer courses that allow all students to become eligible to earn the Academic Honors Diploma.

(B) Provisions to encourage all students to earn an Academic Honors Diploma or complete the Core 40 curriculum.

X. Proposed interventions based on school improvement goals.

As listed in Section IV, part B, these are the interventions that match our school improvement goals and focus.

XI. Professional development that is coordinated with proposed interventions and that supports sustainable school improvement efforts.

In Franklin Township, Professional Development is intentional and based upon data. To support our school goals and improve our Formative and Summative Data, we will continue to strive to improve our instruction by providing weekly PLC's that focus on Reading and Math. Data studied at these PLC's will be DIBELS Benchmark data, DIBELS Progress monitoring data, mClass DIBELS math data, ACUTIY data, and classroom assessment data. We will continue to focus on our Writing Process and ISTEP Applied Skills writing response sections by attending and participating in in-services with Courtney Gordon attending workshops held by Christina Smekens. 100% of our classroom teaching staff will be participating in all mentioned activities.

XII. Statutes and rules to be waived.

No statutes or rules will be waived.

XIII. Three (3) year time line for implementation, review, and revision.

Arlington Elementary School consistently reviews and revises all instruction based on current data. We believe in a formative and summative approach. As soon as our formative data is available, it is reviewed and instruction is revised to be more effective. Our summative data comes to us in the summer months and it too is reviewed to create long term (6 month) plans.

This current PL221 plan will be reviewed in the spring of 2012. Using our periodic data from DIBELS, mClass, Acuity, and classroom assessments, as well as our spring 2012 ISTEP data, we will review and have a revised document by the fall of 2012.

This plan will continue to be a living, changing, and usable document.