

FTCSC PL221 Framework

I. INTRODUCTION

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

Bunker Hill Elementary School is a K-5 school that consists of 627 students. We are located in the Southeast quadrant of Marion County. Our population of students consists of 81.4% White, 5.6% Multiracial, 2.6% Black, 5.5% Asian/ Pacific Islander, and 4.75 Hispanic according to parent enrollment data. Our Free and Reduced lunch population is currently at 26%. Our school faculty consists of 1 principal, 1 counselor, 1 instructional coach, 26 classroom teachers, 4 related arts teachers, 4 special services teachers, and 8 instructional support personnel.

We have an incredibly involved Parent Teacher Organization (PTO). Our PTO promotes and supports workshops and events for families. These include, but are not limited to a Spring Fling, Ice Cream Social, Everyday Math Nights, Literacy Night, Snack with Santa, field trip monetary support and classroom supplies for teachers and students.

(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, Phonics, Fluency, Comprehension and Vocabulary. Math curriculum supports the 8 practical mathematical strategies and challenges our 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 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

In reviewing the percentage of Bunker Hill students meeting academic standards under the ISTEP+ program, the number has varied widely over the past five years. Generally, the English Language Arts scores have been higher than the Mathematics scores. The percentage of students meeting the language arts/ reading standard has ranged from a low of 69% to a high of 88%. In mathematics, the percentage has ranged from a low of 56% to a high of 88%. Please refer to the information in the Index for a history of Bunker Hill third and fourth graders over the past years.

The wide ranges of scores have been a concern of the committee and the staff. Our goal is to develop a curve of continuous improvement in both language arts/reading and mathematics. Meeting this goal would allow our school to meet or exceed the rolling average of the percentage of students passing the math and language arts portion of ISTEP+ which would place our school in a favorable category regarding Public Law 221.

On the spring 2011 ISTEP+ assessment, our third grade students achieved an 87% passing rate on the ELA portion and an 88% on the mathematics portion of the test. Math scores improved from the previous spring 2009 scores, while ELA took a 1% dip.

Third Grade ISTEP +			
Test	Spring 2009	Spring 2010	Spring 2011
ELA	84%	88%	87%
Math	77%	85%	88%

On the administration of the spring 2011 ISTEP+ assessment, the fourth grade students showed progress also. Students achieved an 90 % pass rate on the English Language Arts portion of the test, an 89% pass rate on the Mathematics portion, and a 88% passing score on the Science assessment. In all areas of the ISTEP + assessment fourth grade students demonstrated maintenance or improvement.

Fourth Grade ISTEP +			
Test	Spring 2009	Spring 2010	Spring 2011
ELA	75%	86%	90%
Math	62%	83%	90%
Science	73%	88%	89%

Historically, Bunker Hill students have consistently scored above state and national averages on standardized testing. Our performance this year gives clear evidence of continued improvement. Our core beliefs include a statement that all students should meet or beat established standards. We will continue to achieve that standard.

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

Bunker Hill Current Year ISTEP + Data			
Third Grade ISTEP +			
Test	Spring 2009	Spring 2010	Spring 2011
ELA	84%	88%	87%
Math	77%	85%	88%

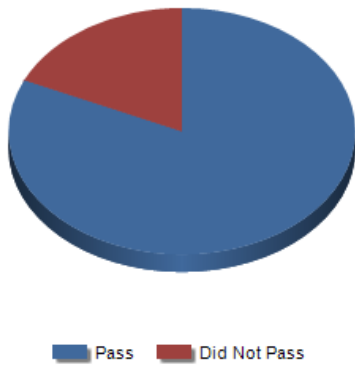
Fourth Grade ISTEP +			
Test	Spring 2009	Spring 2010	Spring 2011
ELA	75%	86%	90%
Math	62%	83%	90%
Science	73%	88%	89%

Bunker Hill Elementary School Enrollment 2006-2010

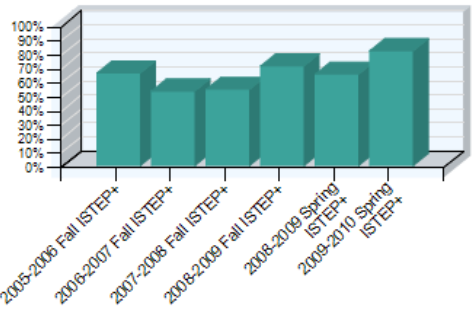
	2006	2007	2008	2009	2010
Pre-Kindergarten	40	38	34		
Kindergarten	67	90	114	116	111
Grade 1	99	94	103	120	134
Grade 2	113	105	106	105	115
Grade 3	73	96	111	91	98
Grade 4	107	81	105	117	91

Bunker Hill Total Passing ISTEP + Data

ISTEP+ 2010



ISTEP+ Percent Passing Trend



Bunker Hill Elementary School - PL221

Bunker Hill Elementary School PL221 status = Exemplary Progress during the 2010 school year.

Improvement = 4.7%

Performance = 86.2%

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%

AYP History			
2006	2007	2008	2010
			

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

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 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.

At Bunker Hill Elementary School we proactively support the academic achievements of our students. Through our SOS process, curriculum assessments, and parent collaboration we strategize pre-teaching and re-teaching methods to meet the needs of our students. Parents are actively involved in classroom interventions by volunteering to work with students in small groups

and individually. Our Special Services team work collaboratively to access all students with exceptionalities along with struggling students to promote academic growth. Our Core team methodically tracks the progress of all students in our SOS process.

During PLC's teaching teams study the data of individual classrooms, individual students, grade level trends, and school-wide facts. Based on the figures obtained teams organize and plan interventions for needed standards.

(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 FTCS, 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.

Parents and community members are active participants in the life of Bunker Hill Elementary School. The Bunker Hill PTO is a very active organization promoting the efforts of our school. The PTO has sponsored workshops for parents, social events for families, and fundraising efforts for our school. These include, but are not limited to: Everyday Math Nights, Snack with Santa, Spring Fling, Ice Cream Social, fieldtrip support, classroom supplies, Winter musical, playground equipment, and the school wide broadcast system The annual Fall PTO fundraiser is supported by the majority of our families and funds the budget for the coming year.

Parents are members of various committees that support our school and the school district, including the School Improvement Committee. Parents and community volunteers also donate time to assist with classroom interventions and assisting teacher needs (i.e. copying, laminating, preparing materials). School-wide parent conferences are held at the end of the first quarter. Parental participation at parent-teacher conferences this year was 100%.

Parents are finding more ways to become involved at Bunker Hill. An All Pro Dad's club has formed and meets monthly. Bunker Hill mothers have also recently formed an iMom's group that meets monthly. The format is similar to All Pro Dads and will allow mothers the opportunity to bond with their children at school.

At Bunker Hill we recognize that education is a partnership between home and school. Parents are a vital part of the educational effort. We welcome parental participation and support in educating our students.

- **Parents are involved in the school improvement planning process.** (IC 20-31-5-1(b))
- **Parents have access to school resources.** (IC 20-31-5-6(a)(5)(C))
- **Parents receive information on home study techniques.** (IC 20-31-5-6(a)(5)(B))
- **Parents access learning aids to assist students with school work at home.** (IC 20-31-5-6(a)(5)(A))
- **Parents participate in a written school compact containing desired expectations.** (IC 20-33-6-2)
- **Parents attend school-wide parent teacher conferences.** (511 IAC 6.1-3-1)

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

Bunker Hill Elementary School provides a safe and disciplined learning environment for all stakeholders. Our expectations for those who are a part of Bunker Hill are clearly defined in our student and staff handbooks. An anti-bullying policy has been adopted by Franklin Township. Bunker Hill supports the development of responsible citizenship through and emphasis on life skills. Counseling services are provided for our students. Parents are welcomed to work with the school counselor, teacher, and principal for the well-being of their student.

In addition, emergency procedures have been established by our school safety committee and corporation officials to deal with natural and man-made disasters. Regular drills are conducted for fire, man-made events, and severe weather preparedness. Copies of reports of the drills are available from the principal's office or the central administrative offices.

(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 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 next steps together.

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

School Improvement Goal #1

On the math portion of the 2012 administration of ISTEP+, Bunker Hill 3rd, 4th, and 5th grade students will meet or exceed the AYP passing mark, and each grade level will meet or exceed our school goal with 92% of all students passing or at pass + in each testing area.

Strategies and Activities Directed to the Goal:

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:
A. On the math portion of the 2012 administration of ISTEP+, Bunker Hill 3rd, 4th, and 5th grade students will meet or exceed the AYP passing mark, and each grade level will meet or exceed our school goal with 92% of all students passing or at pass + in each testing area.	Build Mathematical confidence in our students through problem solving	Building Principal, classroom teachers, curriculum committees	Curriculum that will build confidence in investigating, problem solving and communication	Ongoing through the 2011-2012 school year	Through our Everyday Math curriculum we have a spiraling method for teaching problem solving
	Emphasis on computational fluency	Building Principal, Classroom Teachers	Time built into the schedule to practice and assess basic facts.	Ongoing through the 2011-2012 school year	Through math games we are able to review and consistently review computational fluency. All grade levels assess regular fact fluency attainment
	Develop common vocabulary for mathematics	Building Principal, Classroom Teachers, Curriculum Committees	Time to discuss and decide upon common terminology and delivery	Ongoing through the 2011-2012 school year	Common vocabulary is taught consistently through our adopted curriculum

School Improvement Goal #2

On the ELA portion of the 2012 administration of ISTEP+, Bunker Hill 3rd, 4th, and 5th grade students will meet or exceed the AYP passing mark, and each grade level will meet or exceed our school goal with 92% of all students passing or at pass + in each testing area.

Strategies and Activities Directed to the Goal:

GOAL	STRATEGIES: What needs to be done to accomplish the goal?	DRIVERS: Who will provide leadership to accomplish	NEEDED RESOURCES:	TIMELINE:	STATUS of GOAL ATTAINMENT:
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		the goal?			
B. On the ELA portion of the 2012 administration of ISTEP+, Bunker Hill 3rd, 4th, and 5th grade students will meet or exceed the AYP passing mark, and each grade level will meet or exceed our school goal with 92% of all students passing or at pass + in each testing area.	Continued emphasis on the five major components of reading in an uninterrupted reading block.	Building Principal, Classroom Teachers	Time build into Master Schedule for all grade levels and teacher utilization	Ongoing emphasis throughout the entire 2011-2012 school year	Master Schedule reflects uninterrupted Literacy Block
	Systematic use of "The Sound System" in kindergarten and first grade classrooms	Building Principal, Classroom Teachers	Training of K and grade 1 teachers and instructional assistants	Ongoing emphasis throughout the entire 2011-2012 school year	"The Sound System" is consistently used in primary classrooms
	Periodic progress monitoring of student progress through curricular assessments	Building Principal and Classroom Teachers	Time built into schedule, funding for DIBELS fees,	Ongoing emphasis throughout the entire 2011-2012 school year	DIBELS, Scott Foresman assessments, and TRC's are used consistently

(A) Attendance rate.

For the 2010-2011 school year, our attendance rate was 97.01. This was a 0.04 % 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.

(B) 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	Social Studies Spring 2011 Grades 5 and 7
3 rd Grade	69 % Pass 18 % Pass +	59 % Pass 29 % Pass +	% Pass % Pass +	% Pass % Pass +
4 th Grade	65 % Pass 25 % Pass +	60 % Pass 30 % Pass +	58 % Pass 31 % Pass +	% Pass % Pass +
5 th Grade	% Pass % Pass +	% Pass % Pass +	% Pass % Pass +	% Pass % Pass +

A. Specific areas where improvement is needed immediately.

Based upon retrospective Data Analysis, the following grades will focus on specific standards throughout the 2011-2012 school year.

3rd Grade: Literary Text, Language Conventions, Vocabulary, Writing Process, Computation and Problem Solving.

4th Grade: Literary Text, Vocabulary, Computation, Data Analysis and Problem Solving.

5th Grade: Non-Fiction Text, Vocabulary, Number Sense, and Geometry

B. 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

C. 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.

D. 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.

E. Proposed interventions based on school improvement goals. Goal #1

School Improvement Goal #1

On the math portion of the 2012 administration of ISTEP+, Bunker Hill 3rd, 4th, and 5th grade students will meet or exceed the AYP passing mark, and each grade level will meet or exceed our school goal with 92% of all students passing or at pass + in each testing area.

Strategies and Activities Directed to the Goal:

1 Monitor progress with number sense and problem solving through daily math review activities.	6 Have an understanding of common vocabulary for mathematics utilized in the Everyday math Curriculum
2 Demonstrate computational fluency.	7 Facilitate collaborative discussions with special education and general education teachers to develop strategies for improving subgroup performances.
3 Demonstrate a deeper understanding of basic operations.	8 Investigate math initiatives that is successful with special population subgroups.
4 Use periodic common assessments for mathematics to monitor student learning. (Acuity and mClass Math)	9 Provide parent information and resources to enlist parental support of increased student learning in math.
5 Utilization of differentiated instructional strategies	

School Improvement Goal #2

On the ELA portion of the 2012 administration of ISTEP+, Bunker Hill 3rd, 4th, and 5th grade students will meet or exceed the AYP passing mark, and each grade level will meet or exceed our school goal with 92% of all students passing or at pass + in each testing area.

1 Continued emphasis on the five main components of reading.	6 Build schedules to accommodate extra reading instructional time for students who are at-risk.
2 Systematic use of "The Sound System" with kindergarten and first grade students	7 Provide parent information to enlist parental support for reading improvement.
3 Periodic progress monitoring to gauge progress and to inform instruction	8 Share individual progress with students to encourage improvement.
4 Continued emphasis on the uninterrupted reading time blocks	9 Celebrate individual and corporate achievement of goals
5 Collaboration among grade level staff with the goal of improving student learning.	10 Utilize 6+1 writing traits with writing prompts and daily lessons

F. 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.

List your current School Improvement (SIP) goals and objectives as stated in the 2006-07 Report
<p>#1 School Improvement Goal/Objective On the math portion of the 2012 administration of ISTEP+, Bunker Hill 3rd, 4th, and 5th grade students will meet or exceed the AYP passing mark, and each grade level will meet or exceed our school goal with 92% of all students passing or at pass + in each testing area.</p>
<p>#2 School Improvement Goal/Objective On the ELA portion of the 2012 administration of ISTEP+, Bunker Hill 3rd, 4th, and 5th grade students will meet or exceed the AYP passing mark, and each grade level will meet or exceed our school goal with 92% of all students passing or at pass + in each testing area.</p>
Goal #3 NONE
List your "Professional Development (PD) Goal(s) and complete the following information for each.
PD Goal #1: Bunker Hill teachers will develop, implement, and refine those strategies that will develop computational fluency and mathematical power in our students.

A. This PD Goal aligns with which if the School improvement goals (SIP)s listed above? This PD goal aligns with goal #2 dealing with increased student learning in reading.	
B. List all of the strategies/activities/training that you plan on implementing to accomplish this goal.	
Planned Activity/Strategy/Training	% certified staff targeted
1. Teachers will develop, implement, and refine strategies to increase student learning with math problem solving.	100%
2. Teachers will develop, implement and refine strategies to move students from concrete to abstract thinking that demonstrates an understanding of math algorithms.	100%
3. Common assessments for math will be implemented and utilized to improve student learning in math.	100%
4. Math terminology will be standardized throughout the grades at Bunker Hill.	100%
5. Through in-house and/or outside highly qualified presenters, the idea that concepts are more important than acquisition of isolated skills in math will be developed.	100%
6. Everyday Math professional Development will be conducted and reviewed regularly at the school and district level.	100%
C. Describe how this professional development meets the requirements of highly qualified professional development. Briefly describe: Best practices will be developed, implemented, and refined. Highly qualified presenters will work with staff.	
D. If it is a listed New activity, how will you evaluate the effectiveness of the goal and activity on improving student achievement? Briefly describe: The effectiveness of the new strategies and activities will be measured and monitored through periodic assessment of student progress.	
E. If it is a continued activity, what data have you collected to verify that the continued activity related to the goal are being successfully implemented and are improving student achievement. Briefly describe: Weekly common assessments, and Acuity assessments have shown show trend data increasing student achievement.	
PD Goal #2: Bunker Hill teachers will develop, implement, and refine those strategies that will provide all students in their charge to read and write at grade level or above.	
A. This PD Goal aligns with which if the School improvement goals (SIP)s listed above? This PD goal aligns with goal #2 dealing with increased student learning in reading.	
B. List all of the strategies/activities/training that you plan on implementing to accomplish this goal.	
Planned Activity/Strategy/Training	% certified staff targeted
1. Providing a building schedule that will allow for the uninterrupted reading block.	100%
2. Greater utilization of progress monitoring to gauge progress and inform instruction.	100%
3. Training in the use of phonemic awareness materials, 6+1 Writing strategies, and literacy stations for all teachers	100%
4. Greater collaboration among staff through true professional development communities to improve student learning in reading.	100%
5. Continue to investigate and develop best practice strategies into instruction. Training will be given for teachers when appropriate.	100%
C. Describe how this professional development meets the requirements of highly qualified professional development. Briefly describe: Best practices will be developed, implemented, and refined by Bunker Hill teachers. Highly qualified presenters will work with staff.	
D. If it is a listed New activity, how will you evaluate the effectiveness of the goal and activity on improving student achievement? Briefly describe: New activities and strategies will be assessed using DIBELS, weekly	

assessments, and Acuity.

E. If it is a continued activity, what data have you collected to verify that the continued activity related to the goal are being successfully implemented and are improving student achievement.

Briefly describe: DIBELS and Acuity data collected over the past year indicates that progress is being made with student learning in reading.

G. Statutes and rules to be waived.

No statues or rules will be will be waived.

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

Work on the selected goals is already underway at Bunker Hill Elementary School. With regard to improvement in mathematics, the staff conducted a retrospective data analysis using the ISTEP and online assessment summary reports. With this school, group, class, and individual data from the various assessments, teachers have worked in teams to understand the implications of the data and draw conclusions regarding the message the data has for student learning at Bunker Hill. The implementation of strategies developed in this process has resulted in increased student learning and performance. Some of these strategies were listed in Section VI of this document.

#1 School Improvement Goal/Objective

On the math portion of the 2012 administration of ISTEP+, Bunker Hill 3rd, 4th, and 5th grade students will meet or exceed the AYP passing mark, and each grade level will meet or exceed our school goal with 92% of all students passing or at pass + in each testing area.

2011-2012

- Use of computational fluency initiatives will continue. Initial student data will indicate degree of success with the initiatives. Revision will occur as needed.
- Discussions during the Wednesday professional development sessions will result in greater student learning. Grade level teams will become more focused and adept at analysis and actions.
- Students will become more comfortable with online benchmark testing such as Wireless Generation and Acuity.
- Math curriculum committees will revise the district math curriculum.
- Student/ Teacher accountability binders will be utilized to track student data and encourage communication between students, parents, and teachers.
- Further student data will provide an indication of the effectiveness of math strategies.
- Professional development meetings will be well established and increased student learning will be evident.

2012-2013

- Use of computational fluency initiatives will continue. Initial student data will indicate degree of success with the initiatives. Revision will occur as needed.
- Discussions during the Wednesday professional development sessions will result in greater student learning. Grade level teams will become more focused and adept at analysis and actions.
- Students will become more comfortable with online benchmark testing such as Wireless Generation and Acuity.
- Math curriculum committees will revise the district math curriculum.
- Further student data will provide an indication of the effectiveness of math strategies.
- Professional development meetings will be well established and increased student learning will be evident.

2013-2014

- Use of computational fluency initiatives will continue. Initial student data will indicate degree of success with the initiatives. Revision will occur as needed.

- Discussions during the Wednesday professional development sessions will result in greater student learning. Grade level teams will become more focused and adept at analysis and actions.
- Students will become more comfortable with online benchmark testing such as Wireless Generation and Acuity.
- Math curriculum committees will revise the district math curriculum.
- Further student data will provide an indication of the effectiveness of math strategies.
- Professional development meetings will be well established and increased student learning will be evident.

#2 School Improvement Goal/Objective

On the ELA portion of the 2012 administration of ISTEP+, Bunker Hill 3rd, 4th, and 5th grade students will meet or exceed the AYP passing mark, and each grade level will meet or exceed our school goal with 92% of all students passing or at pass + in each testing area

2011-2012

- Phelps testing for incoming kindergarten students will give teachers an indication of the readiness level of students in verbal processing, perceptual processing and auditory processing.
- Other assessments to be conducted are Wireless Generation (K-2), DIBELS (3-5) and Acuity (3-5). These will provide teachers with data regarding student performance.
- DIBELS testing will be conducted three times per year. Progress monitoring will be implemented to continually chart progress toward the individual goal of achieving benchmark status.
- Phonemic awareness materials will continue to be utilized with kindergarten and first grade students. The level of student learning in the area of sound-symbol relationships will indicate effectiveness.
- Uninterrupted blocks of time for reading will continue to be provided for each grade level.
- The Wednesday professional development time will provide time for more collaboration among staff.
- Remediation of reading deficits will be addressed during the school day using time from social studies or science.
- Parent support for student learning in reading will be cultivated through reading logs and fluency assignments.
- Wireless Generation and Acuity will continue to provide student learning data. This data will become more reliable as students get accustomed to working with the technology.
- The district goal for DIBELS benchmark moves to 100% of students.
- Discussions during Wednesday professional development sessions are more focused and result in greater student learning.
- Data drives revision of the school improvement plan for reading.

2012-2013

- Further student data will provide an indicator of the effectiveness of strategies.
- The district goal for DIBELS benchmark remains at 100% of students.
- Discussions during Wednesday professional development sessions are even more focused and result in even greater student learning.

2013-2014

- Further student data will provide an indicator of the effectiveness of strategies.
- The district goal for DIBELS benchmark remains at 100% of students.
- Discussions during Wednesday professional development sessions are even more focused and result in even greater student learning.