

**FRANKLIN TOWNSHIP SCHOOL
CORPORATION**

Thompson Crossing Elementary School

School Improvement Plan

2008-10



Thompson Crossing Eagles

FRANKLIN TOWNSHIP SCHOOL CORPORATION

SCHOOL	Thompson Crossing Elementary School
ADDRESS	7525 E. Thompson Road
CITY/ STATE/ ZIP	Indianapolis, IN 46259
CORPORATION #	5310
SCHOOL #	5198
GRADES	K-4
ENROLLMENT	6582

SCHOOL IMPROVEMENT PLAN 2008-2010

Dr. Walter Bourke, Superintendent of Schools

Mr. Matthew Hamner, President of the Franklin Township School Board

Dr. Marilyn Sudsberry, Principal of Thompson Crossing Elementary School

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SCHOOL IMPROVEMENT COMMITTEE

This school improvement plan is submitted on behalf of Thompson Crossing Elementary School.

Committee Members

Signatures

Marilyn Sudsberry, Principal
Lynlie Weeks, Instructional Coach
Katie Brennan, Teacher
Angie Goodman, Teacher
Meggan Marshall, Teacher
Torrie Smith, Teacher
Carol Zike, Teacher
Chloe Widdifield, Teacher
Teresa Lamb, Parent
Marci Atkins, Parent
Elizabeth Good, Community Member

The Franklin Township Community Schools

Mission

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.

Core Values

We believe that...

- 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 the 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 thrives.
- learning is positively impacted when people actively participate in an environment that is nurturing and respectful.
- our children's opportunities rely upon their skills to compete in an interconnected, interdependent world.
- challenging ourselves commits us to change and fosters continuous growth.

Vision

We are a community of caring individuals who value learning and take responsibility for our global future.

Thompson Crossing Elementary School

Vision

Thompson Crossing Elementary School is a place of continual growth, enriching lives in literacy, personal achievement, leadership, and compassion for others.

Beliefs

We believe that. . .

- parents and community volunteers are valuable to school improvements.
- staff and students are a part of a community of learners.
- improvement is fueled by cooperation and collaboration.
- service learning connects learning and the community.
- students thrive in a culture of high literacy.
- technology is an instructional tool that enhances student learning and school culture.

- school environment that is clean, safe, caring, and comfortable encourages learning.
- students think for themselves and learn through their curiosity.
- school is a place of respect for each other and property.

I. Curriculum and information concerning the location of a copy of the curriculum (IC 20-31-5-6(a)(2);511 IAC 6.2-3-3(a)(2))

The curriculum of Thompson Crossing Elementary follows the curriculum of the Franklin Township Community School Corporation. The curriculum is aligned with the standards adopted by the Indiana State Board of Education and reflected in the district curriculum maps. The curriculum maps outline and are sequenced by nine week periods for language arts, math, science, health, social studies, art, music, and P.E.

Teachers and curriculum coordinators review and revise the curriculum maps preceding the textbook adoption year. Enrichment of the curriculum is provided by the teachers of Thompson Crossing with the assistance of district personnel.

All students at Thompson Crossing have a set of textbooks approved by the state of Indiana and adopted by the school board of Franklin Township Community School Corporation. Teachers use textbooks as one resource to teach the curriculum. In addition to textbooks, teachers utilize a variety of other instructional resources and strategies to teach the curriculum.

Each grade level at Thompson Crossing has a professional learning community called a TEAM (Together Everyone Achieves More). The grade level teams meet once a week to exchange ideas and learn new strategies to enhance student learning. These discussions center on curriculum, instruction, and assessment.

Copies of the curriculum maps and checklists are available online at the Franklin Township School Corporation website (www.ftcsc.k12.in.us). Also, teachers at Thompson Crossing have a curriculum notebook for their grade-level curriculum.

II. Titles and description of assessment instruments to be used in addition to ISTEP+ (IC 20-31-5-6(a)(3);511 IAC 6.2-3-3(a)(3))

ISTEP+ is a significant part of the annual testing program at Thompson Crossing. ISTEP+ is administered annually to third and fourth graders. The results from the testing are used to assist staff with assessing strengths and weaknesses for both individual students and the school as a whole.

▪ Additional Standardized Assessment:

Other assessment tools are used by the staff to guide instructional decision-making. Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is administered to students in kindergarten through fourth grade. DIBELS assessment is a set of standardized, individually administered measures of early literacy development. The measures are designed to be short (one minute) fluency measures used to regularly monitor the development of pre-reading and early reading skills. The results can be used to evaluate individual student development as well as provide grade-level feedback toward validated instructional objectives.

The Phelps Kindergarten Readiness Scale – Second Edition (PKRS–II) will be administered in the spring to all incoming kindergarten students. The PKRS-II is designed to evaluate three domains of later school achievement. The three domains are: verbal processing, perceptual processing, and auditory processing.

FTCSC has been approved for Acuity and Wireless Generation. Wireless Generation is for K-2 and is an assessment tool for math and reading comprehension, in addition to DIBELS. Acuity provides individual profiles for students in grades in 3-4.

▪ Locally Developed Assessment Tool:

In addition to school-wide testing programs, other assessments are used to determine student learning: rubrics, textbook tests, common assessments (Writing Benchmark Assessments), and teacher-made tests are other assessments used by the staff. The testing is designed to be supportive of instruction.

III. Maximize parental participation in the school (IC 20-31-5-6(a)(5);511 IAC 6.2-3-3(a)(5))

- **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)

Parents are a significant part of the Thompson Crossing Elementary team. The Thompson Crossing Parent-Teacher Connection organization (PTC) and parents support the educational mission of Thompson Crossing in many ways.

A variety of services to Thompson Crossing are provided by the PTC and volunteers, to include:

- Participating on the School Improvement Committee to write the annual SIP.
- Assisting with classroom and office clerical work
- Serving as room parents during the classroom celebrations
- Overseeing the spring fundraiser
- Administrating the Market Day and General Mills Box Tops program
- Producing “Evening with Santa”
- Hosting monthly school skates
- Organizing special lunches for teachers and Teacher Appreciation Week
- Providing spirit wear to the staff, students, and families of Thompson Crossing
- Produce a monthly newsletter of events of PTC and an offer to join the organization
- Early student registration
- Kindergarten registration
- Listening to students read
- Assisting with field trips
- Tutoring individual students
- Creating classroom visuals
- Making instructional materials

The following initiatives will be used to maximize parental participation:

- Recognition breakfast in May to honor parent volunteers
- Thank you notes from the principal
- Recognize parent volunteers in the school’s newsletter, “Thompson Crossing Bulletin”
- Provide space at all school events for a PTC table

Communication to Parents:

- Bi-weekly school-wide newsletters and weekly classroom newsletters
- Staff voice mail system
- Student progress through midterms, report cards, letters, phone calls, and conferences

- Staff e-mail communication
- EdConnect phone system

Parent Feedback:

A Parent Survey will be given three times a year; one at the beginning of the year, mid-year, and end of the year. This survey will be created by the PL 221 committee and will be a comprehensive survey of the year's activities. The data from the survey will allow teachers to improve parent involvement.

Title I Parent Involvement:

- Initial parent meeting at the beginning of the year
- Two parent literacy events will be held throughout the year
- Survey sent home at the end of the year
- Monthly parent newsletter

IV. Coordination of technology initiatives

- **Students have access to modern technologies and high speed internet capability to meet their learning needs.**
- **Students regularly utilize modern technologies and high speed internet capability to meet their learning needs.**
- **Students receive training in the use of available technology and the use of the internet.**
- **Teachers have access to modern technologies and high speed internet capability to enhance instruction.**
- **Teachers regularly utilize modern technologies and high speed internet capability to enhance instruction.**
- **Teachers receive professional development in the use of available technology and the use of the internet to enhance instruction.**
- **School Website is available.**
- **School utilizes a learning software program.**

Thompson Crossing Elementary School uses technology as an instructional tool to enhance instruction and school-wide communication. It is the belief of Thompson Crossing that technology is a necessary and essential tool that should be utilized by all students. It is the staff's desire that all students be prepared for the workforce of the future and that technology skill development begins at this early age.

Thompson Crossing is a dual platform school with both eMAC computers for students and Dell computers for staff members. All classrooms have four student eMAC computers. These computers are linked to the intra-school network. Besides classroom computers, students have access to two computer labs and a mini lab in the media center. Like the classrooms, eMac computers are in those locations, also. Each computer lab is equipped with thirty student computers, head phones, LCD projector, and printer. A poster maker is available in one of the computer labs.

Dell computers are in each classroom on the teacher's desk. Dell computers are also used in the office and throughout the building for adult use. The Dell computers are connected to Internet and the district network called Microsoft Outlook.

Teachers and students utilize online Scott Foresman reading and math tutorials and activities. Other technology programs and software include Type to Learn, Accelerated Reader, PowerPoint, Microsoft Word, and World Book Encyclopedia Online.

Televisions are in all classrooms to provide teachers with an outlet for presenting information and instruction from their computers to the class. In-house broadcasting is used to present morning announcements and other school news and announcements to the staff and students via the televisions.

There are other special features of technology at Thompson Crossing besides computers and televisions. LCD projectors in the LGI room, cafeteria, and main conference room are available for internet connection, photo display, and other saved information. This is an excellent vehicle to present information to large groups of varied audiences. The music room has 30 electric

keyboards for student use. A sound system is located in the gym, LGI room, and cafeteria. The portable sound system is in the music room.

Thompson Crossing is implementing a well-developed district technology plan for Franklin Township Community School Corporation. The goals of this plan are: (1) to enhance the instructional process in all curricular areas; (2) to provide the personnel necessary to ensure staff support and equipment maintenance; (3) to enable students and staff to use the computer and other related technologies as productivity tools; (4) to enable students and staff to use the computer and other related technologies as communication tools; and (5) to keep pace with the continual growth of technology.

The following initiatives will be implemented as part of our school improvement plan:

- Teachers will be trained to administer weekly and end-of-unit benchmark testing for the Scott Foresman Reading series.
- Students will have access to a networked program titled Fluency Reader to improve fluency and comprehension skills. This increases the drive for students to progress.
- The district technology department will work with the administration at Thompson Crossing to operate Accelerated Reader (AR).
- Certified Staff will receive optional training in creating classroom homepages online for class news, parent updates, assignments, connections to websites, photos, and other relevant information.
- Powerpoint and Microsoft Office will be used to create visual presentations of student learning; allowing them to show pride in their work.

V. Safe and disciplined learning environment (IC 20-31-5-6(a)(7);511 IAC 6.1-2-2.5;511 IAC 6.1-2-3)

- **A well-defined written school safety plan that is practiced, evaluated, and updated on an ongoing basis (IC 5-2-10.1-12(b))**
- **A school discipline policy that is clearly defined; provided to all members of the school community including students, parents, and staff (IC 20-33-8-12)**
- **Continuous, high quality training for all members of the school community in the best practices of school safety and an open, established line of communication with the school corporation's School Safety Specialist(s) (IC 5-2-10.1-11)**
- **Policies, programs and services that support and promote an environment that is free of bullying and encourages trust, respect, hope and belonging (IC 20-33-8-0.2)**
- **Safe school committee that participates in the development of the school improvement plan (IC 5-2-10.1-12)**

Thompson Crossing seeks to provide a safe and disciplined climate for learning. We encourage students to become independent and well-motivated learners. To provide the appropriate elements that encourage students to perform to their personal best, Thompson Crossing is committed to the whole child, acknowledging that a student's physical, social, and emotional well being relates to learning. Our students are provided opportunities to participate in programs on character education, bus safety, drug awareness, and fire safety. These programs are in compliance with the school board approved curriculum guide and state standards.

The school operated under the safe school policy developed by the Franklin Township School Corporation. The components of this program at the building level include:

- **Bullying Policy: FTCSC Article: B 350**
Bullying is inappropriate behavior and is not permitted in the Franklin Township Schools. Bullying is defined as overt, repeated acts or gestures, including transmission of verbal or written communications, physical acts, or any other behaviors committed by a student or group of students against another student with the intent to harass, ridicule, humiliate, intimidate, or harm the other student. This type of behavior is a form of harassment, although it need not be based on any of the legally protected characteristics such as sex, race, color, national origin, marital status, or disability. It would include, but not be limited to, such behaviors as stalking, intimidating, menacing, coercing, name-calling, taunting, making threats, and hazing.

This rule applies when a student is:

- A. on school grounds immediately before or during school hours, immediately after school hours, or at any other time when the school is being used by a group (including summer school);
- B. off school grounds at a school activity, function, or event;
- C. traveling to or from school or a school activity, function, or event; or

D. using property or equipment provided by the school.

Students, parents, or school personnel who suspect that repeated acts of bullying are taking place should report the matter to the school principal or designee. School personnel will investigate all reports of bullying.

Counseling, corrective discipline, and/or referral to law enforcement will be used to change the behavior of the perpetrator. This includes appropriate interventions(s), restoration of a positive climate, and support for victims and others impacted by the violation.

Educational outreach and training will be provided to school personnel, parents, and students concerning the identification, prevention, and intervention in bullying.

All schools in the Corporation are encouraged to engage students, staff, and parents in meaningful discussions about the negative aspects of bullying.

To the extent appropriate and/or legally permitted, confidentiality will be maintained during the investigation process. However, a proper investigation will, in some circumstances, require the disclosure of names and allegations.

The superintendent is directed to develop administrative guidelines to implement this policy. Guidelines shall include reporting and investigative procedures, as needed. The complaint procedure established by the superintendent shall be followed.

IC 5-2-10.1, 20-08.1-5.1

Adopted 3/26/07

- Thompson Crossing has a Crisis Management Committee comprised of certified and classified staff members. The Crisis Management Team develops a comprehensive Crisis Management Plan for Thompson Crossing Elementary School which includes procedures for emergencies such as tornado, fire, armed intruders, bomb threats, civil disturbances, other emergencies. This committee will also be responsible for communicating those procedures to the staff and training staff members on the procedures for each type of emergency identified in the school's plan. The committee members make recommendations for changes in the plan based upon the results of emergency practices and drills. The committee members are responsible for obtaining input from staff members, law enforcement, and/or fire emergency officials after each drill. Every month the committee sponsors a fire drill with tornado drills being scheduled at least twice each semester during the school year. Other emergency drills are scheduled on an individual basis and committee members are responsible for informing staff members of those "special" drills throughout the school year. The principal is responsible for completing an official report on the results of each drill to the superintendent on an official report form. The members of this team act as a contact for the office during a crisis. For example, during a fire drill, the members report to the office once their grade level has cleared the building. Each member has a 2-way radio to assist with crisis-related issues throughout the building.

Crisis Management Committee Members:

Marilyn Sudsberry	Principal
Kelly Anderson	Guidance Counselor
Roxane Ciesiolka	Head Custodian
Kris Harris	Secretary
Ruth Arnold	KDG
Robin McQuitty	Grade 1
Barbara McCloud	Grade 2
Steve Forey	Grade 3
Denise Charboneau	Grade 4
Lisa Denton	Sp. Ed.
Beth Diaz	Specials

- Thompson Crossing staff members have a crisis management plan accessible to them in each classroom.
- All outside doors are locked except for the front entrance which restricts school access.
- All visitors must report to the office and secure a visitor's badge.
- All staff members wear school badges.
- Keyless entry is used by all staff members given this authorization.
- All cadet teachers, substitute teachers, and volunteers are given badges to identify the reason for their being in the building.
- The school drive-around access road is closed to non-school vehicles during the school day to insure the safety of students at recess and during outdoor classroom activities.
- School administration and Franklin Township security are available through 2-way radio, phone, and other electronic devices.
- All routine volunteers complete a limited criminal check.
- All students participate in a bus safety drill.
- Teachers and students have clear instruction regarding playground supervision and safety covered in the staff and parent/student handbook.
- Drills for fire, weather, and lock-downs are consistently reviewed and practiced.
- Both tornado shelter and fire evacuation maps are hung in each room of the building for safety.
- A school-wide discipline committee is working to create a school-wide discipline plan and procedures.

VI. Student achievement goals/objectives. Percentage of students meeting academic standards under ISTEP+ (IC 20-31-4-6(6)(B);IC 20-31-5-4(b);511 IAC 6.2-3-1(b)(2))

Stage 1 – Desired Results

#1 School Improvement Goal/Objective

READING

1. Eighty-five percent of the K-4 students at Thompson Crossing will meet DIBELS Benchmark scores by May, 2009.
2. Students at Thompson Crossing will show an average gain of 3% on ISTEP+ English/Language Arts score in Grade 3 & Grade 4.

School Improvement Strategies/Activities Directed to this Goal

1. Utilize a literacy team of teacher representatives to lead the school in staff development, training, and collaborative discussions on literacy issues from PLC time. The team will also assist with sharing and/or modeling new literacy strategies and the DIBELS assessment program.
2. Use DIBELS scores to conduct small group tutorials with a focus on the Big 5 Essential Reading Skills: phonics, alphabetic principle, comprehension, vocabulary, and fluency. Administer DIBELS assessment three times a school year and use the results to generate collaborative discussions regarding instructional strategies. Monthly progress monitoring will also occur in a systematic format.
3. Reading instruction will be differentiated by using the Three Tier Model to meet the needs and improve skills of all levels. Flexible groups will be determined by using DIBELS data and teacher input. Literacy stations will also be determined based on needs as indicated in the DIBELS data.
4. Morning work will be designed to focus on the academic goal areas at all grade levels. This instructional focus time will include student feedback on their work. Books from the leveled library will be utilized in the morning work time. The literacy team will support the teachers in the work.
5. DIBELS assessment will be facilitated by instructional assistants and the instructional coach in August, January, and April. Teachers will progress monitor students on a monthly basis.

6. Intervention will be provided through a program named *My Sidewalks*. This program will target students who have not met benchmark. Additional intervention will be provided in the classroom through the use of differentiation.

7. FTCSC Directed Intervention will be provided for fall semester 2008. The focus of these sessions will be in the areas of mathematics and language arts in selected grades. A minimum of five students will be serviced per certified teacher within the primary grades. Data will be used to target students with the greatest need.

Strategy/Research:

- *What's after assessment?* (Strickland)
- *Best Practices* (Zemelman, Steven, Daniels, Harvey, Hyde, & Arthur)
- *Literacy Work Stations* (Diller)
- *Practice with Purpose* (Diller)
- *Strategies That Work* (Harvey & Goudvis, 1st and 2nd editions)
- *Words Their Way* (Bear, Invernizzi, Templeton, Johnston)
- *Building the Reading Brain* (Wolfe & Nevills)
- *Reciprocal Teaching at Work* (Oczkus)
- *Classroom Instruction that Works* (Marzano, Pickering, and Pollock)
- Florida Center for Reading Research (<http://www.fcrr.org/>)
- University of Oregon (<http://dibels.uoregon.edu/>)

**Goal #1 Reading
Work Plan**

Goal: 1. Eighty-five percent of the K-4 students at Thompson Crossing will meet DIBELS benchmark scores by May, 2009.

2. Students at Thompson Crossing will show an average gain of 3% on ISTEP+ English/Language Arts score in Grade 3 and grade 4 in the spring of 2009.

Strategies:	Steps:	Persons Responsible	Resources Needed:	Evidence:	Timeline:	Status
a team of representatives staff development, and S.	<ol style="list-style-type: none"> 1. Identify literacy reps at each grade level. 2. Schedule two monthly literacy team meetings. 3. Prepare strategy calendar. 4. Implement calendar. 5. At one of the monthly literacy team meetings discuss progress and adjust calendar as needed to meet staff and student needs. 6. Monitor progress. 	Instructional Coach Principal Literacy Team	DIBELS assessment Materials Classroom coverage plan Research on strategies Staff development time	DIBELS Scott-Foresman Survey from staff regarding progress with strategy implementation Data will be charted and monitored on a monthly basis with visual graphs	August 2008-May 2009	
ct small tutorials g S for cation gress ring.	<ol style="list-style-type: none"> 1. Train personnel in DIBELS assessment. 2. Conduct a refresher training in progress monitoring. 3. Schedule DIBELS assessments and progress monitoring. 4. Schedule monthly literacy team meetings to analyze data and determine student needs. 	Instructional Coach Literacy Team Instructional Assistants	DIBELS assessment materials Staff development time <i>What's After Assessment?</i>	DIBELS Scott-Foresman weekly tests and benchmarks	August 2008-May 2009	

**Goal#1 Reading
Work Plan Continued**

Strategies:	Steps:	Persons Responsible	Resources Needed:	Evidence:	Timeline:	Status:
<p>Initiate on Three del. to on.</p>	<ol style="list-style-type: none"> 1. August benchmark 2. Identify strategic and at risk students. 3. Implement <i>My Sidewalks</i>. 4. Develop and implement literacy work stations. 5. Collaborate to evaluate and adjust work stations. 	<p>Instructional Coach Literacy Team Instructional Assistants</p>	<p>DIBELS assessment materials and results <i>My Sidewalks</i> <i>Practice with Purpose</i> <i>Literacy Work Stations</i></p>	<p>DIBELS Scott-Foresman ISTEP+ 2007-08</p>	<p>September 2008</p>	
<p>team develop a ng in e library e work address areas of</p>	<ol style="list-style-type: none"> 1. Take staff through ISTEP+ data and DIBELS data to prioritize skill areas to address. 2. Collaborate to develop materials to meet areas of concern. 3. Introduce leveled library and train teachers in utilizing these resources to address the areas of concern. 	<p>Instructional Coach Literacy Team Classroom Teachers Principal</p>	<p>STEP+ data DIBELS data Leveled library Collaboration time</p>	<p>DIBELS results in January Staff surveys Classroom observations</p>	<p>August 2008-May 2009</p>	

2 School Improvement Goal/Objective

MATH

The percentage of students meeting or exceeding the state standard in mathematics on the third and fourth grade I-Step+ will increase from 75% in grade 3 and grade 73% in grade 4 to 77% in grades 3 and 4 in the 2008 – 2009 school year.

School Improvement Strategies/Activities Directed to this Goal

1. Design morning work focusing on problem solving. This instructional focus time will include student feedback on their work.
2. Introduce multiple-step problem-solving method (4 column math) in all classrooms.
3. Model solving story problems daily utilizing the multi-step method.
4. Imbed ISTEP+ mathematical terminology into daily instruction.
5. Provide opportunity for students to practice math skills by making math games available for student use in the cafeteria after eating lunch.
6. Differentiate instruction to meet the needs of all ability groups and AYP subgroups (Black free/reduced, special education).

Strategy/Research:

- *Problem-Solving Strategies for Efficient and Elegant Solutions* (Posamentier and Krulik)
- *Best Practices* (Zemelman, Steven, Daniels, Harvey, Hyde, & Arthur, 1998)
- *Challenge Math* (Zaccaro)
- *The Ten Things all Future Mathematician and Scientist Must Know* (Zaccaro)
- *Daily Math Adventures* (Cook)
- *Solving Word Problems for Life* (Brown)
- *180 Think Aloud Math Word Problems* (Nessel and Newbold)
- *Enhancing Independent Problem Solving in Students* (Hresko and Herron)
- Shared Information Services, Ball State University

**Goal #2: Math
Work Plan**

Goal: 1. The percentage of students meeting or exceeding the state standard in mathematics on the third and fourth grade I-Step+ will increase from 75% in grade 3 and grade 73% in grade 4 to 77% in grades 3 and 4 in the 2008 – 2009 school year.

Strategies:	Steps:	Persons Responsible	Resources Needed:	Evidence:	Timeline:	Status:
Design morning work focusing on problem solving.	<ol style="list-style-type: none"> 1. Teacher leaders will assist teachers in determining appropriate grade level materials for enhancing students' problem solving skills. 2. Teacher leaders will assist teachers in the utilization of math journals to increase students' problem solving skills. 3. Grade level teams will collaborate to determine daily problem solving materials to use for morning work. 	Instructional Coach Classroom Teacher Leaders Principal	<ol style="list-style-type: none"> 1. Supplemental problem solving materials 2. Problem of the Day 3. Math journals 	Classroom observations Common assessments ISTEP+ data	August 2008	
Introduce multiple-step problem solving method (4 column) in all classrooms.	<ol style="list-style-type: none"> 1. Train teachers in multiple-step problem solving method by doing model teaching and demonstration classrooms. 	Principal Instructional Coach Teacher Leaders (Brennan, Widdifield, Zike)	<ol style="list-style-type: none"> 1. Supplemental problem solving materials 2. Math text 3. Professional development time 4. Classroom coverage 	Classroom observations Common assessments Classroom assessments ISTEP+ data	August - September 2008	

**Goal #2: Math
Work Plan Continued**

Strategies:	Steps:	Persons Responsible	Resources Needed:	Evidence:	Timeline:	Status:
Model problem solving using multi-step (4 column) method	<ol style="list-style-type: none"> Classroom teachers will model this process for students during instruction time and/or morning work time. 	Classroom Teachers Principal	<ol style="list-style-type: none"> Supplemental problem solving materials Problem of the Day Math journals 	Classroom observations Common assessments ISTEP+ data	August 2008- May 2009	
Embed ISTEP+ mathematical terminology into daily instruction.	<ol style="list-style-type: none"> Determine ISTEP+ concept vocabulary for each grade level. Incorporate these into a word wall. Use in daily instruction. 	Dr. Marilyn Sudsberry Instructional Coach Classroom Teachers Principal	<ol style="list-style-type: none"> Vocabulary lists for each grade level Word walls 	Classroom observations Common assessments ISTEP+ data	August 2008- May 2009	
Make math games available for students in the cafeteria.	<ol style="list-style-type: none"> Gather materials to make games. Purchase games. Organize system and develop procedures. Implement procedures. 	Teacher Leaders Principal Classroom Teachers	<ol style="list-style-type: none"> Decks of playing cards Baskets Shelves Any purchased games 	Informal observation by teachers and staff ISTEP+ results	January 2009	

**Goal #2 Math
Work Plan Continued**

Strategies:	Steps:	Persons Responsible	Resources Needed:	Evidence:	Timeline:	Status:
Differentiate instruction to meet the needs of ability groups and AYP subgroups (Black, free/reduced, special education)	<ol style="list-style-type: none"> 1. Provide professional development on differentiation of instruction 2. Provide professional development on cultural competency. 3. Create demonstration classrooms 4. Establish study groups 	Principal PL.221 Committee	<ol style="list-style-type: none"> 1. Coverage for classrooms plan 2. Professional development time 3. <i>A Framework for Understanding Poverty</i> 4. <i>Tools for Teaching</i> 	Classroom observations Common assessments ISTEP+ AYP subgroup data breakdown	August 2008- May 2009	

Other Indicator: Attendance (IC 20-31-5-4(b)(1);511 IAC 6.2-3-1(b)(1))

Objective: To continue with the same successful attendance rates.

Statement of Support: The Thompson Crossing Staff feels strongly about the importance of regular attendance. Regular attendance has an effect on the stability of the learning process. We will continue to encourage regular school attendance.

Attendance rate for 2006-2007: 96.3%

Attendance rate for 2005-2006: 96.7%

Attendance rate for Hispanic subgroup for 2006-2007: 95.4%

Attendance rate for Hispanic subgroup for 2005-2006: 95.1%

Thompson Crossing exceeded state attendance average in all subgroups except the Hispanic population. There was an increase in the Hispanic subgroup attendance rate from 05-06 school year to the 06-07 school year. The school will prepare a plan to communicate more with Hispanic families about the importance of attendance. The school will work with the district's ENL teachers to design the plan. Our school recognizes perfect attendance every grading period. Excessive absences and tardiness are addressed with letters from the principal. The district's policy on attendance is outlined in the Student Handbook. Thompson Crossing Elementary will continue to align its practices with the district's approved policy.

Other Indicator: Graduation Rate - (Only for schools that include Grade 12) (IC 20-31-5-4(b)(3);511 IAC 6.2-3-1(b)(3))

Not applicable.

VII. Specific areas where improvement is needed immediately (IC 20-31-5-4(e);511 IAC 6.2-3-1(d))

An analysis of our data indicates the need to address the area of mathematics. Grade three ISTEP shows 75% passing, grade four 73% passing, and grade five 72% passing. An investigation of subtests revealed problem solving to be an area of concern. Currently, we are mostly using textbook and teacher-made assessments to monitor the math skills of students. To ensure students are mastering math standards at each grade level, ongoing assessments are needed to monitor student progress. Thompson Crossing teachers are working with district teachers to create common assessments. We have established a goal focusing on the area of mathematics with a concentration on problem solving. We will differentiate our lessons to meet the needs of all of our students. Our teachers will use the school's math goal and strategies to improve the math achievement of our students.

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 (IC 20-31-5-4(d);511 IAC 6.2-3-1(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:

READING BENCHMARKS:

Benchmarks for Reading Progress Beginning Year 2008-09:

- Students (KDG – Grade 4) will participate in DIBELS Assessment beginning, middle, and end of the school year for progress monitor of reading skills.
- In between DIBELS benchmark testing, students will be progress monitoring for update
- Students will be evaluated by ISTEP+ (Grades 3, 4).
- Kindergarten students will be assessed with the Phelps Assessment.

Benchmarks for Reading Progress Beginning Year 2009-10:

- Students (KDG – Grade 4) will participate in DIBELS Assessment beginning, middle, and end of the school year for progress monitor of reading skills.
- In between DIBELS benchmark testing, students will be progress monitoring for update
- Students will be evaluated by ISTEP+ (Grades 3, 4).
- Kindergarten students will be assessed with the Phelps Assessment.
- Students (Grades KDG-Grade 4) will complete grade-level assessments in comprehension and vocabulary at the beginning, middle, and end of each nine weeks.

MATHEMATIC BENCHMARKS:

Benchmarks for Math Progress Beginning Year 2008-09:

- Students will be evaluated by ISTEP+ (Grades 3, 4).
- Students (Grades 1-4) will take timed tests in basic math facts such as addition, subtraction, multiplication, and division.
- Students (Grades 1 – 4) will participate in common assessments each grading period.

Benchmarks for Math Progress Beginning Year 2009-10:

- Students will be evaluated by the ISTEP+ (Grades 3,4).
- Students (Grades 1-4) will take timed tests in basic math facts such as addition, subtraction, multiplication, and division.
- Students (Grades 1 – 4) will participate in common assessments each grading period.

IX. Provisions for offering courses that allow all students to become eligible to receive an Academic Honors Diploma and to encourage all students to earn an AHD or complete Core 40 Diploma (IC 20-31-5-6(6);511 IAC 6.2-3-3(a)(6))

Not applicable.

X. Professional Development (IC 20-31-5-6(8);511 IAC 6.2-3-3(a)(9))

List your current School Improvement (SIP) goals and objectives as stated in the 2008-2010 Report	
Goal #1 Reading:	
<ol style="list-style-type: none"> Students at Thompson Crossing will show an average gain of 3% on ISTEP+ English/ Language Arts score in Grade 3 and Grade 4. Eighty-five % of the students at Thompson Crossing will increase DIBELS Benchmark scores by May 2009. 	
Goal #2 Math:	
<ol style="list-style-type: none"> The percentage of students meeting or exceeding the state standard in mathematics on the third and fourth grade I-STEP+ will increase to 77% in the 2008-2009 school year. 	
List your Professional Development (PD) Goal(s) and complete the following information for each.	
PD Goal #1: Classroom teachers will implement instructional strategies in language arts which are based on student need as determined by analysis of benchmark data.	
A. This PD Goal aligns with which of the School improvement goals (SIP)s listed above? Goal 1 (Reading)	
B. List all of the strategies/activities/training that you plan on implementing to accomplish this goal.	
<ol style="list-style-type: none"> The instructional coach will lead literacy team members in analyzing student data to determine area of student need. The instructional coach will model instructional strategies for literacy team members. The literacy will model instructional strategies for classroom teachers. One PLC each month will focus on discussion of instructional strategies being implemented in language arts. 	
Planned Activity/Strategy/Training	% certified staff targeted
1. The literacy team will receive training from the instructional coach.	25%
2. The literacy team will model strategies for grade level teams.	100%
3. The literacy team will assist in grade-level PLC discussions regarding language arts instructional strategy implementation.	100%
4. The literacy team will organize the DIBELS Benchmark and progress monitoring calendar for the school.	100%
5. Book study: <i>Literacy Work Stations</i> (K-2) <i>Practice with Purpose</i> (3-4)	
C. Describe how this professional development meets the requirements of highly qualified professional development. Briefly describe:	
<ol style="list-style-type: none"> Professional development will occur through “teachers teaching teachers” at the building level. All teachers including new teachers will receive the training. Classified staff will have the opportunity to participate in training. The professional development is focused on instructional strategies determined through student need. 	
D. If it is a listed New activity, how will you evaluate the effectiveness of the goal and activity	

<p>on improving student achievement? Briefly describe: 1. Students will show increases in the ISTEP+ language arts scores and on the DIBELS assessment. 2. Principal walkthroughs to code classroom instruction & provide reflective questions for teachers.</p>	
<p>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: This activity will be a newly implemented activity. At this time, no data has been generated.</p>	
<p>PD Goal #2: Teachers will implement multiple-step problem solving strategies with their students in math.</p>	
<p>A. This PD Goal aligns with which of the School improvement goals (SIP)s listed above? Goal 2 (Math).</p>	
<p>B. List all of the strategies/activities/training that you plan on implementing to accomplish this goal.</p>	
<p>Planned Activity/Strategy/Training</p>	<p>% certified staff targeted</p>
<p>1. In-house experts will model problem-solving strategies with classroom teachers.</p>	<p>100%</p>
<p>2. In-house experts will assist teachers in the utilization of math journals to increase students' problem solving skills.</p>	<p>100%</p>
<p>3. One PLC each month will focus on discussion of instructional strategies being implemented in mathematics instruction.</p>	<p>100%</p>
<p>4. Determine appropriate math vocabulary to be utilized at each grade level.</p>	<p>100%</p>
<p>C. Describe how this professional development meets the requirements of highly qualified professional development. Briefly describe: 1. Professional development will occur through “teachers teaching teachers” at the building level. All teachers including new teachers will receive the training. Classified staff will have the opportunity to participate in training. The professional development is focused on instructional strategies determined through student need.</p>	
<p>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: 1. The percentage of students passing math on grade 3 and grade 4 ISTEP+ will increase. 2. Principal walkthroughs to code classroom instruction & provide reflective questions for teachers.</p>	
<p>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: This activity will be a newly implemented activity. At this time, no data has been generated.</p>	

PD Goal #3: Teachers will study best practice strategies for math and reading instruction such as differentiation of instruction by Carol Ann Tomlinson. Teachers will use their knowledge to create lessons and activities, assignments, and assessments to increase student performance on the ISTEP+ and in real-life situations.	
A. This PD Goal aligns with which of the School improvement goals (SIP)s listed above? Goal 1 (Reading) and Goal 2 (Math)	
B. List all of the strategies/activities/training that you plan on implementing to accomplish this goal. 1. Teachers will use PLC Time to collaborate on differentiation strategies implemented. 2. The instructional coach will provide training with staff on differentiation of instruction.	
Planned Activity/Strategy/Training	% certified staff targeted
1. Train certified and classified staff in differentiated instruction.	100%
2. Principal walkthroughs to code classroom instruction & provide reflective questions for teachers.	100%
C. Describe how this professional development meets the requirements of highly qualified professional development. Briefly describe: This professional development will be directed by our instructional coach and teachers will collaborate on strategies implemented during PLC.	
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: Grade 3 and grade 4 ISTEP+ scores in language arts and math will increase. DIBELS benchmark scores will increase.	
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: This activity will be a newly implemented activity. At this time, no data has been generated.	

XI. Statutes and rules to be waived (IC 20-31-5-5(a);IC 20-31-5-6(a)(1);511 IAC 6.2-3-2)

Not applicable

XII. Three (3) year timeline for implementation, review, and revision (IC 20-31-5-4(a)(1))

Benchmarks for Reading Progress Beginning Year 2008-09:

- Students (KDG – Grade 4) will participate in DIBELS Assessment beginning, middle, and end of the school year for progress monitor of reading skills.
- In between DIBELS benchmark testing, students will be progress monitoring for update
- Students will be evaluated by ISTEP+ (Grades 3, 4).
- Kindergarten students will be assessed with the Phelps Assessment.
- 85% of students will meet DIBELS benchmark by April 2009.

Benchmarks for Reading Progress Beginning Year 2009-10:

- Students (KDG – Grade 4) will participate in DIBELS Assessment beginning, middle, and end of the school year for progress monitor of reading skills.
- In between DIBELS benchmark testing, students will be progress monitoring for update
- Students will be evaluated by ISTEP+ (Grades 3, 4).
- Kindergarten students will be assessed with the Phelps Assessment.
- Students (Grades KDG-Grade 4) will complete grade-level assessments in comprehension and vocabulary at the beginning, middle, and end of each nine weeks.
- Students will participate in the Fluency Reader software program each week to practice and progress monitor improvement in reading fluency and comprehension.
- 90% of students will meet DIBELS benchmark by April 2010.

MATHEMATIC BENCHMARKS:

Benchmarks for Math Progress Beginning Year 2008-09:

- Students will be evaluated by the ISTEP+ (Grades 3,4).
- Students (Grades 1-4) will take timed tests in basic math facts such as addition, subtraction, multiplication, and division.
- Students (Grades 1 – 4) will participate in common assessments each grading period.
- The percentage of students meeting or exceeding the state standards in mathematics on the third and fourth grade ISTEP+ will increase from 75% in grade 3 and 73% in grade 4 to 77% in grades 3 and 4 in the 2008-2009 school year.

Benchmarks for Math Progress Beginning Year 2009-10:

- Students will be evaluated by the ISTEP+ (Grades 3, 4).
- Students (Grades 1-4) will take timed tests in basic math facts such as addition, subtraction, multiplication, and division.
- Students (Grades 1 – 4) will participate in common assessments each grading period.
- The percentage of students meeting or exceeding the state standards in mathematics on the third and fourth grade ISTEP+ will increase from 75% in grade 3 and 73% in grade 4 to 77% in grades 3 and 4 in the 2009-2010 school year.

XIII. Addressing the learning needs of all students, including programs and services for exceptional learners (IC 20-31-5-4(c))

1. Improvement is needed in using the information provided through assessment to plan student instruction. DIBELS provides feedback for teachers, but we do not adequately utilize that information. Training provided by the instructional coach and literacy team will give teachers the capability to assess data and implement effective instructional practices to target the Big 5 Essential Reading Skills. Differentiation through instructional approach and materials utilized will assist students at all skill levels to become more successful readers. The three-tier model will provide additional instructional time for struggling students.

2. Differentiation of instruction and utilization of small group instruction will address the needs of struggling math students. Resource and classroom teachers will collaborate to provide additional assistance to students.

3. SOS (Supporting our Students):

A student is referred to SOS after the grade-level team has worked with the teacher to assist the student in advancing from weaknesses in social and/ or academic areas. The team will discuss the student and develop intervention strategies for the classroom teacher to implement. If this grade-level process is unsuccessful, then the student is referred to the SOS Team. The team members have been trained in a problem solving method to support the referring teacher and referred student.

Team Members:

Stacey Erdman	KDG	Hillary Halcomb	Grade 4
Tacie Cullingford	KDG	Lisa Denton	Sp. Ed.
Barbara McCloud	Grade 2	Lynlie Weeks	Instructional Coach
Heather McNamee	Grade 2	Kelly Anderson	SOS Coach
Angie Goodman	Grade 2	Linda Gottfried	School Psychologist
Chloe Widdifield	Grade 3		
Torrie Smith	Grade 3		

4. Cluster Program:

Students who do not qualify for the district's academically gifted program are placed together in a cluster class. Students in this program receive an enrichment of curriculum opportunities in a general education program. This is used in grades 1-4.

5. Magnet Program:

Franklin Township School District has established an academically self-contained program in grades 3 and 4. This program addresses the academic needs for the above-average students aligned with district qualifications. Thompson Crossing houses one third grade class and two fourth grade classes for the district.

Methods to improve cultural competency (C 20-31-6-2)

Action Plan for Administrative Discussions

1. We will form a team of district level administrators for the purpose of research, study, and courageous conversations about race, disproportionality, equity, and culturally responsive teaching practices. A criterion checklist will be used to screen all research to determine the most appropriate materials for our purpose.
2. We will utilize our LEAD district advisor to coach our team in having more purposeful, in-depth, courageous conversations around clarifying our own cultural competency. We will utilize the cultural competency rubric for both district level and building level administrators.

Action Plan for Building Level Professional Learning Community Discussions

1. Each teacher will utilize Singleton's educator's self-study to gain a level of understanding of cultural competency.
2. Each school will utilize the cultural competency team's guides to read and discuss Singleton's Courageous Conversations About Race. This selection will be expected to be read by the end of June 2009. These lead teachers will also be prepared to facilitate the discussions within the building.
3. Using the PLC structure, each team will begin to focus upon purposeful, in-depth, courageous conversations around clarifying their own cultural competency.
4. As the PLC's study data, teachers will begin to look at culturally responsive teaching practices.
5. After reading Singleton and Linton, Courageous Conversations About Race, each teacher will review and re-evaluate his/her response to the cultural competency rubric.

Outside School Improvement Planning Agencies and Resources Used (511 IAC 6.1-1-1(b)(2))

Not applicable

Index I: Charts and Data with descriptions

ANALYSIS OF SCHOOL DATA School Year 2005-06, 2006-07

The data that follows appear from several sources. Thompson Crossing opened in August 2005; this is the second year of data collection. A comparison of a three-year period will be created.

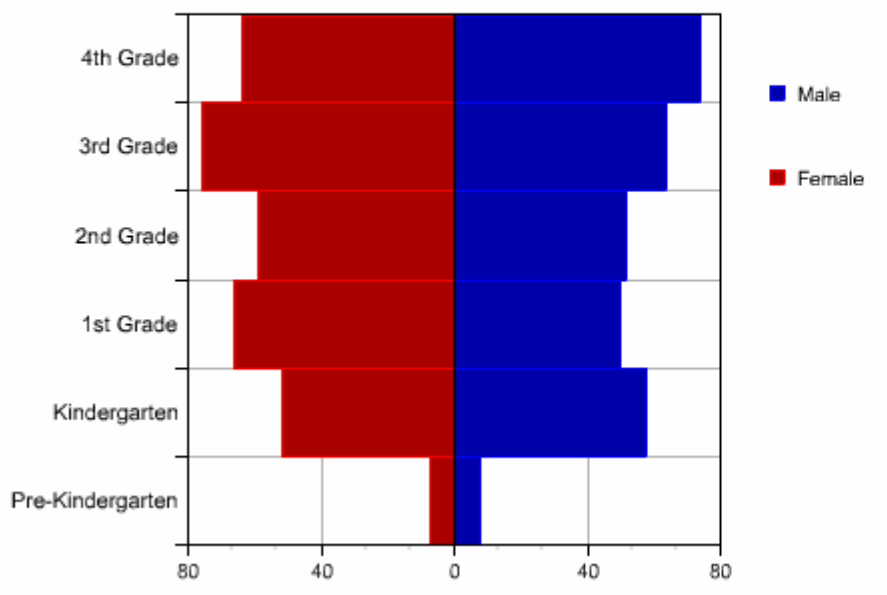
- Attendance data for school
- Enrollment data for school
- The IDOE charts and graphs of testing evidence for Thompson Crossing September 2005 and 2006
- TerraNova NCE summary data (05-06 and 06-07)
- Dynamic Indicators of Basic Early Literacy (DIBELS) Assessment program explanation and testing results for:
 - October 2005 (KDG, Grade 1, 2)
 - January 2006 (KDG – Grade 4)
 - April 2006 (KDG – Grade 4)
 - September 2006 (KDG – Grade 4)
 - January 2007 (KDG – Grade 4)
 - April 2007 (KDG – Grade 4)
- Writing Prompt given as common assessments (3 times a year)
 - January 2007 (KDG – Grade 4)
 - April 2007 (KDG – Grade 4)

Enrollment Data for School

SCHOOL DATA

Enrollment by Grade and Gender

Enrollment by Grade and Gender, 2005-06 Thompson Crossing Elementary Schl



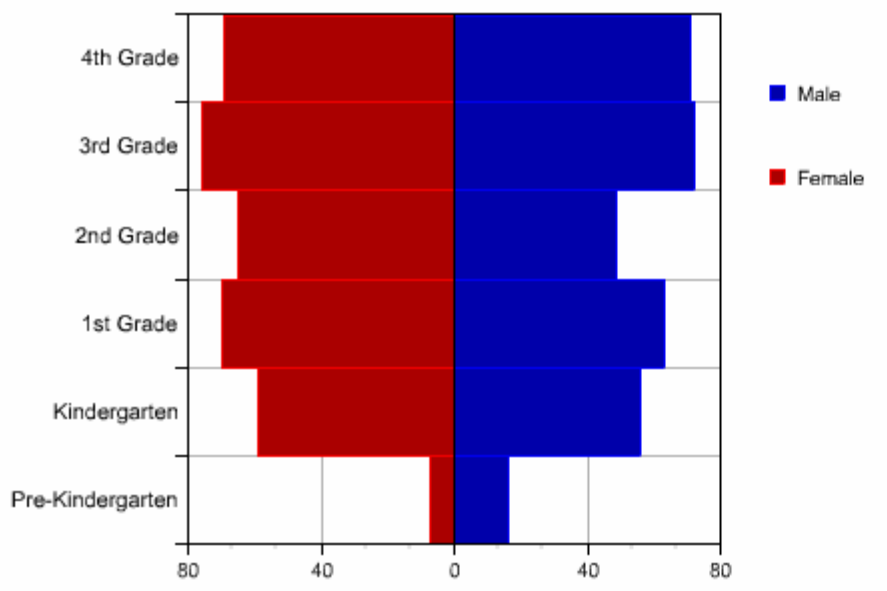
2005-06	Female	Male	Total
Total Enrollment	324	306	630
4th Grade	64	74	138
3rd Grade	76	64	140
2nd Grade	59	52	111
1st Grade	66	50	116
Kindergarten	52	58	110
Pre-Kindergarten	7	8	15

Select a Different Year

SCHOOL DATA

Enrollment by Grade and Gender

Enrollment by Grade and Gender, 2006-07 Thompson Crossing Elementary Schl



2006-07	Female	Male	Total
Total Enrollment	346	327	673
4th Grade	69	71	140
3rd Grade	76	72	148
2nd Grade	65	49	114
1st Grade	70	63	133
Kindergarten	59	56	115
Pre-Kindergarten	7	16	23

Select a Different Year

**The IDOE Charts and Graphs of Testing
Evidence for Thompson Crossing September
2005 and 2006**

Percentage of Students meeting Academic Standards under the ISTEP Program:

1. Grade 3 Percentage Pass, Pass+, & Did Not Pass:

Grade 3 ISTEP+ English/Language Arts		
School Year	2005-2006	2006-2007
Number Tested	139	148
Pass+	15%	9%
Pass	59%	63%
Did Not Pass	26%	27%

Grade 3 ISTEP+ Math		
School Year	2005-2006	2006-2007
Number Tested	140	148
Pass+	10%	11%
Pass	56%	64%
Did Not Pass	34%	26%

Grade 4 ISTEP+ Math		
School	2005-	2006-

2. Grade 4 Percentage Pass, Pass+, & Did Not Pass:

Grade 4 ISTEP+ English/Language Arts		
School Year	2005-2006	2006-2007
Number Tested	136	141
Pass+	12%	14%
Pass	67%	66%
Did Not Pass	20%	20%

Year	2006	2007
Number Tested	138	141
Pass+	22%	23%
Pass	60%	54%
Did Not Pass	16%	23%

**GRADE 3 SUBGROUPS
ISTEP+ ENGLISH/ LANGUAGE ARTS
DATA ANALYSIS**

Achievement Differences

1. Female students noticeably scored higher on ISTEP+ English/ Language Arts than males in both 05 and 06. The gender gap between last years 3rd graders, who are now 4th graders, has remained the same.

	<u>2005-2006</u>	<u>2006-2007</u>	<u>2006-2007</u>
	Grade 3	Grade 3	Grade 4 (last year's 3 rd grade)
Females	80%	82%	87%
Males	66%	63%	73%
Difference	14%	19%	14%

2. General Education students scored higher on English/ Language Arts than Special Education students. The difference in ISTEP+ performance in English has decreased between general education and special education students. Also, there has been a closing in the gap between last year's 3rd graders, who are now 4th graders.

	<u>2005-2006</u>	<u>2006-2007</u>	<u>2006-2007</u>
	Grade 3	Grade 3	Grade 4 (last year's 3 rd grade)
General Education	82%	77%	86%
Special Education	35%	50%	50%
Difference	47%	27%	36%

3. Paid Lunch students noticeably scored higher on English/ Language Arts than Free/ Reduced students. There is a slight difference in ISTEP+ performance between last year's 3rd graders, who are now 4th graders. However, there has been a closing in the gap.

	<u>2005-2006</u>	<u>2006-2007</u>	<u>2006-2007</u>
	Grade 3	Grade 3	Grade 4

Paid Lunch	79%	78%	(last year's 3 rd grade) 85%
Free/ Reduced Lunch	52%	52%	63%
Difference	27%	26%	22%

**GRADE 4 SUBGROUPS
ISTEP+ ENGLISH/ LANGUAGE ARTS
DATA ANALYSIS**

A. Achievement Differences

1. Female students noticeably scored higher on ISTEP+ English/ Language Arts than males in the 2005-2006 school year. The gender gap has begun to close over the 2 year period.

	<u>2005-2006</u>	<u>2006-2007</u>
	Grade 4	Grade 4
Females	91%	87%
Males	69%	73%
Difference	22%	14%

2. General Education students noticeably scored higher on English/ Language Arts than Special Education students in the 2005-2006 school year. The achievement gap has begun to close over the 2 year period.

	<u>2005-2006</u>	<u>2006-2007</u>
	Grade 4	Grade 4
General Education	84%	77%
Special Education	44%	50%
Difference	40%	27%

3. The scores from paid lunch students between both years are similar. However, the scores from the Free/ Reduced students has widened in a down hill decline.

	<u>2005-2006</u>	<u>2006-2007</u>
	Grade 4	Grade 4
Paid Lunch	80%	78%
Free/ Reduced Lunch	74%	52%
Difference	6%	26%

**GRADE 3 SUBGROUPS
ISTEP+ MATH
DATA ANALYSIS**

A. Achievement Differences

1. Paid Lunch students noticeably scored higher on ISTEP+ Math than Free/ Reduced Lunch students. A similar pattern has continued over the next year.

	<u>2005-2006</u>	<u>2006-2007</u>	<u>2006-2007</u>
	Grade 3	Grade 3	Grade 4 (last year's 3 rd grade)
Paid Lunch	72%	79%	83%
Free/ Reduced Lunch	45%	58%	53%
Difference	27%	21%	30%

2. General Education students noticeably scored higher on English/ Language Arts than Special Education students. The gap is beginning to close as we track last year's 3rd graders, who are this year's 4th graders.

	<u>2005-2006</u>	<u>2006-2007</u>	<u>2006-2007</u>
	Grade 3	Grade 3	Grade 4 (last year's 3 rd grade)
General Education	74%	81%	81%
Special Education	35%	42%	54%
Difference	39%	39%	27%

3. Third-grade female students and male students have similar scores in 2005-2006. However, female students continue to outperform male students.

	<u>2005-2006</u>	<u>2006-2007</u>	<u>2006-2007</u>
	Grade 3	Grade 3	Grade 4 (last year's 3 rd grade)
Females	68%	76%	84%
Males	64%	72%	69%

Difference	4%	4%	15%
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**GRADE 4 SUBGROUPS
ISTEP+ MATH
DATA ANALYSIS**

A. Achievement Differences

1. Fourth-grade female students noticeably scored higher on ISTEP+ Math than male students.

	<u>2005-2006</u>	<u>2006-2007</u>
	Grade 4	Grade 4
Females	88%	84%
Males	78%	69%
Difference	10%	15%

2. Paid Lunch students noticeably scored higher on ISTEP+ Math than Free/ Reduced Lunch students.

	<u>2005-2006</u>	<u>2006-2007</u>
	Grade 4	Grade 4
Paid Lunch	84%	79%
Free/ Reduced Lunch	74%	58%
Difference	10%	21%

3. General Education students noticeably scored higher on English/ Language Arts than Special Education students.

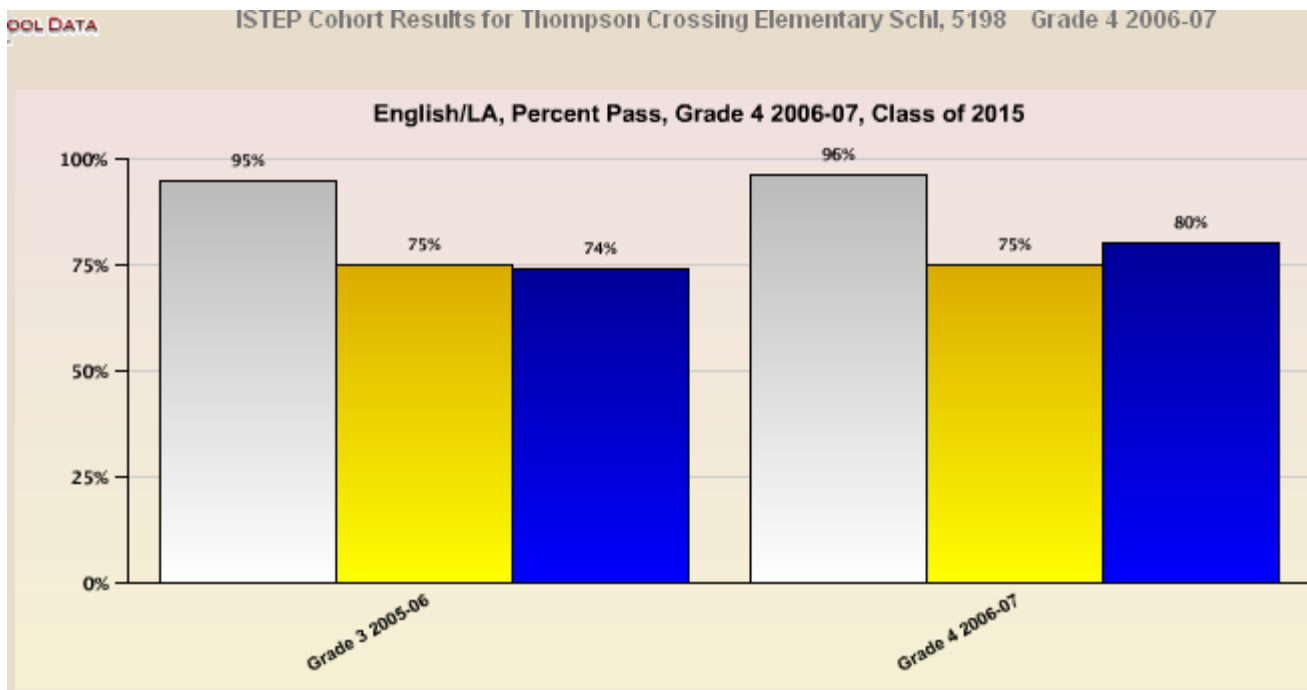
	<u>2005-2006</u>	<u>2006-2007</u>
	Grade 4	Grade 4
General Education	84%	81%
Special Education	72%	42%
Difference	12%	39%

ENGLISH/ LANGUAGE ARTS: DATA ANALYSIS & GOALS

GRADE 3-COHORT DATA ANALYSIS:

2005-2006: Third graders at Thompson Crossing scored 74% on ISTEP+ English/ Language Arts. The state average was 76%. The difference was -2%.

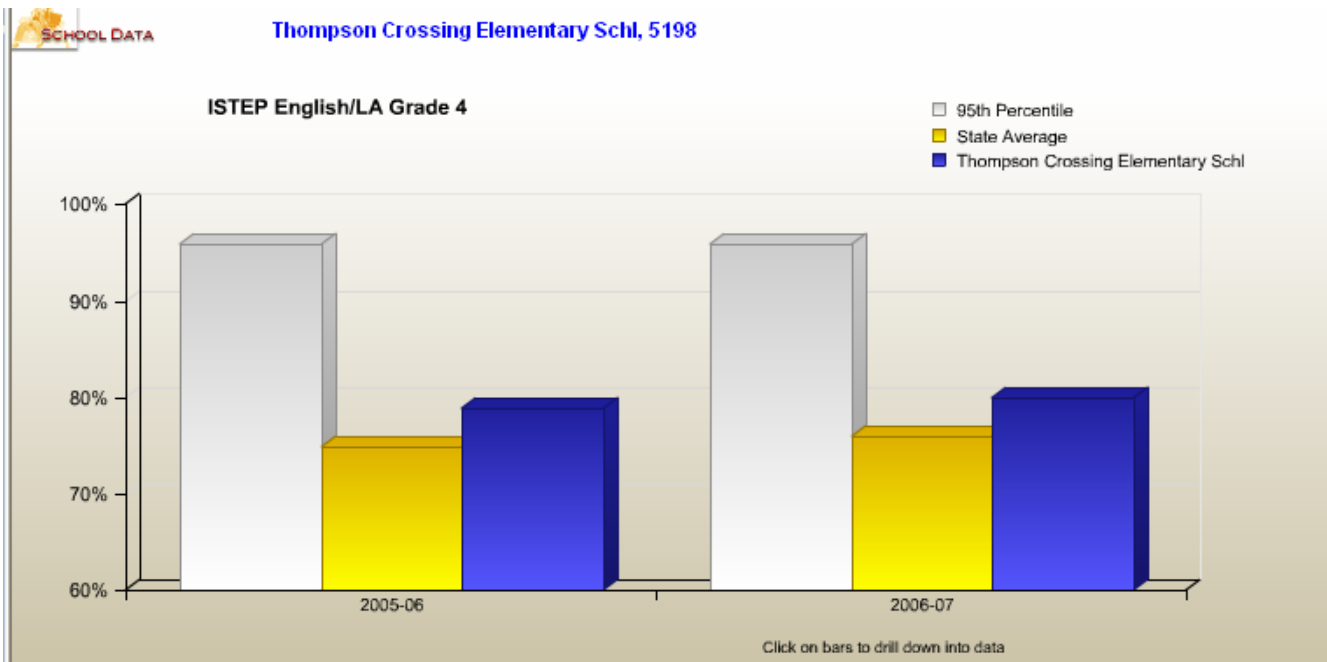
2006-2007: Third graders at Thompson Crossing scored 72% on ISTEP+ English/ Language Arts. The state average was 75%. The difference was -3%.



**GRADE 4-NONCOHORT
DATA ANALYSIS:**

2005-2006: Fourth graders at Thompson Crossing scored 79% on ISTEP+ English/ Language Arts. The state average was 75%. The difference was +4%.

2006-2007: Fourth graders at Thompson Crossing scored 80% on ISTEP+ English/ Language Arts. The state average was 76%. The difference was +4%.



Line Graph Bar Graph

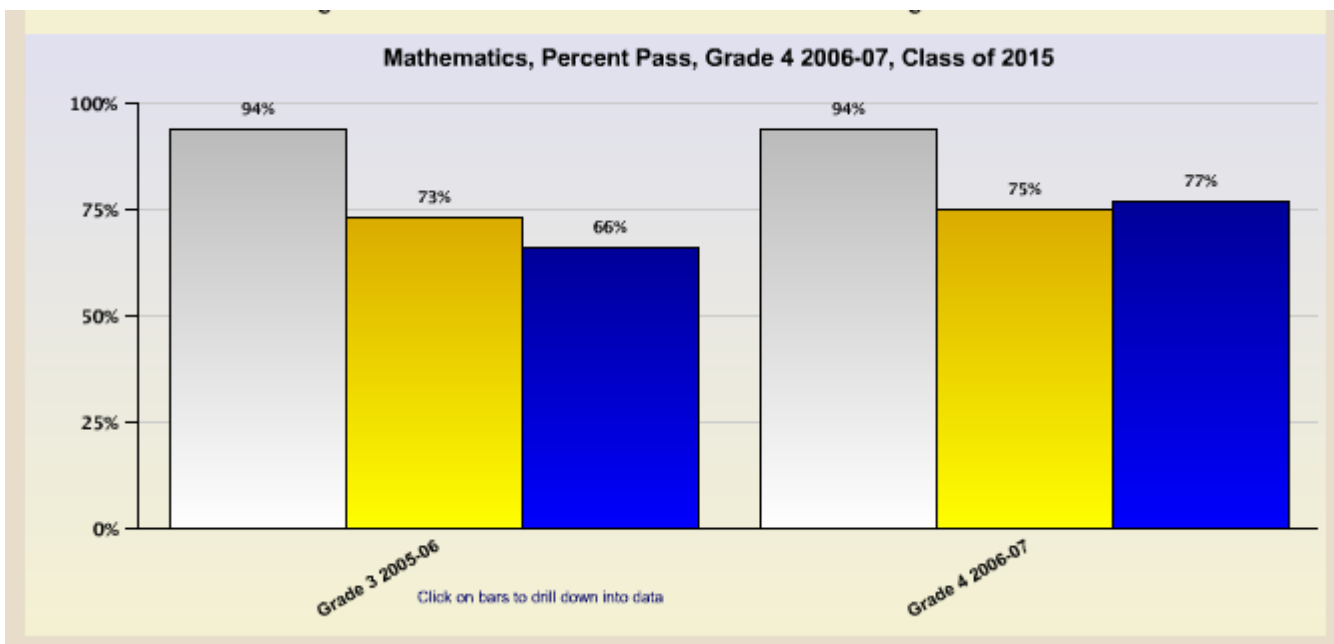
ISTEP English/LA Grade 4			
Year	95th Percentile	State Average (Public and Nonpublic)	Thompson Crossing Elementary Schl 5198
2006-07	96%	76%	80%
2005-06	96%	75%	79%

MATH: DATA ANALYSIS & GOALS

GRADE 3-COHORT DATA ANALYSIS:

2005-2006: Third graders at Thompson Crossing scored 66% on ISTEP+ English/Language Arts. The state average was 74%. The difference was -8%.

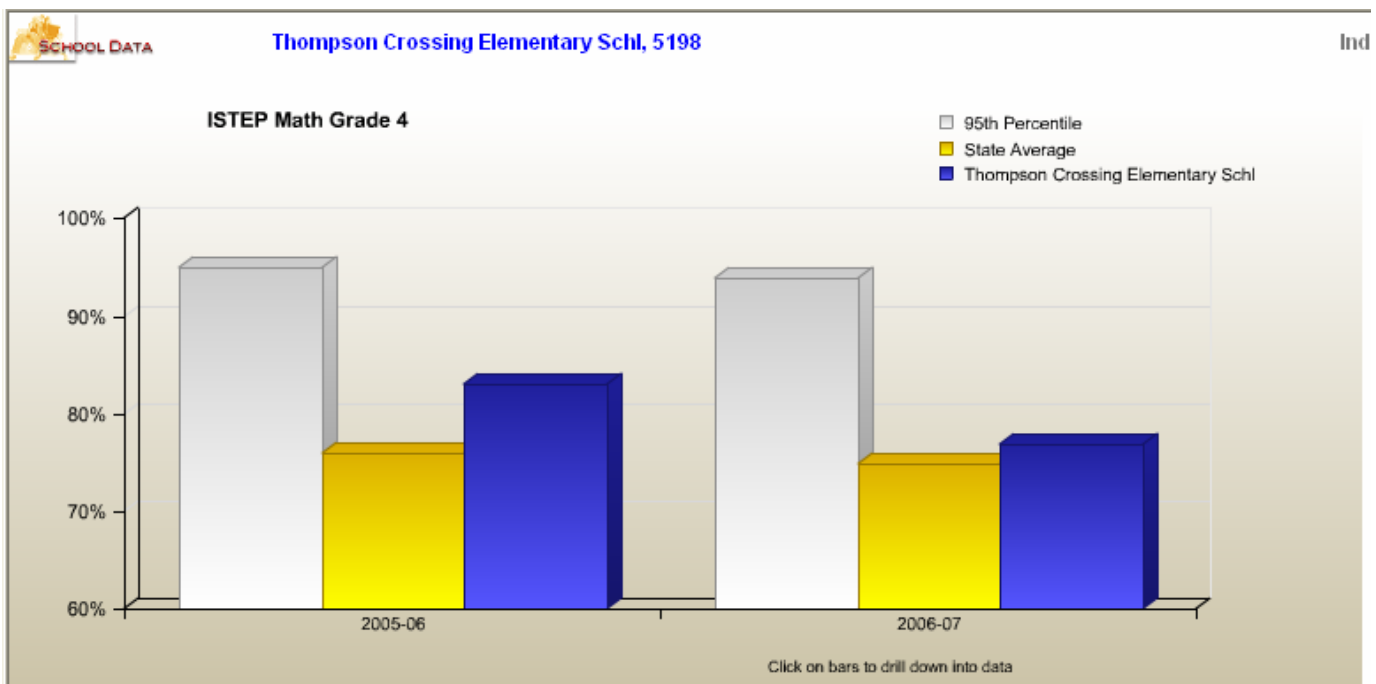
2006-2007: Third graders at Thompson Crossing scored 74% on ISTEP+ English/Language Arts. The state average was 73%. The difference was +1%.



**GRADE 4-NONCOHORT
DATA ANALYSIS:**

2005-2006: Fourth graders at Thompson Crossing scored 83% on ISTEP+ Math. The state average was 76%. The difference was only +7%.

2006-2007: Fourth graders at Thompson Crossing scored 77% on ISTEP+ Math. The state average was 75%. The difference was only +2%.



Line Graph Bar Graph

ISTEP Math Grade 4

Year	95th Percentile	State Average (Public and Nonpublic)	Thompson Crossing Elementary Schl 5198
2006-07	94%	75%	77%
2005-06	95%	76%	83%

**ACADEMIC STANDARDS SUMMARY:
INDIANA PERFORMANCE INDEX (IPI)**

Grade 3 English/ Language Arts Summary:

The mean number correct for Thompson Crossing was basically the same as the district. The Indiana Performance Index (IPI) at the passing cut score and the school's mean IPI was least significant for reading vocabulary and language conventions.

Grade 4 English/ Language Arts Summary:

The mean number correct for Thompson Crossing was slightly above the district's mean number correct. The IPI at the passing cut score and the school's mean IPI were least significant for reading vocabulary and language conventions.

Grade 3 Math Summary:

The mean number correct for Thompson Crossing was slightly below the district's mean number correct. The IPI at the passing cut score and the school's IPI were least significant for computation and geometry.

Grade 4 Math Summary:

The mean number correct for Thompson Crossing was slightly above the district's mean number correct. The IPI at the passing cut score and the school's mean IPI were most significant for computation and number sense.

TerraNova NCE Summary Data
(05-06 and 06-07)

**GRADE 2
TERRANOVA**

ASSESSMENT SUMMARY: MEAN NORMAL CURVE EQUIVALENTS (MNCE)

The mean norm curve equivalent for reading (57.6) was the lowest score of the academic areas tested for Grade 2. Language (63.0) was the highest score. In each of the local percentile/ quartiles, reading was the lowest score.

READING:

For reading, the areas needing immediate attention are reading (58%). Reading is oral comprehension, basic understanding, and analyze text. Reading was the lowest area in all local percentile quartiles.

LANGUAGE:

05-06: Language was the highest MNCE (63%).
06-07: Language was the highest MNCE (60.3%).

MATH:

Math was a MNCE (62%)

CSI:

05-06: Mean Cognitive Skills Index (CSI) is 96.
06-07: Mean Cognitive Skills Index (CSI) is 94.

Reading (55.4)

Oral Comprehension
Basic Understanding
Analyze Text

Math (58.2)

Number & Number Relations
Computation & Estimation
Measurement
Geometry & Spatial Sense
Data, Spatial, & Probability

Language (60.3)

Introduction to Print
Editing Skills

**GRADE 3
TERRANOVA**

ASSESSMENT SUMMARY: MEAN NORMAL CURVE EQUIVALENTS (MNCE)

The mean normal curve equivalent for language (57.6) and math computation (51.6) were the lowest scores of the academic areas tested for Grade 3. It should be noted that the math scores for a class of students is missing for the test results due to a skipped math test.

READING:

For reading, the area needing immediate attention is vocabulary. Vocabulary is word meaning, multi-meaning words, and words in context.

LANGUAGE:

For writing, the area of language (58%) and language mechanics (60%) need immediate attention. Language is sentence structure, writing strategies, and editing skills. Language mechanics is sentences, phrases, and clauses, and writing conventions.

MATH:

For math, the area of math computation (59%) needs immediate attention. Math computation is multiply whole numbers, divide whole numbers, and decimals.

CSI:

Mean Cognitive Skills Index (CSI) is 105.

<u>Vocabulary (54.3)</u>	<u>Language (54.6)</u>	<u>Language Mechanics (54.6)</u>
Word Meaning	Sentence Structures	Sentences, Phrases, Clauses
Multi-meaning Words	Writing Sentences	Writing Conventions
Words in Context	Editing Skills	

**GRADE 4
TERRANOVA**

ASSESSMENT SUMMARY: MEAN NORMAL CURVE EQUIVALENTS (MNCE)

The mean normal curve equivalent for vocabulary (58.3) math computation (56.9) reflects the lowest scores for academic areas tested. CSI was not measured for Grade 4 students.

READING:

For reading, the areas needing immediate attention are reading (61%) and vocabulary (59%). Reading is basic understanding, analyze text, evaluate/ extend meaning, and identify reading strategies. Vocabulary is word meaning, multi-meaning words, and words in context.

LANGUAGE:

For writing, the area of spelling (58%) needs immediate attention. Spelling is vowels, consonants, and structural units.

MATH:

For math, the area of math computation (57%) needs immediate attention. Math computation is multiply whole numbers, divide whole numbers, and decimals.

CSI:

CSI was not measured for Grade 4 students.

<u>Math Computation (54.5)</u>	<u>Language Mechanics (57.7)</u>	<u>Vocabulary (58.9)</u>
Multiply Whole Numbers	Sentences, Phrases, Clauses	Word Meaning
Divide Whole Numbers	Writing Conventions	Multi-meaning Words
Decimals		Words in Context

**Dynamic Indicators
of Basic Early Literacy Skills
(DIBELS)**

(KDG, Grades 1 -4)

Thompson Crossing: DIBELS Averages (at Benchmark)

<u>Grade Level</u>	<u>% at Benchmark</u>	<u># Students at Benchmark/ Total Students at Grade</u>
KDG	50%	56/111
Grade 1	51%	71/138
Grade 2	71%	78/110
Grade 3	56%	81/144
Grade 4	67%	94/140
School:	59%	380/ 643%

**Dynamic Indicators of Basic Early Literacy Skills
Kindergarten Summary Report**

District: Franklin Township School Corporation
 School: Thompson Crossing
 Date: 2006-2007

	Beginning	Middle	End
ISF	Goal: 8 initial sounds	Goal: 25 initial sounds	
Students Tested	106	114	
Mean (SD)	9.7 (7.9)	21.6 (13.3)	
	52% Low Risk	38% Established	
	27% Some Risk	48% Emerging	
	21% At Risk	17% Deficit	
LNF	Goal: 8 letter names	Goal: 27 letter names	Goal: 40 letter names
Students Tested	106	114	0
Mean (SD)	14 (13.7)	34.8 (16.7)	
	55% Low risk	70% Low risk	
	24% Some risk	18% Some risk	
	22% At risk	12% At risk	
PSF		Goal: 18 phonemes	Goal: 35 phonemes
Students Tested		114	0
Mean (SD)		20 (15.8)	
		48% Low Risk	
		25% Some Risk	
		28% At Risk	
NWF		Goal: 13 letter sounds	Goal: 25 letter sounds
Students Tested		110	0
Mean (SD)		17.1 (16.2)	
		52% Low Risk	
		19% Some Risk	
		29% At Risk	
WUF	Goal:	Goal:	Goal:
Students Tested	0	0	0
Mean (SD)			
20th Percentile			
40th Percentile			

**Dynamic Indicators of Basic Early Literacy Skills
First Grade Summary Report**

District: Franklin Township School Corporation
 School: Thompson Crossing
 Date: 2006-2007

	Beginning	Middle	End
LNF	Goal: 37 letter names		
Students Tested	135		
Mean (SD)	37.7 (17.6)		
	51% Low risk		
	24% Some risk		
	24% At risk		
PSF	Goal: 35 phonemes	Goal: 35 phonemes	Goal: 35 phonemes
Students Tested	135	140	0
Mean (SD)	30.3 (16.6)	47 (10.6)	
	50% Established	88% Established	
	34% Emerging	11% Emerging	
	16% Deficit	1% Deficit	
NWF	Goal: 24 letter sounds	Goal: 50 letter sounds	Goal: 50 letter sounds
Students Tested	135	140	0
Mean (SD)	25.3 (24.5)	50.2 (27)	
	39% Low Risk	44% Established	
	26% Some Risk	36% Emerging	
	35% At Risk	20% Deficit	
ORF		Goal: 20 words per minute	Goal: 40 words per minute
Students Tested		139	0
Mean (SD)		35.8 (35.1)	
		55% Low Risk	
		29% Some Risk	
		15% At Risk	
RTF		Goal:	Goal:
Students Tested		0	0
Mean (SD)			
20th Percentile			
40th Percentile			
WUF	Goal:	Goal:	Goal:
Students Tested	0	0	0
Mean (SD)			
20th Percentile			
40th Percentile			

**Dynamic Indicators of Basic Early Literacy Skills
Second Grade Summary Report**

District: Franklin Township School Corporation
 School: Thompson Crossing
 Date: 2006-2007

	Beginning	Middle	End
NWF	Goal: 50 letter sounds		
Students Tested	108		
Mean (SD)	67.1 (30.8)		
	65% Established		
	28% Emerging		
	7% Deficit		
ORF	Goal: 44 words per minute	Goal: 68 words per minute	Goal: 90 words per minute
Students Tested	110	111	0
Mean (SD)	57.4 (31.9)	92.5 (37.9)	
	62% Low Risk	71% Low Risk	
	25% Some Risk	15% Some Risk	
	13% At Risk	14% At Risk	
RTF	Goal:	Goal:	Goal:
Students Tested	0	0	0
Mean (SD)			
20th Percentile			
40th Percentile			
WUF	Goal:	Goal:	Goal:
Students Tested	0	0	0
Mean (SD)			
20th Percentile			
40th Percentile			

**Dynamic Indicators of Basic Early Literacy Skills
Third Grade Summary Report**

District: Franklin Township School Corporation
 School: Thompson Crossing
 Date: 2006-2007

	Beginning	Middle	End
ORF	Goal: 77 words per minute	Goal: 92 words per minute	Goal: 110 words per minute
Students Tested	144	150	0
Mean (SD)	88.2 (32.2)	101.3 (38.5)	
	61% Low Risk	55% Low Risk	
	28% Some Risk	30% Some Risk	
	13% At Risk	15% At Risk	
RTF	Goal:	Goal:	Goal:
Students Tested	0	0	0
Mean (SD)			
20th Percentile			
40th Percentile			
WUF	Goal:	Goal:	Goal:
Students Tested	0	0	0
Mean (SD)			
20th Percentile			
40th Percentile			

**Dynamic Indicators of Basic Early Literacy Skills
Fourth Grade Summary Report**

District: Franklin Township School Corporation
 School: Thompson Crossing
 Date: 2006-2007

	Beginning	Middle	End
ORF	Goal: 93 words per minute	Goal: 105 words per minute	Goal: 118 words per minute
Students Tested	140	143	0
Mean (SD)	105.3 (38.5)	123.4 (40.8)	
	61% Low Risk	66% Low Risk	
	20% Some Risk	20% Some Risk	
	19% At Risk	14% At Risk	
RTF	Goal:	Goal:	Goal:
Students Tested	0	0	0
Mean (SD)			
20th Percentile			
40th Percentile			