

Park Elementary #2329
500 S. Sycamore Street
Fairmount, IN 46928

Madison-Grant United School Corporation #2825



Combined Title I Schoolwide/PL 221

2016-2019

Emily K. Tracy, Principal

School Improvement Components

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Our mission is to develop students who can read, write, master the core academic standards, develop responsibility, and who are successful in post-secondary settings.

Governance and Reporting Relationships:

Governance is provided by our Board of School Trustees, a group comprised of seven members elected by our community. Our superintendent directly supervises the Principal of Park Elementary School and within our school the principal works collaboratively with individual teachers, educational assistants, and support staff to ensure that all required services are available for our students, that the quality of all services meets expectations, and that we are engaging in continuous improvement work. We conduct regularly scheduled collaboration and performance review meetings,

School Improvement Plan Team Members and Process for Developing Our Plan:

In order to meet the requirements of PL 221 and to stay true to our core value of teamwork, the following individuals assisted with the development of this document.

Park School Improvement Plan Team Members

<i>Name</i>	<i>Position</i>
Emily Tracy	Principal
Jan Roth	Kindergarten Teacher
Erin Nichols	1st Grade Teacher
Julie Zoch	2nd Grade Teacher
Tara Eastburn	3rd Grade Teacher
Amy Vollenhals	4th Grade Teacher
Alice Bennett	5 th Grade Teacher
Christine Roth	6th Grade Teacher
Sheryl Hackney	Title I Teacher
Michelle Adams	Special Education Resource

Timeline for Review and Improvement. The timeline for review and improvement of our school improvement plan is as follows:

<i>Date</i>	<i>Activity</i>
September 2016	Meet to review baseline performance data in each key area. Meet to review actions specified in plan and assign responsibilities for each action step/strategy. Submit plan to MGUSC Board and IDOE.
October 2016	Conduct first S2S talks to review reading, math, and standards mastery data.
November 2016	Meet to discuss implementation of plans and to begin to discuss needed improvements.
January 2017	Engage in mid-year plus/delta activities to determine major adjustments to plan now and for the following year.
March 2017	Meet to review implementation of plans and improvements.
May 2017	Conduct final set of S2S talks to review reading, math, and standards mastery data. Complete new update of our plan.
June 2017	Update plan with current state assessment data, review and update goals and revise action plan for professional development.
August 2017	Meet with the SIP team to cycle data and plan again.

Highly Qualified Teachers and Paraprofessionals:

Teacher's Name	Teaching Assignment	Indicator of Being HQ
Emily Tracy	Principal	Masters
Janette Roth	Kindergarten	HOUSSE
Julia Lambert	Kindergarten	HOUSSE
Kay Furnish	Kindergarten	HOUSSE
Courtney Whitney	1 st Grade	Praxis
Erin Nichols	1 st Grade	HOUSSE
Ashley Parks	1 st Grade	HOUSSE
Rebecca Freel	2 nd Grade	Praxis
Julie Zoch	2 nd Grade	Praxis
Brittney Creager	3 rd Grade	HOUSSE
Tara Eastburn	3 rd Grade	HOUSSE
Mary Drown	3 rd Grade	Praxis
Kalesa Guy	4 th Grade	Praxis

David Pyle	4 th Grade	HOUSSE
Amy Vollenhals	4 th Grade	HOUSSE
Laura Ashba	5 th Grade	Praxis
Dorothy Bennett	5 th Grade	Praxis
Susan Klee	5 th Grade	Praxis
Kayla Cottingham	6 th Grade	Praxis
Christine Myers	6 th Grade	Praxis
Christine Roth	6 th Grade	HOUSSE
Jill Baker	Art	HOUSSE
Christian Fox	PE	HOUSSE
Angel Williams	Music	Masters
Sheryl Hackney	Title I	Masters
Jessica Petty	Speech	Masters
Michelle Adams	Life Skills	Praxis
Barbara Morgan	Special Education Resource	Masters
Thomas Leas	Special Education Resource	Masters
Paraprofessional's Name	Assignment	Indicator of Being HQ
Deb Conrad	Lifeskills	ParaPro
Karen Pollen	Media Assistant	ParaPro
Sheri Smith	Resource Room	College credit hours
Cathy Trout	Title I Academic Specialist	Bachelors

Park Elementary School Curriculum, Location, and Methods by Which the Curriculum Is Available for Public Review:

Our curriculum at Park Elementary is curriculum adopted by the Madison-Grant United School Corporation that consists of the Indiana Academic Standards for each subject at each grade level. The Madison-Grant curriculum is formally reviewed/revised for each subject area during the textbook adoption year. Dr. Scott Deetz (superintendent), building principals, and our Special Education director supervise and lead in textbook adoption/curriculum-related improvements. At Park, we know that "it's not about covering material, but rather, student mastery of the standards. We place special focus on critical standards. Teachers use textbooks as resources to teach the academic standards, as well as teacher-made instructional units that have been shown to deliver the greatest student mastery. Recent textbook adoption meetings have stressed the need to become more digital in our approach to

instruction and in terms of our curriculum materials, several teachers have experimented with digital textbooks, and we see electronic delivery as an important method of engaging 21st Century learners. Grade level teams have created curriculum maps for literacy and mathematics and you can find these on the Park ELeментарy School website, under Curriculum.

Technology Plan in Support of SIP:

Our district has adopted a 1:1 initiative for the students. Each student K-6th grade utilize an iPad mini to use as an educational tool to enhance and build 21st Century Learning Skills. The teachers are receiving ongoing professional development with the integration of technology and the students are using the devices for learning, organizational skills, collaboration and much more. Our building has 4 mobile laptop carts with network and Internet access. Teachers have participated in training workshops in computer technology offered by the Madison-Grant United School Corporation.

Community/Parent Participation:

Parents and community members are welcomed at Park Elementary School. Parent-teacher conferences are scheduled every fall by all grade levels. Our -Ice Cream Social (beginning of the school year) allows parents and students to learn about the classroom. Many parents and grandparents volunteer in the classrooms and at other school events. Our news team delivers a Park Video Newsletter bi-weekly to our families for updated information and events at Park Elementary. Each semester parental involvement programs are conducted in the classrooms. Daily agendas, emails, and/or phone calls concerning student progress are made weekly to parents, helping to strengthen the home and school relationship. Our staff hosts several evening events for parents and their families, including Family Reading Nights, music programs and an annual art show to make positive connections between home and school. Special events such as Veterans Day and College Go Week are also ways that the community can be involved.

Examples of Parent/Community Involvement

Field Trip Chaperones	Music Programs and Art Shows	Dinner Theater
Carnival/Auction	Field Day	Classroom Parties
Book Fair	Sixth Grade Recognition	PTO
Family Reading Night	Grandparents' Day	Classroom/Parental Involvement Programs
Park Video Newsletters		

The Park Parent Teacher Organization meets regularly once a month to develop, plan, and finance fundraising events, build community and support, and provide appreciation for our students, families and teachers throughout the school year. The PTO consists of a group of teachers, parents, and administration from Park Elementary. Events include, Breakfast with Santa, Spring Carnival, Book Drives, James Dean Parking and many events that highlight teachers, nurses, and secretaries for all the work they do for our students. The principal and a teacher share the financial responsibilities to ensure all funds are collaboratively reviewed.

Research indicates the need of a transition plan from home to school, between grades, and between levels. Park is reviewing our transition plans this school year, but we currently have the following activities in place:

- We conduct parent meetings, student tours, and meet the teacher opportunities for our students.
- We transport our 6th grade students to the junior high in the spring to tour the facility and meet the junior high teachers and principal.

- We stress the skills and attitudes that students will require if they are to be successful in the next level.
- Provide yearly Kindergarten round-up.

Strategies To Improve Cultural Competency:

The population of students during recent school years includes 30-40% on free lunch, 5-10% on reduced lunch, <1% black students, 3% multiracial students and <1% Asian, approximately 18.7% special needs students and gifted and talented program participants. Cultural competency, in the educational environment, is addressed in a wide range of ways at Park Elementary. Students of low SES and those at risk are serviced by Kid’s Hope USA and extra attention by teachers and support staff, including our social worker and nurse. We celebrate racial diversity by observing Black History Month, Hispanic Heritage Month, Martin Luther King’s Birthday and other ethnic cultural events. Special needs students receive direct service from the speech and language pathologist as well as a mild interventions teacher. Our high ability students are serviced from their classroom teacher. As our poverty rate rises, we may find it beneficial to review Ruby Payne’s work.

Strategy for Improving Cultural Competency	How Identified?	Who Is Responsible for Implementing the Strategy?	Evidence of Successful Integration
Awareness of student of poverty learning characteristics	Rising poverty level	Classroom teachers, support staff, social worker, principal	Success on ISTEP+ for F/R lunch students, overall satisfaction of students experience at PES, less of a transient population

Safe and Disciplined Learning Environment:

Park Elementary maintains a safe and disciplined learning environment by reviewing its emergency procedures and Crisis Response Guide periodically. All doors are locked during the school day and visitors must be let in the building through a buzzer system that is monitored via camera in the school office. Visitors must sign in at the front office and put on a visitor name badge prior to reporting to any classrooms. Traditional fire and tornado drills are practiced as required by state law as well as other emergency procedures. Staff members have an increased awareness of school safety procedures. Several staff members receive annual training on CPI procedures. We continually review our behavior, school health, and injury data and procedures in order to make enhancements as necessary.

Absenteeism - Reduction, Policies, and Guidance:

We believe that it is important for students to be in regular attendance—both in order to take advantage of learning opportunities and assistance provided by our faculty and staff, but also to learn responsibility in order to prepare for success after graduation.

Attendance, Absence, and Tardies

Students are expected to attend school every day that school is in session. Regular attendance in elementary school contributes to learning success and also establishes responsible attendance habits that will be important in future school and career situations.

Elementary Attendance Policies

After a student accumulates five (5) absences (excused OR unexcused) in a semester, a letter will be mailed to the parent(s). When a student accumulates seven (7) absences (excused OR unexcused) in a semester, a second letter will be sent to the parent(s) and a parent conference with the administration will be requested. Students who have accumulated nine (9) absences (excused OR unexcused) in a

semester may be referred to the prosecutor office. The prosecutor’s office will determine what court action is warranted.

A student who is absent for more than nine (9) days in one semester due to serious injury, illness, or extenuating circumstances may receive approval from the administration for an extension of the attendance rule on a day-to-day basis.

Parents are to call the office by 9:00 AM or send a note each day a child is absent. If a call is not made by 9:00 AM, the student will be classified as an unexcused absence. At this point in time, emergency contacts will be called to locate the child. As a last resort, authorities will be called for a welfare check.

Half Day Attendance: 11:30 AM will be the cut off time for a half day of attendance. Students arriving after that time will be marked accordingly, unless they have a doctor’s slip. Parents requesting homework assignments should call by 9:00 AM for pick-up after 2:30 PM.

Students visiting a doctor, dentist, or other medical facility during part or all of the school day MUST bring an official office visit form from the physician upon return to school. This form MUST show the time and date of the office visit to be considered excused. Any additional time or days being excused by the doctor MUST appear on the form. Failure to follow this procedure will result in an unexcused absence.

Park Attendance Rate

	2014-15	2015-16	2016-17
Kindergarten	98.1%	97.3%	93.8%
Grade 1	98.5%	97.9%	97.5%
Grade 2	97.9%	98.1%	97.2%
Grade 3	98.9%	96.8%	96.2%
Grade 4	98.1%	97.7%	97%
Grade 5	98.7%	97.7%	96.1%
Grade 6	98.0%	96.3%	96.8%
All Grades	97.9%	97.4%	96.4%

Titles and Descriptions of Assessment Instruments:

Park Elementary School Dashboard of Key Performance Indicators 2016 - 2019		
Key Performance Indicators	Leading Measures	Frequency
1. Percent of K-6 students	Grades K-2: mClass	3x year

reading at or above grade level.	Grades K-1: NWEA Primary Map Grades 2-6: NWEA Map	
	Fountas and Pinnell Leveled Readers Benchmark Assessments	Quarterly
2. Percent of K-6 students mastering state academic standards in writing/ELA.	Grades K-3: Sight Words Mastery Checks	Quarterly
	Grades K-6: Language Arts Standards-Aligned Assessments	Weekly, biweekly as determined by teacher/data
	Grades K-6: Language Arts Mastery Reteaching Assessments	Weekly, biweekly as determined by teacher/data
3. Percent of K-6 students mastering state academic standards in Math.	Grades K-6: Math Standards-Aligned Assessments	Weekly, biweekly as determined by teacher/data
	Grades K-6: Math Mastery Reteaching Assessments	Weekly, biweekly as determined by teacher/data
	Grades 1-6: Math Facts Assessments	Daily, weekly as determined by teacher/data
	Grades K-6: NWEA Map	
5. Attendance Rates	Real-Time Report for Attendance	Daily and weekly as needed to monitor specific students
	Tardies	Daily and weekly as needed to monitor specific students
7. Percent of students with appropriate/inappropriate behavior	Suspension/Expulsion Report	Quarterly

Performance Results:

ISTEP+ ELA Performance				
	2014-2015	2015-2016	2016-2017	2017-2018
3rd Grade	59.6%	72%		
4th Grade	66.7%	56%		

5th Grade	64%	66%		
6th Grade	61.5%	79%		

Overall Reading Performance NWEA (Spring)

<i>Kindergarten</i>	LO %tile less than 21	LoAvg %tile 21 - 40	Avg %tile 41-60	HiAvg %tile 61-80	Hi %tile Greater than 80
2015	24%	39%	22%	10%	4%
2016	19%	23%	13%	26%	19%
2017	24%	22%	20%	24%	11%

<i>1st Grade</i>	LO %tile less than 21	LoAvg %tile 21 - 40	Avg %tile 41-60	HiAvg %tile 61-80	Hi %tile Greater than 80
2015	21%	36%	26%	13%	4%
2016	25%	21%	13%	23%	19%
2017	20%	27%	22%	12%	20%

<i>2nd Grade</i>	LO %tile less than 21	LoAvg %tile 21 - 40	Avg %tile 41-60	HiAvg %tile 61-80	Hi %tile Greater than 80
2015	15%	31%	20%	24%	11%
2016	12%	25%	19%	25%	19%
2017	20%	11%	13%	33%	24%

<i>3rd Grade</i>	LO %tile less than 21	LoAvg %tile 21 - 40	Avg %tile 41-60	HiAvg %tile 61-80	Hi %tile Greater than 80
2015	18%	10%	26%	28%	18%
2016	19%	7%	21%	31%	22%
2017	20%	11%	15%	31%	22%

4th Grade	LO %tile less than 21	LoAvg %tile 21 - 40	Avg %tile 41-60	HiAvg %tile 61-80	Hi %tile Greater than 80
2015	19%	6%	26%	30%	19%
2016	19%	15%	23%	27%	15%
2017	13%	15%	6%	42%	25%

5th Grade	LO %tile less than 21	LoAvg %tile 21 - 40	Avg %tile 41-60	HiAvg %tile 61-80	Hi %tile Greater than 80
2015	7%	22%	24%	30%	17%
2016	11%	13%	23%	36%	17%
2017	13%	19%	21%	37%	10%

6th Grade	LO %tile less than 21	LoAvg %tile 21 - 40	Avg %tile 41-60	HiAvg %tile 61-80	Hi %tile Greater than 80
2015	8%	6%	24%	36%	26%
2016	10%	6%	27%	29%	27%
2017	19%	17%	26%	28%	11%

We currently use Fountas/Pinnell resources. The next chart indicates Spring percent of student reading at or above level according to F/P benchmarks.

Fountas and Pinnell Reading Levels (Percent on or above grade level -- Spring)			
	2015	2016	2017
K	36%	74%	77%
1st	70%	84%	80%
2nd	86%	87%	98%
3rd	81%	89%	91%
4th	86%	91%	95%
5th	82%	88%	83%

6th	80%	90%	87%	
K-6	74%	86%	87%	

Percentage of students achieving at or above grade level mClass.

mClass Cohort Group Performance			
Spring Year	Kindergarten	First Grade	Second Grade
2015	87%	79%	86%
2016	71%	84%	85%
2017			

Park IREAD Performance	
Year	Park Elementary
2014-2015	96%
2015-2016	98%
2016-2017	

ISTEP+ Math Performance				
	2014-2015	2015-2016	2016-2017	2017-2018
3rd Grade	53.8%	53%		
4th Grade	68.5%	62%		
5th Grade	74%	64%		
6th Grade	70.8%	75%		

Overall Math Performance NWEA (Spring)

Kindergarten	LO % %tile less than 21	LoAvg %tile 21 - 40	Avg %tile 41-60	HiAvg %tile 61-80	Hi %tile Greater than 80
2015	41%	20%	18%	10%	10%

2016	26%	17%	23%	27%	15%
2017	25%	16%	13%	34%	13%

<i>1st Grade</i>	LO % %tile less than 21	LoAvg %tile 21 - 40	Avg %tile 41-60	HiAvg %tile 61-80	Hi %tile Greater than 80
2015	32%	21%	21%	17%	9%
2016	27%	25%	21%	17%	10%
2017	15%	15%	39%	22%	10%

<i>2nd Grade</i>	LO % %tile less than 21	LoAvg %tile 21 - 40	Avg %tile 41-60	HiAvg %tile 61-80	Hi %tile Greater than 80
2015	16%	44%	18%	16%	5%
2016	23%	23%	26%	25%	4%
2017	11%	26%	28%	28%	7%

<i>3rd Grade</i>	LO % %tile less than 21	LoAvg %tile 21 - 40	Avg %tile 41-60	HiAvg %tile 61-80	Hi %tile Greater than 80
2015	21%	26%	25%	18%	10%
2016	17%	24%	26%	22%	10%
2017	9%	25%	25%	34%	8%

<i>4th Grade</i>	LO % %tile less than 21	LoAvg %tile 21 - 40	Avg %tile 41-60	HiAvg %tile 61-80	Hi %tile Greater than 80
2015	8%	27%	33%	20%	12%
2016	18%	16%	32%	16%	18%
2017	9%	19%	19%	31%	22%

<i>5th Grade</i>	LO % %tile less than 21	LoAvg %tile 21 - 40	Avg %tile 41-60	HiAvg %tile 61-80	Hi %tile Greater than 80
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2015	13%	19%	36%	25%	8%
2016	13%	19%	19%	34%	15%
2017	15%	15%	30%	13%	26%

6th Grade	LO % %tile less than 21	LoAvg %tile 21 - 40	Avg %tile 41-60	HiAvg %tile 61-80	Hi %tile Greater than 80
2015	8%	12%	30%	28%	22%
2016	13%	4%	17%	31%	35%
2017	15%	15%	26%	35%	9%

Analysis of ISTEP+ Student Achievement:

Overall, we are not pleased with the progress our students have demonstrated on ISTEP+ for the school year of 2015-2016. We attribute other successes to multiple factors. In the fall, we identified our weakest standards at each grade level in both Language Arts and Math. We used this information to develop daily lesson plans and to guide our curriculum for after-school remediation. We also created a testing environment that was conducive to optimum student performance.

We still have areas of concern to address. In Math, the process standards and problem solving are areas in which we score the lowest school-wide. In Language Arts, we have identified nonfiction analysis as the the weakest standards. The NWEA Reading test provides even further information (informational text comprehension is a greater problem than literary text comprehension). We have communicated our expectations to classroom teachers that more time should be focused on problem solving in mathematics. We see problem solving to be as much a reading comprehension issue as a math concern, and we will provide support for teachers as they model reading comprehension strategies and conduct teacher “think alouds” as students practice problem solving.

Most Important 3-Year Objectives/SMART Goals/Specific Areas Where Improvement Is Needed Immediately:

As part of our building level SIP meetings, we have established a number of challenging targets:

- Each grade level cohort* will grow 5 achievement percentage points for Pass rate on ISTEP+ ELA per year of the 3 year plan.
- Each grade level cohort* will grow 5 achievement percentage points for Pass rate on ISTEP+ Math per year of the 3 year plan.
- 98% attendance rate
- Fully implement Positive Behavior Intervention Supports (PBIS) schoolwide.

**cohort - previous grade level grouping of students*

These goals will be monitored through the following benchmarks:

- 90+% of students reading on/above grade level with all students showing at least one-year’s growth annually using Fountas and Pinnell benchmarking.
- Meet projected growth measured by NWEA ELA (Fall to Winter to Spring)
- Meet projected growth measured by NWEA Math (Fall to Winter to Spring)

Goals, Strategies, and Action Plans for Our Next 3-Year Plan:

In this section, we present our key goals, strategies, and action plans for our next 3-year plan. The previous section should demonstrate that we already have many evidence-based strategies in place, that we have provided clear expectations for implementation of these strategies, and that we are very focused on using our data for continuous improvement. We will continue to “work our strategies” effectively. Nevertheless, there is always room for improvement, and new research comes to light regularly. Therefore, based on a detailed review of our own performance results, a review of important research, and benchmarking of high-performing schools in Indiana and around the nation, we have developed a comprehensive plan.

Reading and Writing (ELA) Goals, Strategies, and Action Plans						
Goals:						
<ul style="list-style-type: none"> • 90+% of students reading on/above grade level with all students showing at least one-year’s growth annually • Each grade level cohort will grow 5 percentage points on ISTEP+ ELA 						
Begin Date	Strategies Reading/Writing	Action Plan Status	Person(s) Responsible	PD	Person(s) Responsible for PD	Evidence of Implementation
2016	Conduct Fountas and Pinnell benchmarking and requiring that all teachers use the data to drive their small group instruction, tracking this information on literacy folders for each student	In Place	Teachers	Continue ongoing training with Fountas and Pinnell	Principal	Improved performance of student data
2016	Implement a Data Wall to drive our data meetings		Principal, Teachers, Title I, Resource	NA	NA	Improved performance of student data
2016	Hold a minimum of 6 data collaboration meetings to review and analyze data in order to form flexible reading groups		Principal, Teachers, Title I, Resource	NA	NA	Improved performance of student data

2016	Implement differentiated instructional program in which every student receives small group instruction at their instructional reading level		Principal, Teachers	Fountas and Pinnell study, "Guided Reading"	Principal, Literacy Lead Team	Improved performance of student data, Classroom walkthrough evidence of literacy best practice
2016	Provide PD on best literacy strategies from our Literacy Lead Team		Literacy Lead Team	Fountas and Pinnell study, "Guided Reading"	Principal, Literacy Lead Team	Improved performance of student data, Classroom walkthrough evidence of literacy best practice

Math Goals, Strategies, and Action Plans						
Goals:						
• Each grade level cohort will grow 5 percentage points on ISTEP+ Math						
Begin Date	Strategies Math	Action Plan Status	Person(s) Responsible	Professional Development	Person(s) Responsible for PD	Evidence of Implementation
2016	Ensure that teachers follow clear maps (Math and ELA) linked with "assessment guidance" provided by the IDOE in order to achieve the proper focus in their curriculum.	In Place	Teachers, Principal	Review of standards and Priority Checklists and curriculum maps	Principal	Improved performance of student data, Classroom walkthrough evidence of mathematics best practice
2016	Ensure regular practice (10 minutes daily) for student struggling with math facts.	In Place	Teachers, Principal	NA	NA	Improved performance of student data, Classroom

						walkthrough evidence of mathematics best practice
2016	Provide opportunities to practice problem solving.	In Place	Teachers	Guided Math Study (2014)	Principal Math Lead Team	Improved performance of student data, Classroom walkthrough evidence of mathematics best practice
2016	Model and provide practice in reading comprehension strategies linked with math word problems.	In Place	Teachers	Guided Math Study (2014)	Principal Math Lead Team	Improved performance of student data, Classroom walkthrough evidence of mathematics best practice
2016	Provide opportunities for students to write in math class, journals, explain thinking about math problems, write hypotheses.	In Place	Teachers	Guided math Study (2014)	Principal Math Lead Team	Improved performance of student data, Classroom walkthrough evidence of mathematics best practice

Attendance Goals, Strategies, and Action Plans						
Goals: 98% Attendance Rate						
Begin Date	Strategies Attendance	Action Plan Status	Person(s) Responsible	Professional Development	Person(s) Responsible for PD	Evidence of Implementation
2016	Ensure that all classroom environments are engaging and inviting places to learn through the PBIS system=.	Ongoing	Teachers, Principal, Social Worker, Families, Students	None (other than previously mentioned initiatives related to best practices	NA	Teachers, office staff, family involvement, students following improvement plans

2016	Develop individualized attendance plans jointly with students, family members, and social worker. Require students to establish personal attendance goals. Review attendance with these students weekly.	Ongoing	Teachers, Principal, Social Worker, Families, Students	None (other than previously mentioned initiatives related to best practices)	NA	Teachers, office staff, family involvement, students following improvement plans
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Professional Development Plan:

At MGUSC, we expect that the knowledge and skills learned as a result of professional development will be implemented, leading ultimately to improved student achievement. At Park Elementary School, we have to improve our ability to implement our best practices with fidelity. We believe that professional development initiatives should be continuous and ongoing and should be directly related to the academic needs of our students. Most recently, our teachers have been developing their skills in using the data to drive their instruction in the classroom. We will continue to provide professional development time to review the data, collaborate with colleagues, and develop curriculum and lessons that will benefit all students.

Professional Development Plan					
Date	Topic	Action Plan Status	Leaders	Objectives	Evaluation
2016	Guided Reading and continued literacy training in vocabulary, fluency, comprehension, in all content areas	In Progress	Principal, Literacy Leader Team	1. Increase teacher's implementation of best practices	Literacy Lead team meeting reflections, S2S meetings, Classroom Walkthrough Performance
2016	Smekens Writing -- Continue to implement strategies learned from district-wide PD in 2015-2016.	In Progress	Principal	1. Increase teacher's implementation of best practices	Literacy Lead team meeting reflections, S2S meetings, Classroom Walkthrough Performance
2016	Investigate the opportunities available with newly adopted	In Progress	Principal, Math Lead Team	1. Increase teacher's implementation of best	Math Lead team meeting reflections, S2S

	math curriculum.			practices	meetings, Classroom Walkthrough Performance, Improved Dashboard results
2016	PBIS Tier II Implementation	In Progress	Principal, PBIS Lead Team	1. Develop office referrals for clear communication from classroom to office to home 2. Develop a plan and process for reviewing student discipline referral data	S2S meetings, Classroom Walkthrough evidence of student engagement, Office Referral data
2016	Technology Integration for the Classroom	In Progress	Principal, Guiding Coalition	1. Increase % of student learning and mastery 2. Increase student engagement 3. Develop and refine 21st Century Learning Skills	Evaluation sheets, Technology Audits, Improved Dashboard results, Classroom Walkthrough Performance

Statutes and Rules the School Wishes to Suspend:

At this time, there are no waivers being requested by Park. If this statement is inaccurate, specify the rules and statutes for which you seek a waiver.

Documentation of Support for the Professional Development Section of the Strategic and Continuous School Improvement Plan by the Madison-Grant United School Corporation/Indiana State Teachers Association

Jan Roth	David Pyle	Erin Nichols

Documentation of Annual Review and Revision

Certification of Annual Review 2014	Certification of Annual Review 2015	Certification of Annual Review 2016
Emily K. Tracy	Emily K. Tracy	Emily K. Tracy
9- 10- 14	2-17-2016	9-12-16