



2010 - 2011

SCHOOL IMPROVEMENT

PLAN

2010 School Improvement Plan

(Required by Public Law 221)

Taylorsville Elementary School

School Number 0377

P. O. Box 277, 9711 Walnut Street

Taylorsville, IN

47280

Principal: Mrs. Karen Turner

Telephone 812-526-5448

2010-11 PROFESSIONAL DEVELOPMENT PLAN

Development required	Strategy Supported	When development is required	Who needs the development	Where development is offered	Who provides the development	Completed date
ICT	HEO 5	Ongoing	All teachers	Columbus, IN, and on-site	Tod Gravois & George Van Horn	
Acuity Training	1.1.1	10-11 school year	Teachers and principal	Sites in Indiana	DOE & CTB McGraw Hill	
Everyday Math	1.1.5	Ongoing	All Teachers and principal	BCSC	BCSC and Math Coaches	
Kindergarten Core Report Card	1.1	Ongoing	Kindergarten Teachers	BCSC	Literacy Coaches	
Development of reading comprehension strategies	1.1	On-going	All teachers	BCSC/TES, Fonteas Pinell	Literacy coaches	
Participate in BCSC trainings (Math Coach, Literacy, Writing, CM)	Various	On-going	All staff	Various locations in BCSC	BCSC Committees	
Release time to meet to plan and for data analysis	5.3.3, 5.4.3	On-going	Grade level , CIC, GAT teams, Literacy Coach	TES	Principal, CIC	
SIP requirements	1.F	On-going	CIC members	Various locations in the community	CCIC, CIC	
Positive Behavior Instruction Support	5.E	On-going	All staff	BCSC/TES	DOE/BCSC Consultants	
FASST Math	2.1	On-going	All staff	TES/BCSC	Math/Science GAT	
READ 180	1.1	On-going	5 th & 6 th grade teacher	TES/BCSC, Read 180 conf. Orlando	Scholastic	
Power School	2.0	On-going	All certified and office staff	TES/BCSC	BCSC	
Math Talk, Math Journaling, alternative Algorithms	1.B	On-going	All staff	Math GAT Consultant	BCSC/TES	
Universal Design for Learning	1.5.D	On-going	All Staff	TES/BCSC	BCSC/TES	
Reading Comprehension Strategies	1.1	On-going	Teachers	TES/BCSC Fonteas & Pinell	Literacy Coach	

Acronym	Explanation
AA	African American
AsAm	Asian American
ATTEND	Agencies Teaming Together Ending Non-Attendance Dilemmas
BC	Baldrige Criteria
BCSC	Bartholomew Consolidated School Corporation
CA	Caucasian American
CIC	Continuous Improvement Council
CCIC	Corporation Continuous Improvement Council
CTL	Center for Teaching and Learning
DOE	Department of Education
ESL	English as Second Language
GAT	Goal Action Team
HA	Hispanic American
HEO	High Expectation Objectives
HVAC	Heating, Ventilation, Air Conditioning
ICAN	Indiana Curriculum and Assessment Notebook
ICT	Instructional Consultation Team
IEP	Individualized Education Program
IGP	Individualized Growth Plan
IRDA	Indiana Reading Diagnostic Assessment
ISTA	Indiana State Teachers Association
ISTEP+	Indiana Statewide Test of Educational Progress
LEP	Limited English Proficiency
MuRa	Multi-Racial
NCLB	No Child Left Behind Act
NEA	National Educators Association
OPI	Opportunity for Improvement
PAC	Parent Advisory Committee
PDCI	Plan, Do, Check, Improve
PBIS	Positive Behavior Intervention Support
P.L. 221	Public Law 221 (Indiana's Accountability Legislation)
PPM	Planned Preventive Maintenance
PTC	Parent Teacher Conference
SMART	Specific, Measurable, Aligned, Realistic, and Time-Bound
SSP	Student Success Process
SSS	Staff Satisfaction Survey
SWOT	Strengths, Weaknesses, Opportunities, Threats
TAT	Teacher Assistance Team
TES	Taylorville Elementary School

Preface: Organizational Profile

Organizational Description

Taylorsville Elementary School (TES) is an Indiana public school located at 9711 Walnut Street Taylorsville, Indiana. Taylorsville Elementary is one of eleven elementary schools in the Bartholomew Consolidated School Corporation.

Organizational Environment

Taylorsville Elementary School provides academic instruction, basic health services, transportation services, food services, before and after-school childcare services, counseling services, special education services, Beacon Learning Center and home-school liaison services to 600 Pre-Kindergarten through Grade 6 students and their families. Instructional services are provided in self-contained inclusive classrooms (average teacher: pupil ratio in grades K-6 is 25:1). Seventy-six and 1/2 full and part-time employees work at Taylorsville Elementary School. We operate on a traditional schedule with four nine-week sessions followed by the traditional summer break.

TES is committed to continual improvement processes that mandate a focus on student learning and achievement. We are committed to our mission and vision. Our goals, strategies, measures and action plans are developed, deployed, managed, and communicated through our organization's High Expectation Objectives (HEO's). Strategies for deploying HEO's involve a process throughout the organization to ensure alignment and linkage. Through this process, everyone in the school is assured of understanding the improvement work they do and how it relates to the strategic direction of TES.

TES's vision statement reflects our key student and stakeholder requirements. The vision is developed with input from the CIC, students, staff, and parents. It is reviewed every other year and updated as necessary. Our vision is displayed in classrooms, offices, other areas of buildings, and on our Website. Students place copies of the vision in their data binders and use it as an aid to their personal goal development. Supportive classroom and student mission statements are created each fall. Our vision is used to identify the HEO's and to set goals in order to align information gathering, staff development, strategic planning, process design and management, and our leadership system.

BCSC Vision

BCSC is a world class learning community.

Taylorsville School Vision

Taylorsville Elementary is a world class learning community with heart.

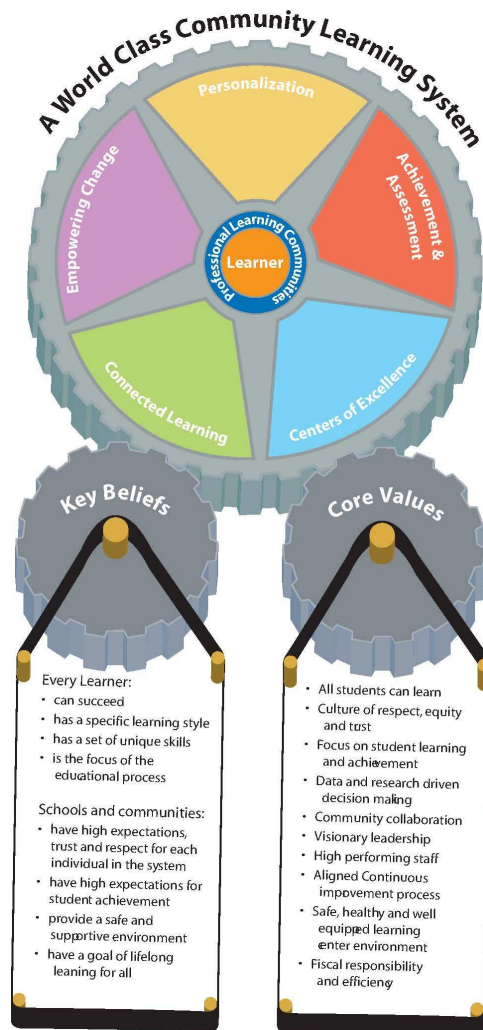
Our vision reflects the belief that while our school strives for excellence, we must demonstrate heart (Helping Each Child Achieve Readiness Together). We recognize that readiness for each child may be different, as we consider the needs of the whole child.

BCSC and TES Mission

To achieve educational excellence for all learners through continuous improvement, professional growth, and accountability.

BCSC and TES’s Mission, Vision and HEO’s are constantly reviewed to ensure alignment with the Baldrige core values.

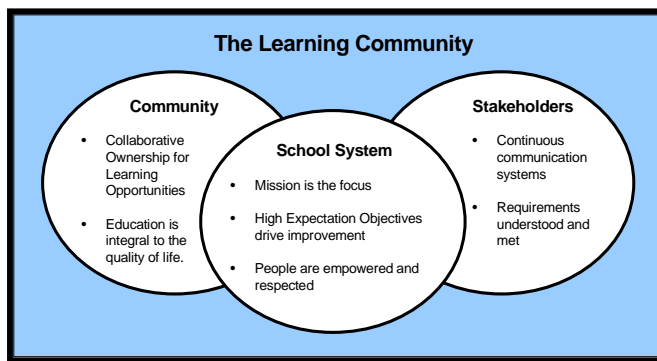
BCSC and TES Core Values



TES actively supports all the BCSC core values. The Continuous Improvement Council and all staff review the core values at the beginning of each school year. Meetings are held to discuss how to ensure greater deployment of these values. For example, when TES hires new staff, a team approach is used with interview questions centering on core values and best practices.

TES recognizes its responsibilities as an educational institution and strives to develop a learning community.

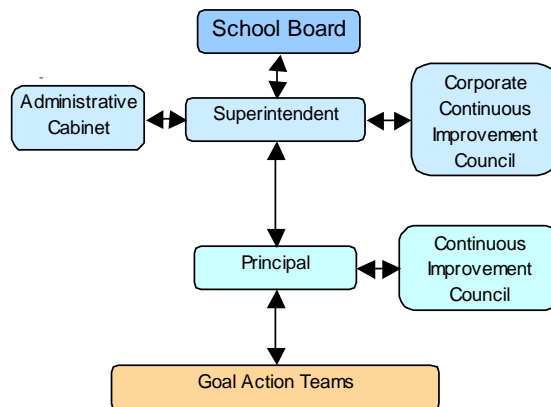
The Learning Community



BCSC’s and TES’s improvement plan is communicated to all stakeholders through five High Expectation Objectives. Each HEO specifically sets expectations and requirements for the school. TES leadership cascades the HEO’s throughout the organization, ensuring that everyone in the school understands the improvement work they do and how it relates to the strategic direction of TES.

TES and the Columbus Educators Association (CEA) are committed to maintaining collaborative working relationships for continual improvement in the school. To aid in this commitment, a building Continuous Improvement Council exists as a vehicle for shared decision-making and school improvement efforts at BCSC.

Taylorsville Elementary School's Leadership System



FACULTY AND STAFF PROFILE:

As of September 2010, the TES employee base consisted of 76.5 certified and support staff.

TES Employee Profile

Functional Area	Number	Average Years at Taylorsville School	Degree Types and Numbers
Administration	1	8	1 M.Sc. in Administration, Elementary Education
Teachers	34	12	4 B.Sc. Elementary Education, 23 M.Sc. Elementary Education, 3 M.Sc. Special Education, 1 M.Sc. Counseling, 1 each M.Sc. Art, Music, Physical Education.
Teacher Aides	21	6	12 H.S. Diploma, 7 .Sc., 1 B.A.
Secretarial Staff	2	18	2 Associates
Custodians	4	4.5	4 H.S. Diploma or GED
Kitchen Staff	8	10	8 H.S. Diploma or GED
Bus Drivers	8	9.3	7 H.S. Diploma or GED, 2 Associates
Nurse	1	7	RN certification

FACILITIES

Taylorsville School consists of one large building originally constructed in 1973, but enlarged and upgraded in 1992. The building is 125,000 sq. ft., with the average classroom occupying a little less than 1200 sq. ft. The rooms are well lighted and attractively furnished. There are movable walls between most classrooms, which offer a variety of grouping options to meet the learning and social needs of our students. The building consists of three wings that are connected in the middle by the learning center (library). We have a large auditorium/gymnasium that can accommodate 1000 with a newly designed sound proofing interior. During the summer of 2004, the school under went a renovation which included a new roof, a new HVAC system, and new floor covering throughout the classrooms and hallways. Taylorsville School has the latest computer and audio/visual technology (updated in 2007). Computers are wired for the Internet. We also have a 30-station computer lab that is integrated with the learning center. The library plays educational programs (videos) for classrooms from a central location. We have building and district e-mail and voice mail that provides excellent avenues for effective communication.

TECHNOLOGY: TES's Technology Plan has helped shape the incremental placement of computer technology. All employees have E-mail accounts. The Internet is used regularly for assignment completion and research. The TES Web site can be found at www.bcsc.k12.in.us/taylorsville. Some teachers, including those in grades 5 and 6 , have school websites. The Instructional Service Delivery Goal Action Team was awarded a Patin's (Putting accessibility to technology in Indiana) grant that focuses on the integration of assistive technology into the curriculum. With assistance from the grant, the school received additional support in technology.

REGULATORY: TES adheres to Indiana regulations regarding safety, curriculum, staff certification requirements, hours of operation, accountability, and staff development. We are mandated to follow Indiana Academic Standards and administer the Indiana Statewide Test of Educational Progress (ISTEP+) exam for grades 3-6 annually. We will also administer the LAS Links tests to all eligible students. The Indiana Reading Diagnostic Assessment is administered in grades K-2. Our school was selected to pilot Acuity in Language Arts, Social Studies, Math and Science during the 2008-09 school year, and the testing will continue in the 2010-11 school year. We meet the Indiana accountability legislation (Public Law 221) that requires all schools to demonstrate continual improvement in student learning. We are also required to adhere to a number of federal laws and regulations such as Americans with Disabilities Act, Title I, Title IX, Special Education, and NCLB.

Organizational Relationships

P.1.b (1) **KEY STAKEHOLDER GROUPS:** Our key stakeholders are our student group consisting of K-6 age students. Students enter Kindergarten and exit after completing the 6th grade.

Fig. P.1-8, BCSC Student Grade Level Enrollment (Source: Full Student Count on ADM Day Sept. 1)

Grade	2008-09						2009-10					
	NA	AA	AS & PI	HI	CA	MR	NA	AA	AS & PI	HI	CA	MR
K	0	0	1	22	59	5	0	0	0	32	53	3
1	1	0	0	21	89	6	0	0	3	24	66	4
2	1	1	0	24	65	7	1	0	0	23	47	7
3	0	0	1	13	73	3	0	1	1	23	53	8
4	1	0	0	13	61	8	0	0	0	12	66	5
5	1	1	0	14	68	0	1	0	1	12	55	8
6	0	0	0	11	56	3	1	1	0	19	73	0
Sub-Total	4	2	2	118	440	32	3	2	5	145	423	35
%	0.066	0.033	0.033	20	74	5.35	0.04	0.03	0.08	24	69	5.7
Total	598						613					
Admin	2						2					
K	3.5						3.5					
1	3.5						3.5					
2	3.5						3.5					
3	3.5						3.5					
4	3.5						3.5					
5	3						3					
6	3						3					

Projected TES enrollment:

2011-12	700
2012-13	700
2013-14	700

In addition to TES students, other key stakeholders include those shown below. These stakeholders require that TES meet the standards established in its mission and vision and that it exceeds the requirements mandated by the State of Indiana.

- Parents and family members
- Faculty and Staff
- Residents of the local community
- Business
- Higher Education
- Local, State and National Government and Regulatory Agencies

Our key student group consists of elementary age students (4-12, typically). These students enter at kindergarten and exit after completing the 6th grade. In the current 6th grade class, 53% of our students have been with us since kindergarten. The percentage of Caucasian (CA) students has steadily declined in the past several years while the percentage of minority students has increased. Approximately 12% of our students have special needs, and this number has risen gradually decreased in the 2000's. 41% of our children are from single parent homes. Our homeless numbers reached 67 students. Our free and reduced lunch percent has increased from 35% in the late 90's to 71% this year. Specialized services are provided, including differentiated instruction in small groups or individually, physical and occupational therapy, behavioral counseling, and special health care services. Opportunities for ESL students' levels 1-5 are provided at our school. Opportunities for high ability students are provided in the school and through other programs in BCSC. High ability students are tracked for progress as per DOE requirements. We are working toward our vision that every student in Taylorsville Elementary School will go on to middle school as "high performing students", on the basis of assessments, knowledge of Indiana Academic Standards, and teacher, student, and parent input. Our ISD GAT team has worked to schedule staff and students for optimal learning time with 90 minute literacy blocks provided in inclusive settings and grade level intervention times. Recent screening results from the nurse indicate 127 TES students are considered obese an increase from 97 last year.

Taylorsville Elementary was identified as a Title I Targeted School in the 2009-2010 school year. A Literacy Coach/Title I Interventionist was hired to guide in literacy efforts and guide our quest of all students reading at or above grade level. With the closing of a Title 1 school, one Title 1 teacher and four Title 1 TA's will join our staff for the 2010-2011 school year. Staff members will be completing the application process during the school year to become a school wide Title 1 program.

SUPPLIER/PARTNER RELATIONSHIPS: Examples of key supplier / partner relationships include TES's Food Service Department, Transportation Services Department and Maintenance Department. TES leadership believes that supplier/partner relationships such as these are key in its mission to achieve educational excellence for all learners.

Communication mechanisms include the common tools (phones, e-mail, written notes, regular planning meetings, updated website, webinars, go to meeting, etc.).

Organizational Challenge

COMPETITIVE POSITION: As a public school, TES has several competitors in our area such as home schooling, parochial and private schools.

Strategic Challenges

KEY STRATEGIC CHALLENGES: There are three important challenges forcing TES to re-examine its position. We currently have plans in place to meet these challenges.

1. Meeting the federal and state requirements supporting NCLB, Public Law 221 and DOE updates.
2. Meeting the needs of the whole child in an increasingly diverse population (e.g. ELL, low socioeconomic status, emotional, high ability, special education). *
3. Maintaining and meeting the changing expectations established by BCSC (staffing changes, curriculum mapping, ICT, high ability, etc.).

*Challenging and changing demographics are noted by grade level in the 6/01/10 census chart:

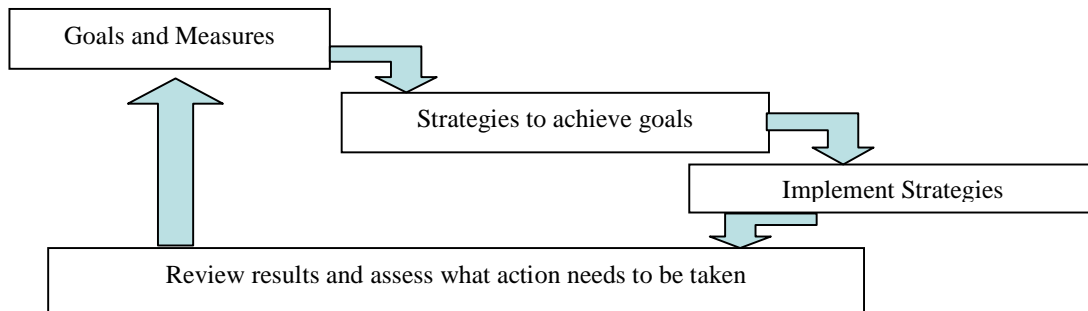
Grade	Total Enrollment	Boys	Girls	White	Am In	Black	As/Pac Isl	Hispanic	% Hispanic	Multi	F/R	% F/R	Sp Ed	% SpEd
Pre K	42	26	16	24	-	1	-	15	36%	1	16	38%	3	.07%
K	91	46	45	54	-	-	-	33	36%	4	67	74%	7	.07%
1	96	44	52	67	-	-	1	24	25%	4	67	70%	6	.06%
2	82	42	40	49	1			24	29%	8	60	73%	13	16%
3	95	56	39	63	-	1	1	23	24%	7	68	72%	16	17%
4	83	41	42	53	1			12	14%	5	59	71%	9	11%
5	75	42	33	71	1		1	13	17%	8	44	59%	10	13%
6	92	53	39	54		1		19	21%	-	57	62%	17	19%
Totals	656	350	306	447	3	3	3	163		37	438		81	
Overall %									25%			63%		12%

PRINCIPAL FACTORS THAT DETERMINE SUCCESS. TES is sure that the primary reason for its future academic success includes its instructional delivery system, the work of its goal action teams, its inclusive learning environment, its commitment to maintaining a safe and positive environment for all learners with Positive Behavior Interventions & Support and the deployment of the Continuous Quality Improvement. Data is collected in all measures of organizational performance to monitor the effectiveness of the deployment of school wide interventions and the quality improvement system.

Performance Improvement System

MAINTAINING ORGANIZATIONAL FOCUS ON PERFORMANCE IMPROVEMENT: The Baldrige Education Criteria for Performance Excellence helps TES maintain its performance focus. TES conducts a yearly self-assessment that is submitted to the CIC and a local group of Baldrige-trained examiners for review and comment. Based on their feedback, TES institutes improvements. TES leaders also conduct quarterly performance review meetings, and staff members have been trained to review progress more frequently (daily and weekly). TES has established a culture that values organizational and personal

learning (continual improvement toward high standards). All staff and students are trained in this method as well as the Plan, Do, Check, Improve (PDCI) process.

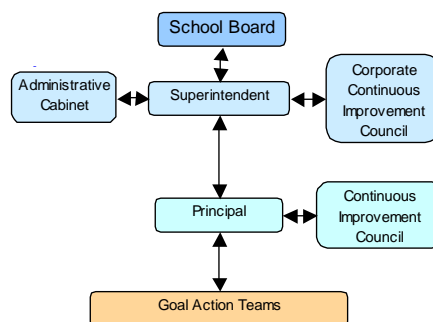


Leadership

Senior Leadership

Leadership aligns with and has responsibility for the other six categories of the Baldrige improvement system. At Taylorsville Elementary School, we have developed a culture that shares leadership among administrators, teachers, support staff, and students (internal focus) and important external stakeholders (parents, business and community members), and the Middle Schools.

At TES, our leadership system is responsible for setting the future direction of the organization and checking to determine if established goals have been achieved with the Plan, Do, Check, Improve cycle. Leaders also ensure that actions are carried out as planned and that continual improvement becomes an integral aspect of the organizational culture.



Vision and Values

The District Leadership Team provides a framework for direction by submitting an improvement plan based on the Baldrige Criteria. The school teams and CIC then prepares a detailed plan for the direction given by the district leadership and the plans developed for the needs of the school. The vision, values, mission and HEOs are the basis for all decision-making and operation of the school system. The vision and goals are displayed at school to remind everyone what is most important for the work of the BCSC/TES system.

We display the vision and goals in the principal's office and throughout the building. The vision and goals are also displayed on the school website.

Taylorville Elementary School assures vision and all stakeholders understand values by communicating with all stakeholders. It is an important part of our culture that each person affiliated with the Taylorville Learning Community demonstrates responsibility for continuous improvement. However, Taylorville's leadership system is largely responsible for providing the visionary leadership. The Continuous Improvement Council (CIC) conducts monthly performance review meetings (Figure 1.1.2) in order to check progress toward goals and to review strategies for improvement. The principal shares directions and requests for improvement or additional information with other leadership and goal action teams who assist in actually conducting the day-to-day improvement work.

Leadership Teams

TEAM	MEMBERSHIP	RESPONSIBILITIES
CIC	2 administrative appointees 3 teacher members 3 parents/business/Community reps Principal See Fig. 1.1.7	To ensure ongoing building-level improvement in student achievement, customer satisfaction and staff well being. The CIC helps set strategic direction for TES. Meetings are held monthly.
GAT Teams	All faculty serves on at least one team of interest to collect and analyze processes and data. <ul style="list-style-type: none"> • Literacy/Plan • PBIS/Stakeholder Satisfaction • TAT/ICT • Title 1 • SAFE/ Wellness • Science/Math 	Review the School Improvement Plan each year for updates and revisions. Teams rely on the concept of continuous quality improvement, which is a way of managing service delivery processes and outcomes through data-driven strategies to meet or exceed customer expectations using empowered staff and teamwork. These groups develop solutions to problems as they arise or review current performance and best practices.
Leadership	One person from each grade level, Pupil Services Teacher, Principal.	Meets as needed to assist in the management of day-to-day operation of the school and share input from grade level.
Grade Level Teams	All teachers	Responsible for meeting as a team to work together on issues such as: <ul style="list-style-type: none"> • Curriculum • Instruction • UDL • Discipline
Student Council	2 students per class from grades 4,5, and 6	Meet with faculty leaders to discuss school improvements and service learning projects. Elections for officers are held each fall.

Information and requests for various types of assistance flow upwards. Each quarter, the Superintendent and Director of Elementary Curriculum meets with the principal in an S2S (system to system) meeting to establish and review performance activities. Quarterly meetings are also held with each employee group. Each fall, the principal meets with all staff of Taylorsville School in order to review goals and progress. This helps to set direction and maintain communication.

The CIC membership has been set jointly by the principal and teacher association representative. The CIC sets school direction, oversees school improvement efforts, reviews results, assists in problem identification, and reviews recommended solutions.

CIC's work is always focused around our vision, mission, and HEO's. We have created a month-by-month timeline of actions for our CIC and the learning community. This timeline allows us to refocus our efforts on a systematic basis around key processes that allow us to monitor our school improvement efforts.

In addition to the CIC, a Leadership Team provides input into the day-to-day operation of the school. The team includes the Principal, Assistant Principal, Pupil Services Teacher, and one teacher from each grade level. Input or feedback for different issues is gathered via e-mail. Meetings are held as needed. Based upon the recommendations of the CIC, the Taylorsville Leadership Team deploys Goal Action Teams (GAT) that are aligned with our strategic goals as outlined in our school improvement plan.

General Annual Timeline for CIC's Work

Aug.	-Review formative/summative indicators and progress toward goals -Establish quarterly report card for school -Solidify membership, focus, and specific activities for GAT teams
Sept.	- Review SIP
Oct.	-Quarterly reports from each GATI team -Compile data for TES quarterly report card -Review CIC SIP feedback
Nov.	-Principal shares S2S findings
Dec.	-Semester Report
Jan.	-Quarterly reports from each GAT team -Compile data for TES quarterly report card -Survey staff to identify OFIs
Feb.	-Principal shares S2S findings -Facilitate CPS process for top OFI
March	-Create action plan to address OFI, using information from CPS
April	-Quarterly reports from each GAT team -Compile data for TES quarterly report card
May	-Review our school improvement plan -Set GAT Team membership and set direction -Celebrate -Review annual progress towards goals

The entire leadership system at Taylorsville School communicates the core values, strategic goals, and expectations through daily actions that are focused on driving improved performance as measured by specific goals with short- and longer-term targets. Formal methods (monthly staff meetings, grade level meetings, organized staff development) and informal (one-on-one discussions, e-mails) are used to focus attention on continual improvement. We are aware of the needs and expectations of all members of our community through surveying, but we focus primarily on our students' needs. We continually seek ways to focus on student learning and achievement.

District leadership ensures that our school system as a whole is in alignment with state and national educational requirements. Important information is shared in monthly administrative meetings. The leadership system at Taylorsville School convenes in a strategic planning session at the start of each year. We review the mission, vision, and the HEO's. Selections are emphasized with the faculty and staff. Parent surveys are conducted at Parent/Teacher Conferences and throughout the year for various programs, such as Book Buddies, Parental Input Forms and Beacon. Input is also gathered through support staff meetings. All this information and data helps us to put together our strategic plan. We utilize our vision, mission, guiding principles, and our district HEO's to focus our continuous quality improvement work. During meetings conducted by the school, the vision, mission and HEO's are discussed.

Ethical behavior is a focus in every school day. The ethical and legal behaviors expected of students, teachers, administrators and other stakeholders are detailed in our board policy. They are also described in our strategic planning process. Taylorsville has implemented a character skills program, Positive Behavior Intervention Support, which teaches students the importance of respect, responsibility, and safety. Students and staff identified these characteristics as being important qualities to demonstrate. One consistent component of our character skills program is our morning Words of Wisdom. This consists of daily readings that provide guidance to children in making responsible choices. To celebrate, we recognize students who display these skills in a meaningful way by having quarterly Quality Kid Convos and all school convos. PAWS and coupons are displayed on the wall monthly. Monthly drawings from the PAWS and coupons are held to recognize students demonstrating appropriate behavior. Note the photo below taken from our school wall. Pictures in our school cafeteria display our Quality Kids at all grade levels each grading period. Banners with modified versions of "values" line our halls.



In the fall of 2004, when the school began to focus on the Positive Behavior Intervention Support (PBIS) model, stakeholders identified attributes to emphasize respect, responsibility, and safety. A matrix describes expected behavior in various areas of the school and is reviewed each year. The matrix is displayed in all classrooms. Teaching and modeling is an important aspect of the PBIS model. During the first week of each year, days are spent teaching students expected behaviors in each area of the school and at all grade levels. All members of our community are encouraged to model these attributes in their individual and collaborative work.

The most important way these behaviors are deployed is by example. Senior leaders and participants at all levels believe that our students are the most important part of our school system and we want students, teachers and administrators to be treated respectfully and responsibly. These values are covered during our hiring process, new employee training and performance appraisal process.

The primary way senior leaders create a sustainable organization is through the involvement of all stakeholders in assessing what is going well, what needs improvement, putting plans in place to improve those things needing improvement, tracking progress on implementation and monitoring results to see that improvements stay in place. This is essentially our PDCI approach to improvement. The principal, assistant principal, GAT teams and CIC provide key direction and leadership for this process, but many of the improvement ideas and implementation come from teachers and other stakeholders. To make sure all employees are aware of the processes used in the school, we have created a Process Manual, which is located on the shared "P" drive. Meetings with each employee group are held during the year. The principal meets with each teacher to develop Professional Growth Plans that align with building goals. Parts of each faculty meeting focuses on professional development as outlined in our Professional Development Plan. For example, during a faculty meeting we learned about strategies for literacy and science from our mentors. Another meeting focused on the 6-Step Process for teaching Academic Background Vocabulary Knowledge. Appendix 7 is the Charter for the CIC that outlines the organization of the improvement structure for TES.

In the fall of 2009, after the DOE announced that schools no longer be allowed to release for a half day for parent teacher conferences, our CIC recommended holding the conferences on five Wednesdays, during contracted time, to provide time for important parental collaboration. All regularly scheduled meetings were not held. Our results indicate that 98% of our parents participated in conferences with meetings, via phone call or e-mail. Given positive feedback, the CIC recommended conferences being held on Wednesdays in April. The recommendation was approved through a waiver. (Appendix)

Staff members are encouraged to participate in conferences at the local, district, and state level. Our library houses a Professional Resource section that constantly is being updated. Teachers are encouraged to share new knowledge with other staff members at weekly grade level meetings or during faculty meetings. Our GAT teams take an active role in identifying and sharing best practice strategies to continue our organizational improvement.

Communication and Organization Performance

TES monitors performance results continually as new data is made available, using a PDCI process (Fig. 1.1-5) for analysis. Improvement decisions are therefore data based and processes can be changed by adjusting minimum expectations or, in the case of positive results, adjusting goals, setting new standards and recognizing best practices.

An example of how the teams may use the data is as follows: Key academic results including ISTEP+ for grades 3-6 are available in May and provide criterion referenced results. They also permit comparisons to original baselines updated yearly. Through an impact analysis, grade levels identify areas of focus. Action plans with research based strategies are developed by grade levels. Once strategies are put in place, the strategy will be evaluated with the determination made to continue the strategy or drop it in favor of one that may have more favorable research or performance data on the improvement of student skills.

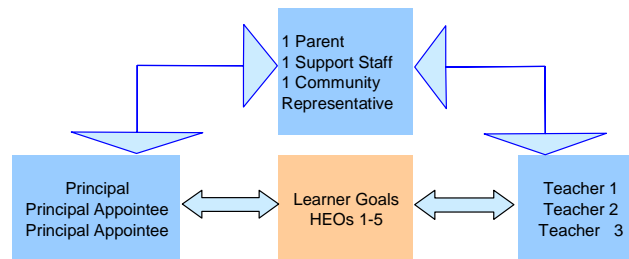
In addition, results are reviewed by grade levels to determine remediation/enrichment programs. Grade levels also meet to recommend students participating in our Beacon Learning Center program, SRA, Corrective Reading, Leveled Readers and READ 180. Results of these measures are shown in Section 7.0.

The principal and assistant principal, along with the CIC, goal action teams, and grade levels, regularly review the data listed in section 2.0 based on the recommendation of the teams.

TES completes a district generated writing assessment on a quarterly basis. Results are used by grade levels to determine writing/action plans (Appendix).

The CIC monitors feedback from staff, students and parents. Teachers have an opportunity to fill out kudos/ concerns in an issue bin as often as they like. Data gathered from the issue bin, as well as leadership feedback, are used as input for change. Once data are received and analyzed, TES attempts to model team-based continuous improvement by integrating this into the annual performance review and strategic planning process.

TES CIC uses information as a way to monitor stakeholder input.



Student performance assessment results from national, state and local assessments are reviewed annually. Writing prompts, the IRDA, Acuity and STAR results are analyzed and instructional maps and action plans are created based on student needs.

As a result of not making AYP, grade levels meet to develop action plans to address needs in language arts and math. All students who did not pass the ISTEP+ in grades 3-6 were offered an opportunity to attend our Beacon after school and summer programs. Through a collaborative arrangement with IUCPUC senior level students worked in classrooms and the after school program with identified students. Teachers also develop individual packets for work over the summer and during the regular school year.

The principal uses monthly newsletters sent home with students and posted on the school website, internal weekly memos, e-mail messages, GAT meetings, quarterly reports of progress, and open forums for staff and parents. In addition, there are monthly meetings of the faculty, TA's and CIC. All of these meetings are utilized to share information and plans. Grade level literacy meetings are held every other week. GAT and grade level minutes are submitted to the principal and assistant principal after meetings. An exchange of information may occur and then appropriate steps are taken to deploy.

Governance and Social Responsibility

TES administration and staff realize their responsibilities to community stakeholders as role models and take active roles in civic and community organizations that impact BCSC students and families. This participation provides opportunities to gather input and build relationships in the community.



Our Staff is at the Heart of Community Activities

Church-usher, greeter, meals, youth group volunteer
Send shoe boxes to soldiers
Angel Tree
Director of Adult Celebration Singers Music Ministry
Express Yourself Vocal Performance Group
Brownie Troop Leaders
Softball Coach and Secretary of the League
Lead Women's Bible Study
Sunday School Teachers
Family Support Group
Sunday School Superintendent
Library Volunteer
Church Clerk
Church Choir
Playing bells in church choir
Hot Meals

Bartholomew County Adult Spelling Bee
Vacation Bible School Teachers
Solar Car Coach
PSI IOTA XI
Volunteer for German Township Fire
Department Activities
BCSC Literacy Festival
Book Buddy
Shop for Angel Tree
Empty Bowls
Columbus Bowling League
Delta Kappa Gamma
Keep Food Backpacks updated
Relay For Life
4-H Leader
Susan B. Koman, Breast Cancer Walk



Organizational Governance

TES pursues accreditation regularly through the Indiana Department of Education (IDOE) via our corrective action plans, curriculum mapping, Real Time reporting and our school improvement plans. TES follows each cohort group as they move on to middle schools to assist in the analysis of our instruction and curriculum planning. As a public school corporation in a community that expects excellence, TES also monitors key processes annually to ensure procedures are in place for safe environments conducive to learning and achievement for all students and staff.

TES is expected to comply with all safety practices as outlined by state laws regulations and good practices. TES conducts drills and report results according to the current regulations. Current practice provides for 1-fire drill per month, 2-tornado drills per semester, 1 code blue or lock down drill per semester. Doors are randomly blocked during drills to practice alternate routes. The results of each of these drills are reported by the Administrative Assistant to the Superintendent. Code Blue drills have been practiced during lunch and recess. To prepare for emergencies, the German Township Volunteer Fire Department utilized our school for training maneuvers.

Legal and Ethical Behavior

TES uses several approaches to assure that ethical behaviors are ensured at all levels of the organization. The process starts by an evaluation during hiring that rates an employee's empathy and capacity for child and adult interactions. In addition, all licensed teachers and staff members have criminal background checks (Policy 3121). The interviewing process assures that leaders review a candidate's ethical behavior as part of the evaluation of employment. In addition, we have procedures

and policies that address ethical behavior and assure anyone with concerns has a non-threatening way of reporting issues that may develop.

Taylorsville is proud of its ethical practices, yet we continually work to improve our satisfaction rate. As a public entity whose primary job is teaching and learning, it is essential that TES monitor ethical and culturally responsive practices throughout the organization. The primary responsibility for practice lands with senior leaders in both policy and practice. Senior leaders monitor staff and student behaviors and are required by law to report any inappropriate actions that take place, including reports of child abuse. Statements on diversity, inclusive practices, and non-discrimination clauses are reviewed annually in our handbook. All adults who volunteer or participate in building activities on or off the school grounds must have a criminal background check annually.

Support of Key Communities

TES exists in the suburbs of Columbus and a northern portion of Bartholomew County. TES staff is actively involved in multiple organizations throughout the area both socially and educationally. We have developed good relationships with our community in making decisions about the education of our children and the health and welfare of our community. TES encourages and promotes active support of key community initiatives. We have developed good relationships with our community in making decisions about the education of our children and the health and welfare of our community.

The staff participated in the Beacon Learning Community initiative, funded by the 21st Century Learning Grant. The grant allows TES to address the changing economic dynamics of our students and their families. An evaluation and site summary report by the Center for Evaluation and Education Policy (CEEP) in September 2009 indicated the following goals be established: Goal 1 : Program participants will improve academic achievement and behavior; Goal 2: Program participants will improve student attendance; Goal 3: the program will improve family literacy, education and adult education.; and Goal 4: The program will improve preschool students literacy and kindergarten readiness skills. (See Appendix for complete CEEP report) Measurements of progress on these goals began in the fall of 2009.

Service learning is an on-going initiative at TES. Several classrooms have developed projects that increased the students' awareness of community needs. Projects include:

- Angel Tree
- Collecting canned goods for Love Chapel
- Pop tabs for Riley
- Collecting money for the Literacy Task Force
- Collecting money for United Way
- Sold Candy-Grams with proceeds benefitting Turning Point
- Collecting funds for earthquake victims in Chile’.
- Choir tour to local nursing homes.



Putting Our Heart Into School Activities

Family Nights
 Grandparents Day
 Put Your Nose in a Book
 Science Fair
 Planting trees
 Read Across America Challenge
 National Institute for Fitness
 Walk-a-thon
 Water Convo
 Math Bowl
 Spell Bowl
 Field trips
 Visits to Outdoor Lab
 BCSC Ag Day
 Girls Basketball
 Cheerleading
 Dance Team
 Adventure Concert
 Spring Music Program
 Winter Concert
 Attending Snow White
 Title 1 Parent meetings
 Career Fair
 Pre-K Fair and Visits

1st Grade Parents Night
 Columbus Philharmonic Visit
 Quarterly Celebration Convos
 Mad Science
 Indiana History Musical
 Games From Around the World
 Kidscommons
 Indianapolis Children's Museum
 Chili Supper/Book Fair
 National Elementary Honor Society
 RIF
 Art Smart
 2nd grade 4-H
 Talent Show
 AR Challenge
 Absolutely Incredible Kid Day
 BCSC Literacy Festival
 Solar Car Team
 2 Kindergarten Parents Night
 Fall and Spring Fun Fairs
 Purdue Extension Service
 21st Century Scholars
 NEHS Induction and Tours



Strategic Planning

All levels of leadership in TES participate in the strategic planning process. Annual planning begins in the first quarter with a review of academic and organizational results and the development of goals and strategies. The process continues as the plan is cascaded to site- and program leaders and councils for development of plans at this level. Results are reviewed quarterly at the site. TES's planning and review process is derived from similar processes at other exemplary school districts. Additionally, the following underlying factors support and guide the TES planning process.

Strategy Development Process

OVERALL STRATEGY DEVELOPMENT PROCESS: The TES strategic planning process begins in the spring of the calendar year with a review of stakeholder input and academic and organizational results. Projections are set and cascaded throughout the school to those who, in turn, develop site and program plans that reflect school goals and measures. Results are then monitored quarterly by GAT and CIC.

The CIC and Principal begin the annual strategic planning process in the first quarter of the calendar year. The initial phase involves a review of the school's Mission and Vision in the first session following the new calendar year. All staff members meet during a luncheon on the first teacher day to review strategic plans for the year.

The CIC likewise has the responsibility of reviewing the school vision that provides a three to five year view of the future. This facilitated process occurs during the spring CIC meeting. Input and ownership

of the vision statement is vital for organizational alignment. Following the review of results input is shared with other key decision-makers and feedback is sought from GAT.

The Principal submits a school improvement plan based on input from CIC, stakeholders and GAT. This mechanism ensures alignment of site plans with the district plan.

Following a state requirement to publish annual organizational performance and financial data, the TES/BCSC Community Report Card is printed each August in the local newspaper. Trend data is used to graphically illustrate organizational performance in student achievement for the current year and comparisons to previous years. Results are also compared with those of selected similar schools.

Task	J	F	M	A	M	J	J	A	S	O	N	D	Person Responsible
Submit PL221 plan to BCSC CCIC.								X					CIC
Prepare TES Report Card								X					Administration
Communicate action plans to all stakeholder groups.								X					Administration
Write Professional Growth goals relating to classroom instruction.								X					Certified personnel
Form GAT Teams								X					Staff
Hold S2S talk with superintendent.										X			Principals
Prepare Quarterly GAT reports.			X		X					X		X	GAT Teams
Review Quarterly GAT reports.			X		X					X		X	CIC
Administer student, staff, and parent surveys.											X		GAT Teams
Review I-STEP+ results.						X						X	All Faculty
Review Quarterly GAT reports.	X			X		X				X			CIC
Review District Improvement Plan.									X				CIC
Review TES Mission, Vision, and Core Values.			X										All stakeholder groups
Synthesize action plans from GAT teams. Ensure alignment with BCSC.			X										CIC
Submit annual GAT reports with recommendations for SIP.					X								GAT Teams
Write SIP.						X							Principals

RELEVANT DATA AND INFORMATION

Relevant data are a key consideration in the performance review and strategic planning process. A variety of approaches are used to survey key stakeholders (questionnaires, open forums, plus/delta feedback, meetings, classroom-based root cause and impact analysis). Students, parents, staff and others are involved through out the year. In addition, national, state and local stakeholders provide TES various kinds of data as follows:

- State and national test scores during the fourth quarter in 20010-11.
- Input from various stakeholders including regulatory requirements from the Indiana General Assembly
- Regulatory requirements from the Indiana Department of Education
- Site based inputs and data

Source	Examples
Student Performance Data	<ul style="list-style-type: none"> • ISTEP+ administered annually in grades 3-6 • FASTT Math • Kindergarten Screening • Indiana Reading Diagnostic Assessment (K-2) • BCSC Writing Prompts • Star Reading and Math • LAS Testing • Acuity (3-6)
Attendance Data	<ul style="list-style-type: none"> • The number of students attending school each day • The attendance of students enrolled the entire school year
Safety Data	<ul style="list-style-type: none"> • The number and nature of nurse referrals
Expulsion Data	<ul style="list-style-type: none"> • The number of students expelled from school
Suspension Data	<ul style="list-style-type: none"> • The number of days without suspension
Behavior Data	<ul style="list-style-type: none"> • The number and type of disciplinary referrals
Student/Stakeholder Input	<ul style="list-style-type: none"> • Feedback gathered from parents, students, and staff
Enrollment Data	<ul style="list-style-type: none"> • Enrollment data by grade level
Indiana State Standards & BCSC Core Map	<ul style="list-style-type: none"> • Used by teachers to curriculum map and in instruction
Demographic data	<ul style="list-style-type: none"> • Gender • Ethnicity • Socio-economic status • Special Education
Financial Data	<ul style="list-style-type: none"> • School budget and operating information

TES's Balanced Scorecard, Strategies, and Action Plans

Taylorsville Elementary School Dashboard & Balanced Scorecard Academic Skills	Applies To	2002-2003 Baseline	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Target for 2011
2 nd Grade students will meet or exceed Indiana performance Standard by the end of Grade 2 (Measure Grade 3 ISTEP+ Reading Comprehension)	K	72	68	72.8	71.7	67	65	67	53	75
	Gr 1 Gr 2									
ISTEP+ % Pass both language arts & math	Gr 3	43	44	56	65	63.5	47	50.6	45	76
	Gr 4			49	51	65	43	55.7	51	60
	Gr 5			55	48	67.5	52	53.8	58	60
	Gr 6	65	58	73	65	77.5	60	64.4	60	78
ISTEP+ % Pass & Pass+ language arts	Gr 3	69	66	66	72	63	63	67	53	82
	Gr 4			60	63	64	55	63	65	75
	Gr 5			68	63	71	69	64	65	75
	Gr 6	73	65	76	67	70	63	67	70	80
ISTEP+ % Pass & Pass+ math	Gr 3	49	46	64	84	64	52	55	53	90
	Gr 4			60	63	64	56	67	58	75
	Gr 5			66	59	62	61	58	73	72
	Gr 6	70	73	82	84	85	74	77	74	90
% Reading on or above 75% based on STAR Reading	Gr 3				21	25.3	15.1	20.0	17.3	30
	Gr 4				22	23	14.9	18.3	5.6	30
	Gr 5				15	18.3	22.2	12.0	9.3	30
% Math on or above 75% based on STAR Math	Gr 6				16	13.3	14.4	22.2	11.2	30
	Gr 3					28	18.6	15.9	19.1	30
	Gr 4					18	25.7	29.6	20.5	30
	Gr 5					24	44.4	25.6	35.6	30
	Gr 6					23	22.2	31.9	37.8	30

Taylorsville Elementary School Dashboard and Balanced Scorecard Inclusive Culture HEO #5	Applies To	2003-04	2004-05	2005-06	2006-07	2007-08	2008-2009	2009-2010
Second grade students will meet or exceed Indiana performance Standard by the end of Grade 2. (Measure Grade 3 ISTEP+ Reading Comprehension)	Male	66	59	61	62	62	66	53
	Female	71	75	85	76	67	67	54
	General Ed	77	73	77	77	73	75	62
	Special Ed	37	38	50	25	10	17	7
	Black							
	Asian							
	Hispanic		30			20	33	30
	White	68	70	71	68	71	71	63
	Multiracial							
	Non-limited English	68	68	72	68	70	71	61
	Limited English					20	30	29
	Paid Lunch	77	83	71	73	80	84	73
	Free/Reduced Lunch	57	56	72	61	48	53	46
ISTEP+ % pass/pass plus both language arts and math - all grades	Male	44	47	50	54	51	56	
	Female	58	70	65	66	51	56	
	General Ed	57	65	65	68	60	63	60
	Special Ed	26	27	26	24	10	22	17
	Black							
	Asian							
	Hispanic		48	45	51	35	40	35
	White	53	59	58	60	55	59	59
	Multiracial		47	41	44	22	60	
	Non-limited English	42	49	51	51	41	60	59
	Limited English		47	41	44	22	27	26
	Paid Lunch	58	68	64	68	62	64	67
	Free/Reduced Lunch	42	49	51	51	41	49	47

Taylorsville Elementary School Dashboard and Balanced Scorecard Inclusive Culture HEO #5	Applies To	2003-04	2004-05	2005-06	2006-07	2007-08	2008-2009	2009-2010
ISTEP+ % pass/pass plus language arts	Male	61	57	57	59	60	64	59
	Female	70	77	68	79	71	67	68
	General Ed	74	73	67.4	77	77	74	71
	Special Ed	35	41	32.8	30	30	25	24
	Black							
	Asian							
	Hispanic		47	30	56	49	46	48
	White	66	68	66.8	69	67	69	68
	Multiracial							
	Non-limited English	65	68	67.8	69	66	69	68
	Limited English		38			44	36	40
	Paid Lunch	75	75	71	74	74	78	72
	Free/Reduced Lunch	54	62	62.3	62	55	55	59
ISTEP+ % pass/pass plus Math	Male	52	61	73.25	67	66	66	66
	Female	66.5	75	71.3	72	67	63	63
	General Ed	65	75	74.9	77	68	71	72
	Special Ed	39.5	34	45.6	38	43	30	32
	Black							
	Asian							
	Hispanic		58	40	44	51	46	55
	White	61	77	72	70	68	68	68
	Multiracial							
	Non-limited English	60	69	73.5	70	65	68	68
	Limited English					44	31	48
	Paid Lunch	67.5	78	82	73	73	75	72
	Free/Reduced Lunch	49	53	64.5	66	61	57	61

Taylorsville Elementary School Dashboard and Balanced Scorecard Attendance	Applies To	2004-05 Baseline	2005-06	2006-07	2007-08	2008-09	2009-10	Target for 2011
Student Percent of Attendance (All grades, chart 7.4-1)		96.5	96.75	96.5	96.4	96.28	95.8	99
Percent attendance reports (staff)		96.5%	96.6%	96%	97.8	95.6	97.0	98%

Taylorsville Elementary School Dashboard and Balanced Scorecard Safety	Applies To	2005-06 Baseline	2006-07	2007-08	2008-2009	2009-2010	Target for 2011
Results							
Student Injury	Outside office visits	2	9	6	5	9	0
Faculty Injury	Outside office visits	4	0	3	2	2	0
Student Illness	%absences for illness	2%	1%	2%	2%	2%	0
Faculty Illness	Personal and illness days	114	100	192	234.5	209	85
# of Expulsions		0	0	0	0	0	0
# of Suspensions	Out of school	8	15	20	6	15	0
# Fire code violations		0	0	0	0	0	0
Prevention							
Bus Safety (Suspensions and Warnings)	As recorded on SASI	46W/23S	22W/25S	36W/21S	22W/9S	37W/11S	15W/5S
Play Ground Safety (Inspection) (Playground/ lunch Monitors)		Pass	Pass	Pass	Pass	Pass	Pass
Classroom and School Safety (Inspection)		Pass	Pass	Pass	Pass	Pass	Pass
Nurse Instruction/ Procedures	Required trainings	100%	100%	100%	100%	100%	100%
Air Quality		Fall'06	Spring'07	Fall '08	Spring 09	Spring 10	
# fire drills	DOE required	8	10	10	10	10	10
Fire Inspection	DOE required	passed	Pass	Pass	Pass	Pass	Pass
Shelter Inspection	DOE required	NA	N/A	N/A	N/A	N/A	N/A
# tornado drills		4	4	4	4	4	4
Crisis Procedure (Practice)		2	2	2	2	2	2
Code Blue Drills		2	2	2	2	2	2
Life skills Training		Daily	Daily	Daily	Daily	Daily	Daily
Bullying Survey		Oct.05	Nov 06	Nov 07	Nov 08	Nov 09	Nov 10

Strategic Objectives

KEY SHORT-TERM AND LONG-TERM OBJECTIVES

TES goals, strategies, measures and action plans are developed in the context of five district-level High Expectation Objectives. Development of goals within each HEO requires input and analysis of multiple stakeholders during the year prior to spring site planning. This time frame provides key leaders time to align site plans with the district plan prior to the beginning of each new school year. Stakeholders share responsibility in developing the HEO's for the school. Performance results from each of the goals are used to compare TES's current performance with previous year's results. Additionally, TES performance results are compared to other select schools of similar size and with similar characteristics. Our focus continues on two of five HEO's.

TES's strategic objectives as communicated in the district's High Expectation Objectives are clearly linked to the competitive environment created in Indiana by student performance measures such as ISTEP+ and IRDA. Balancing the educational needs of students and stakeholders is vital. Given this environment, TES's strategic challenges are:

1. Meeting the federal and state requirements supporting NCLB, Public Law 221 and DOE updates.
2. Meeting the needs of the whole child in an increasingly diverse population (e.g. ELL, low socioeconomic status, emotional, high ability, special education).
3. Maintaining and meeting the changing expectations established by BCSC (curriculum mapping, staffing changes, ICT, high ability, etc.).

STRATEGIC OBJECTIVES

TES's goals, benchmarks and five-year targets are presented in the context of a "balanced scorecard". A balanced scorecard reflects an organization's comprehensive set of performance measures, and also provides a strategic measurement and management system. TES's balanced scorecard encompasses academic and organizational performance and results across the district's High Expectation Objectives. TES must also consider the changing demographics during the last five years with 200% increase in free and reduced lunch and 583% growth in our Hispanic population.

SHORT-TERM AND LONG-TERM STRATEGIES

Following each goal statement and performance projection is a description of the strategies needed to achieve the goals. After district goals are established, school and program leaders develop goals, measures, and action plans that support district goals. Best practice research, data derived from ongoing operations, benchmarking visits and root cause analyses are used to create robust action plans.

HEO #1 Exemplary Academic Achievement

Overall Responsibility

This Strategic Plan informs all stakeholders that Taylorsville Elementary School meets Indiana Academic Standards, PL 221, and No Child left Behind and is the basis for exemplary Academic Achievement

	GOAL	BCSC Benchmark	2005-06	2006-07	2007-08	2008-09	2009-10	2011 Target
1.1	Increase the percentage of students passing ISTEP+ to 73%		69	67.8	61.8	64.5		73
1.2	Increase the percentage of students reading on grade level by the end of grade 2 as measured by ISTEP+ Reading Comprehension		71.7	67	65	67	53	73
1.3	Increase the number of students reading above the 75th percentile as measured by STAR Reading		27.1	22.3	19.2	17.5	10.9	27
1.5	Increase the percentage of students above the 75th percentile as measured by STAR Math			26.9	27.8	22.1	28.3	30

Strategy	Action Plan	Responsibility	Date
A	Kindergarten Core Map/ Report Card Implemented	Kindergarten Teachers & Principal	Fall 10
	Expand the use of key rings with letters and site words to increase fluency	Literacy Coach, Title 1 staff	August 10
	Expand leveled reader work in all grade levels	Principal / Literacy Coach	Fall 10
	Staff members will participate professional development opportunities	Principal/Teachers	On-going
	Continue grade level intervention time to increase the amount of time students remain in the classroom	Literacy Coach/Teachers	August 10
	Integrate science into the literacy blocks using hands on and collaborative work	Science mentors/Teachers	On-going
B	Training & Implementation of Everyday Math	Math Leader, BCSC Math Coaches, All Teachers	Summer and Fall 10
	Implement professional learning communities	Principal, Math Leader, Classroom teachers,	Second semester
	Continue M2 program to provide remediation	Math GAT, 4 th grade teachers	Fall 10
	Expand math & science journaling with key vocabulary K-6	Math/Science GAT & All teachers	Fall 10
	Continue expanding the use of FASST Math Program to build math fact fluency	Math GAT, All teachers	Fall 10
C	Utilize Acuity Predictive Assessment results & assignments in grades 3-6	Literacy Coaches, Science GAT & Classroom Teachers	Summer & Fall 10
	Utilize IRDA assessment results in grades K-2 to drive instruction	Literacy coach, Teachers	
	Common grade level planning time for curriculum work	BCSC Literacy Mentors & Classroom Teachers	on-going
	Plan & Align Grade Level Instruction Based on BCSC Core Maps and work with Literacy Coach and Math Leader	Teachers /Literacy Coach	Fall 10
D	Continue BCSC /UDL trainings	All staff	on-going
	Collaboration with ESL staff	ESL staff , classroom teachers	Fall 10
	Collaborate on work to ensure culturally responsive instruction	Principal , PBIS,& Teachers	On-going
	Expand use of leveled reading materials in all content areas	Literacy Coach and teachers	on-going
	Implement netTrekker	Building trainer, teachers	on-going
	LRC teachers will instruct students to use Read Write and Gold	BCSC UDL Director, Building level trainer, LRC teacher & Principal	on-going
E	Effective Use of Data Constant & consistent progress monitoring of student interventions including fluency and math	Principals/ICT/Literacy Coach/Math Leader	Fall 10

		Provide research based strategies to effectively impact areas of concern from assessment results	Math Coaches, Literacy coaches Science Mentors,	on-going
		Track school bully & safety data	SAFE/Wellness GAT, PBIS GAT	on-going
F	Support BCSC research based initiatives	Participate in training to implement Instructional Consultation Team Model	ICT Facilitator, ICT Buddy & Principal	Fall 10
		Identify and monitor progress of High-Ability Students	High Ability Mentor, Principal & Teachers	Fall 10

HEO #5 Inclusive Culture of Respect, Equity and Trust

All students and stakeholders will be treated with dignity and respect. All student groups will receive instruction to give them the greatest opportunity for success. BCSC will continually evaluate performance of student groups to see what is working well and what needs to be improved.

GOAL		2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
1.1	Increase the satisfaction of staff stakeholders as measured by TES survey	*	C-	B	*	B	*
1.2	Improve student behavior as measured by a 10% decrease in # of discipline referrals	701	565	481	536	342	432
1.3a	Narrow the Gap between Special Education and General Education in Language Arts as measured by AYP	35	42	47	48	51	47
1.3b	Narrow the Gap between Special Education and General Education in Mathematics as measured by AYP	48	36	42	28	41	40
1.4a	Narrow the Gap between Hispanic and non-Hispanic students in mathematics as measured by AYP		19	9	17	17	13
1.5a	Narrow the Gap between Free/Reduced Lunch students & Paid Lunch students in Language Arts as measured by AYP	21	14	14	19	22	13
1.5b	Narrow the Gap between Free/Reduced Lunch students & Paid Lunch students in mathematics as measured by AYP	26	18	13	10	15	11
Strategy		Action Plan		Responsibility		Date	
A	Utilize assistive technology for instructional purposes	Provide training on technology and existing programs to increase student engagement in the classroom		All staff /BCSC UDL Coach		on-going	
		Increase equipment available for teachers and students		All staff		on-going	
B	Promote after school programming for at risk student populations	Beacon After School Program Site Council Meetings to review progress		Beacon Staff & Principals		On-going	
		Continue collaboration with IUPUC Implementing FASST Math, M2, & Acuity assignments into Beacon Program components		Principals/Teachers		On-going	
C	Continue to create a positive culture	Plan staff activities that focus on staff recognition and activities		PBIS/Stakeholder Satisfaction GAT		Ongoing	
		Support student multiple extra curricular activities		All staff and GAT's		On-going	
		Continue with TES has heart as school theme		All staff		On-going	
		Realign Goal Action Teams to meet needs of changing expectations		CIC		Summer & Fall 10	
		Apply for Title 1 School-wide status		All staff		On-going	
D	Enhance family support	Host Family nights with focus on literacy, math, science and social studies		GAT teams/afterschool programs		on-going	
		Family Support through Centerstone services scheduled at TES		Principal, Pupil Services		Fall 10	
		Strengthen communication with Pre-K families through fall screening and spring building tours		Principal, Kindergarten Teachers		on-going	
E	Extend Positive	Complete the first year of expectations to serve as pilot site for DOE		PBIS GAT, Principal, IU		on-going	

	Behavior Instruction & Support	Compile research based strategies/interventions for behavior referrals	ICT & PBIS GAT	on-going
		Develop individual positive behavior intervention plans for students	PBIS GAT, Principal & Pupil Services	Fall 10
		Provide PBIS strategies at all staff meetings and through on-line communication	PBIS GAT	On-going
		Increased parent education of PBIS process	PBIS GAT	Fall 10
F	Implement wellness activities	Provide weekly health tips on announcements	SAFE/Wellness GAT	on-going
		Increase use of strategies that support wellness such as non-food rewards and BCSC cafe treat options	SAFE/Wellness GAT/Café staff	on-going
G	Increase Communication and alignment of information, curriculum and expectations between early childhood setting and kindergarten	Hold monthly parent meetings for Title 1 targeted students	Principal/KDG/Title 1 staff	on-going
		Provide learning packets to all at kindergarten registration	Principal/KDG	Spring 10
		Host a fall screening for preschool children	Principal/KDG/Title 1 staff	Fall 10
		Support BCSC Early Intervention strategies including piloting the Busy Bee Academy	Principal/Literacy coach	On-going

*No survey due to limited responses in past and no Concerns this year.

Student, Stakeholder Market Focus

TES considers knowledge of student and stakeholder needs essential to its success and the ability to articulate where performance is meeting goals and where improvement is required. Awareness of student and stakeholder needs is central to achievement of the school's HEO's. TES key stakeholder groups include:

- Students (Current, Former and Future)
- Parents of students
- District residents
- The business community
- Northside Middle School
- Government (Local, State and Federal)

Student, Stakeholder, and Market Knowledge

KNOWLEDGE OF STUDENT AND MARKET NEEDS AND EXPECTATIONS

TES exists to serve all K-6 students within its district. Typically serving only thirty pre-kindergarten students, in the 2009-2010 school year forty-eight students were served with the addition of .5 classroom. TES will house a Pre-K pilot " Busy Bee Academy" with an additional 30 students during the 2010-11 school year. TES works cooperatively with all BCSC programs to assure that the success and

Expectations identified by:	Workshops and Focus Groups
	Indiana DOE
	GAT Teams
	CIC
Needs Identified by:	Those identified above and also ISTEP+ results
	Researching Approaches by GAT teams
	Disaggratation Evaluation
Results Indentified by:	ISTEP+
	STAR Reading Tests
	STAR Math Tests
	IRDA
	Acuity

the needs of all students are met.

We get satisfaction information from TES staff, TES parents, TES students, and surveys conducted as shown in the Appendix. This year our survey focus was on reading. We feel the best way we get parent, community and business involvement and opinions is through extensive personal contact and formalized input through written communications, and the TES CIC. As an example, 99% of our parents attended Parent Teacher Conferences in the spring and fall, we sent out Parental Input forms for student placement next year, we held Family Nights and hosted a variety of family activities.

- Our Stakeholder Satisfaction GAT team meets monthly to plan, prepare and analyze data from TES sponsored activities and to recommend future activities. The GAT team conducts surveys of current activities to plan and in an effort to streamline activities based on a need identified.
- Our Literacy GAT team and Literacy Mentors presented information at our monthly faculty meetings. The Literacy Coach held meetings that addressed reading & writing strategies.
- To promote reading, our students participated in the Put your Nose in a Book Day, quarterly AR Challenges based on percentage of points earned, an Olympic and Colts reading challenge and the BCSC Literacy Festival.
- Our Science GAT supported a Science Fair.
- Volunteers are present in collaboration with M2, Book Buddies, HIP, Old Union Church, and Linking Lifetimes.
- Held RIF, Grandparents Day and Art Smart activities.
- Held highly attended kindergarten parent night in spring to provide flashcards, books and explain ways to help students with reading over the summer.
- Prior to school starting, kindergarten teachers screen all incoming students and in the fall of 2010 National Elementary Honor Society students provide building tours during the screenings.
- As a welcome, all new students received a school shirt this year.
- TES supports many family activities during the school year.
- Set reading challenge "Fall Frenzy" to increase reading skills over the summer.



Families Keep the Heart Beating

Family Nights	Career Fair
Dental Health	Family Children's Museum Night
Spring Fun Fair	Kindergarten Letter People Day
Health & Wellness	Kindergarten Drive In Movie Day
Literacy Chili Supper	Frequent Lunch Guests
Talent Show	Book Fair
Title 1 Parent Nights	Animal Rescue
Elementary Basketball Games	Elementary Basketball Holiday Tournament
Booster Club	Kindergarten Parent Nights
ESL Parent Liaison	2 nd Grade Parent Night
Individual Growth Planning	Project Connect
Grandparent's Days	Safe Routes to School
Work with Plaza Communitaria	Volunteers in classrooms and with events

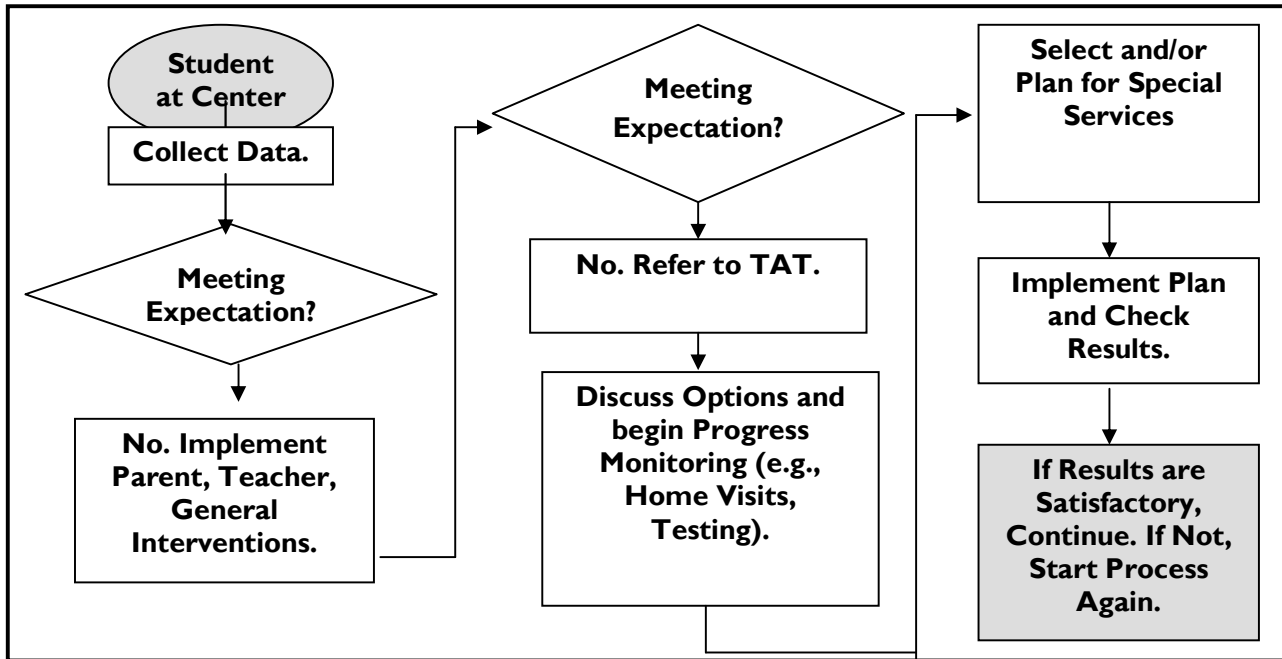


Our Continuous Improvement Committee has representatives from teachers, parents, business and the community. This group is charged with reviewing the progress of skills development of the students, planning strategies for improving those skills, overseeing the action plans for implementation and monitoring the results. With this system, there is a constant source of input from the community at large as well as parents and teachers for what gets emphasized and what is not. Examples of how expectations, needs and results are identified are shown in Fig. 3.1-1

LISTENING AND LEARNING METHODS:

TES monitors its programs and services to accommodate the needs of student segment groups. TES leadership incorporates information derived from this monitoring process into the annual process for planning future programs and services. Examples that illustrate the TES monitoring process include:

- Monitoring ISTEP+, IRDA, STAR & Acuity
- Monitoring pre-school enrollments and providing learning packets for all students enrolling in kindergarten.
- Holding preschool visit to kindergarten classrooms with building tours in the spring.
- Monitoring legislation regarding federal and state educational requirements.
- Gathering information at Parent-Teacher Conferences and on parent input forms



Keeping Listening and Learning Current with changes in Education Community

This has become an extremely important element in our planning particularly in the curriculum planning for our school. Some examples of our education, community and parent involvement together are:

- District-wide Grade level meetings and planning for aligned curriculum.
- Early Childhood Intervention Committee
- BCSC/TES Math Leader
- BCSC Literacy Committee
- BCSC Writing Committee
- BCSC Science Mentors
- BCSC /TES Administrative Council
- BCSC Curriculum Mapping Cabinet, Cadre & Council
- Continuous Improvement Council
- Bartholomew County Bully Prevention Task Force
- Ready School Grant
- BCSC ESL Committee
- Safe Routes to School Grant

TES also relies on information from external professional sources and organizations to keep learning and listening methods current. Some of these methods include:

- Attending professional conferences such as PATINS, Indiana Speech & Hearing and READ 180.
- Accessing regional and national research such as Phi Delta Kappan, Education Week Newsletter, Educational Leadership, Tech & Learning, Principal, NCREL's Learning Point, ASCD Daily Briefs, Education Update, Indianagram, NAESP Communicator, NCTM, etc.
- Ongoing interaction with stakeholders face-to-face in community meetings, service organizations and public forums.
- Maintenance of business partnerships at the school and program level.

Student and Stakeholder Relationships and Satisfaction

TES believes that having a clear understanding of who its stakeholders are and how their needs impact the school underlies its ability to provide quality educational programs and services within the school.

BUILDING RELATIONSHIPS

TES works proactively to build and maintain mutually beneficial relationships with current and future students, parents, employees, district residents, local business and higher education.

Stakeholder and Key Objectives of Relationships	Methods to Support Educational Delivery
<p>STUDENTS</p> <ul style="list-style-type: none"> • Mutual commitment to educational excellence • Well-prepared student 	<ul style="list-style-type: none"> • Student orientation programs • Voice/E-mail for all teachers/instructional technology in each classroom • Curriculum aligned to Indiana’s academic standards • Differentiated instruction • Daily announcements • Extracurricular events • Web site • PBS Discipline program review • DARE Program • Beacon After School Program • Presentation by Human Rights Com. • Blue Folders developed by ISD
<p>PARENTS</p> <p>Active support and involvement in parent’s education</p>	<ul style="list-style-type: none"> • Parent orientation programs • Parent-Teacher conferences • Back to school nights • Voice/E-mail for all teachers • Parent surveys • Open houses • Parent Family Nights • Web site • Student Agendas • Parent Connect • Kindergarten Parent Nights • ESL Parent Liaison (written & verbal) • Taylorsville Booster Club • Classes fro parents through McDowell and Plaza Communitaria
<p>DISTRICT RESIDENTS</p> <p>High quality educational programs for all learners</p>	<ul style="list-style-type: none"> • Communication at public meetings • Community meetings and forums • BCSC School Board meetings • Linking Lifetimes • Web site • Book Buddies and M2
<p>BUSINESS</p> <p>Preparation of a qualified workforce</p>	<ul style="list-style-type: none"> • Business partners/mentors that support our school and program. • CIC membership

HIGHER EDUCATION Seamless education services.	<ul style="list-style-type: none"> Center for Teaching and Learning North High School HIP IUPUC Career Fair 6th Grade meetings with Middle Schools
LOCAL, STATE AND FEDERAL GOVERNMENTS AND REGULATORY AGENCIES	<ul style="list-style-type: none"> Public Law 221 No Child Left Behind Act Individual Education Plan (Special Education)

MANAGING RELATIONSHIPS

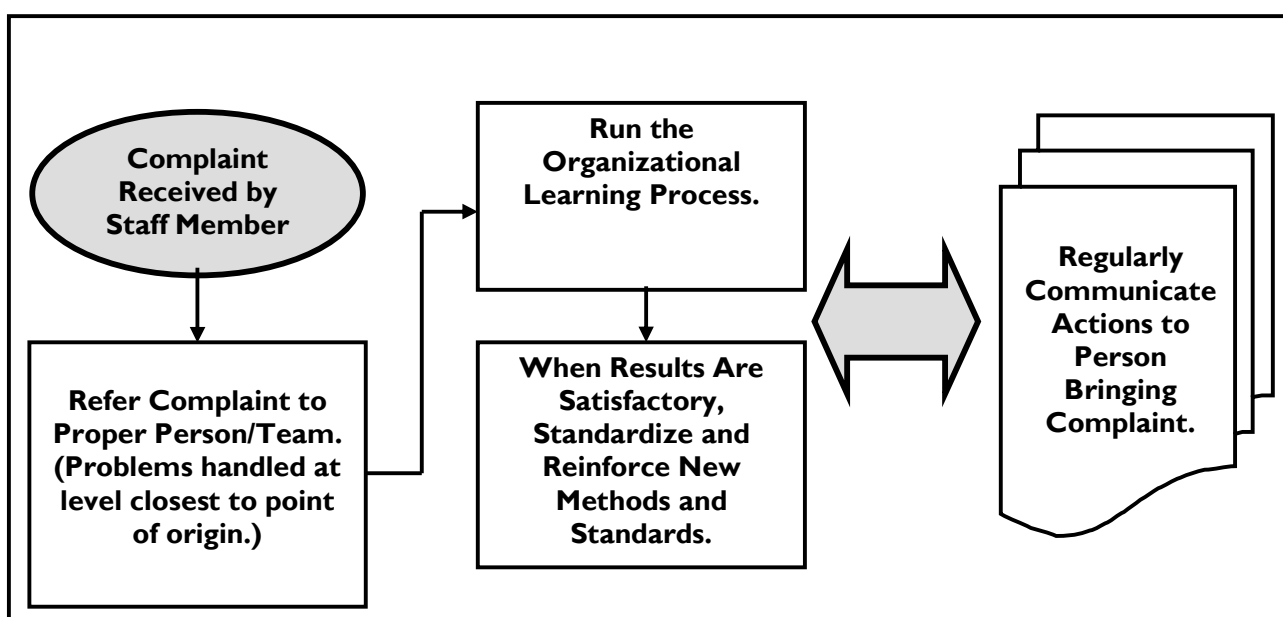
TES uses surveys, direct involvement and interaction to manage its relationship with stakeholders. Feedback through interaction in a variety of ways is reviewed at various levels and then translated into improvement actions. The chart below provides information about how TES addresses key stakeholder relationships. For instance, an ESL Parent Liaison began working with our school. The Liaison translates for parents in school meeting, translates written communication and assists students and staff.

How Relationship Needs are Addressed	Building Relationships/ Follow up	Partnerships
STUDENTS <ul style="list-style-type: none"> Student government Extra-curricular activities Family Services ATTEND Pupil Services Beacon Mentoring Centerstone Big Brothers/Big Sisters 	<ul style="list-style-type: none"> Report cards and progress reports Student-led conferences. Student led morning announcements Regularly scheduled times Individual Growth Plans 	<ul style="list-style-type: none"> Student council Solar Car /Cummins Math Bowl Team Spell Bowl Team Choir IUPUC B.A.S.E. B/G Basketball Cheerleading Dance Squad T-Sound SIHO D.A.R.E. Northside Middle School Science Bowl National Honor Society
FUTURE STUDENTS <ul style="list-style-type: none"> Demographic data Community-based services (Caring Parents, Healthy Community Initiative) 	<ul style="list-style-type: none"> Kindergarten orientation Kindergarten screenings Back to school nights Pre-kindergarten visits, screenings and services available to students Learning packets for all kindergarten enrollees 	<ul style="list-style-type: none"> Family School partners. Private kindergartens Head Start Pre-K Local providers

PARENTS <ul style="list-style-type: none"> Open door policy Parent-Teacher meetings CIC membership Classroom Volunteers Before/after school childcare ESL Parent liaison Family Nights 	<ul style="list-style-type: none"> Complaint resolution process Representation on committees (curriculum review, textbook adoption, etc.) Face-to-face interactions Surveys Parental Input Form 	<ul style="list-style-type: none"> Members in school and program CIC's. Volunteers Children, Inc. Columbus Regional Hospital McDowell ESL Classes and Plaza Communitaria
COMMUNITY RESIDENTS <ul style="list-style-type: none"> Open door policy CIC membership Improved Grades Book Buddies M2 	<ul style="list-style-type: none"> Face-to-face interactions CIC appointed member Community committees Annual report printed in local newspaper Representation on committees (curriculum review, textbook adoption, etc.) K-Bug Reading Mentors Math mentors 	<ul style="list-style-type: none"> Community service organization boards HIP Healthy Communities board Kiwanis Director of Youth Development Columbus Learning Center Senior Services Center Local Churches
BUSINESS <ul style="list-style-type: none"> CIC membership SIHO Busy Bee Academy 	<ul style="list-style-type: none"> Business partner Attendance awards, behavior certificates Assistance in fund raiser/student recognition Preschool pilot in building 	<ul style="list-style-type: none"> Baldrige in education mentoring and training Capitol Projects planning partner Community group
HIGHER EDUCATION <ul style="list-style-type: none"> Articulation agreements 	<ul style="list-style-type: none"> Center for Teaching and Learning IUPUC Director of Teacher Education IU Speech and Hearing 	<ul style="list-style-type: none"> Community Education Coalition IUPUC IU

COMPLAINT RESOLUTION PROCESS

To effectively manage complaints, TES employs a Complaint Resolution Process. Stakeholders receive guidelines on where to take concerns at the beginning of the school year. School leadership reviews the complaints as part of the strategic planning process.



See BCSC policies at www.bcsc.k12.in.us

9130 - PUBLIC COMPLAINTS AND CONCERNS

5710 - STUDENT COMPLAINTS

3362 - ANTI-HARASSMENT

APPROACHES TO MANAGING EFFECTIVE RELATIONSHIPS

When TES student and stakeholder needs change, it is determined how best to respond and deploy a revised approach. The "Plan, Do, Check, and Improve" process is used and adjustments are made as warranted. If a new practice is identified to meet the needs of students and stakeholders, the approach is adopted as common practice, documented and communicated and staff is trained accordingly. Such as in our PBIS work. Wellness/Mental Health opportunities are offered through Centerstone. A Behavior Coach works daily in classrooms and in the Respect Room with students, staff and parents to meet the needs of students. In alignment with the positive behavior intervention support model, our goal is to teach children behaviors that will equip them with skills to be successful in the classroom and school setting.

Student and Stakeholder Satisfaction Determination

STUDENT AND STAKEHOLDER SATISFACTION DETERMINATION

Student and stakeholder satisfaction levels are measured using a variety of methods and reviewed at the building level. The CIC and/or GAT Team review data. Data is used as input in the strategic planning process. With an emphasis on literacy the CIC developed a survey and administered to stakeholders to determine more effective ways to address literacy.

FOLLOWING UP ON INTERACTIONS WITH STUDENTS AND STAKEHOLDERS

Faculty, staff and administrators are responsible for following up on interactions with students and other stakeholders in order to get prompt and actionable feedback following complaints.

USING SATISFACTION MEASURES AND BENCHMARKS

TES administers surveys yearly through a variety of means. Parent input is sought in the annual Parental Input Form, Reading Survey and parents have nominated teachers as an Inspirational Educator.

APPROACHES TO MAINTAINING SATISFACTION

When needs change, TES determines how to best respond and implements a revised approach. The approach is monitored and adjustments are made when warranted. An example is adapting quickly to the change in parent teacher conferences. This model was recreated throughout BCSC.

Information and Analysis

Measurement and Analysis of Organizational Performance

TES academic and organizational information is collected and analyzed using a variety of tools throughout building, classroom and student level.

Performance Measurement

TES's selection and use of data is driven by the five district HEOs from which key performance measures and supporting data have been identified. The HEOs and performance measures are also reviewed against Indiana Law 221 and National Program 'No Child Left Behind' to assure all relevant measures of performance have been covered.

At the district level, the Cabinet and CCIC set the objectives and determine measures that will assess progress toward achieving the objectives. The district wide and school measures are then reviewed at the school and the strategies and implementation plans are developed. Some of the strategies are district wide and some are school specific. Each grade level developed plans based on assessment analysis. The plan was developed with our Literacy Coach and shared at a CIC meeting, district leader meeting and during grade level meetings. The principals and Literacy Coach then met with grade levels to discuss aligned plans in an effort to address students who are below grade level expectations. A data wall displays progress as it is monitored per grade level each week. TES is focusing on two HEO's: Student achievement and inclusive culture of equity, fairness and respect.

Section 2 contains the forms that connect the measures to the strategies and the overall objectives of the district and the school.

The CIC uses the Baldrige assessment to monitor the systems and process planning and implementation of the School Improvement Plan. The school is measured on systems improvement as well as results improvement. The primary end result measures are ISTEP+ results. Since the results are taken just once a year, they are supplemented with Acuity, STAR Reading and Math, fluency and the IRDA tracks retention 3-5 times yearly. The data collection and analysis of this data is being automated into a data warehouse to make the analysis easier and less time consuming for teachers and administrators. Another innovation from this process is the fact that we want the students to not just obtain facts but to continue to build their own learning skills. We have begun using rubrics data in some areas to measure some of the thinking skills and not just the paper-pencil skills of standardized testing. In February all first graders and in March all third and sixth grade students were assessed by our TES high ability mentor. The BCSC Gifted Coordinator completed a second round of testing to identify students. We track all high ability students. Acuity monitors student learning in Language Arts, Math, Science and Social Studies.

At the building level, data collection, takes place through the goal setting process, and site-based continual improvement process. At the classroom level data is used to assess the needs of students entering the class, assists in assessing the effectiveness of instruction throughout the year and helps to monitor progress and define the skills achieved through the year. Fluency assessments were conducted three times yearly for all students and more frequently for students in the 50% and below range. In the spring, all teachers completed blue folders for each TES student. Blue folders recommended by the ISD GAT team, contains cumulative student profiles, 504's. TAT referrals and information that the proceeding teacher will find helpful. Data is also used to help determine the effectiveness of instructional strategies and professional development needs of staff.

TES uses a Balanced Scorecard to outline key academic and organizational performance objectives and measures. The Balanced Scorecard contains specific short and long-term indicators for accomplishing the five High Expectation Objectives. Data provides evidence of progress toward the eventual results.

Fig. 4.1-1, Short Term and Long Term Performance Indicators

Short Term Success Indicators	Long Term Results Measures
HEO #1: Exemplary Academic Achievement	
<p>Assessment results help the teacher, GAT teams and principal assess whether the skills being taught are mastered by the students. The students are given remediation or enrichment based on the identified needs.</p> <p>ISTEP+ results give us information about the long term retention of skills and master of standards defined by the state.</p> <p>IRDA results give us information about expected mastery of skills in the five areas of reading.</p> <p>Acuity results give us quarterly information about expected mastery of skills in language arts, mathematics, social studies & science.</p>	<p>1.1 All students in grades 3-6 taking the ISTEP+ test achieve the Indiana performance standard (cut score).</p> <p>1.2 All students in grades K-2 achieve state performance expectations on the IRDA.</p> <p>1.3 All students in grades 3-6 achieve state performance expectations on Acuity.</p>
HEO #2: Aligned Continuous Improvement Process	
<p>The school CIC and GAT teams develop improvement plans based on the strategic objectives of the district. The plans are evaluated and updated based on input from district leadership and consulting groups against a consistent set of criteria</p> <p>The improvement plan and the CIC define the goals and objectives for the school. The quality of these plans and progress of the GAT Teams are indicators we use for progress toward continuous improvement</p>	<p>2.1 TES is recognized as a high achieving, high growth school in the State of Indiana by 20011.</p> <p>2.2 Lessons Learned are captured and shared between schools. Schools learn from each other continuously through principal meetings and BCSC grade level meetings.</p>
HEO #3: Effective and Efficient Use of Financial Resources	
Manage daily budgets to achieve yearly operating balance goals.	3.1 Continue to meet auditor requirements
HEO #4: Safe, Healthy, Learning-Centered Environments	
<p>A proactive fire safety plan, a safety plan that tracks and prevents accidents is present, and a positive behavioral system that monitors results and recommends improvements in student behavior is in place.</p> <p>The principal and lead custodian monitor the number of complaints about indoor quality and follow through with checks.</p> <p>The facility is utilized to best meet the needs of all learners and programs.</p>	<p>4.1 All students, employees and stakeholders learn and work in a safe environment.</p> <p>4.2 Indoor air quality meets the recommended standards for all students, stakeholders and employees.</p> <p>4.3 Facilities are well maintained.</p> <p>4.4 Facilities requirements for population growth are met.</p>
HEO #5: Inclusive Culture of Respect, Fairness, and Trust	
<p>This is an area of major focus for TES. An example is the work of the ISD team in implementing UDL and information from the Patin's grant.</p> <p>Short term indicators are the number of efforts in place to address and bring the groups not performing to minimum standard up to the standard level.</p>	<p>5.1 All stakeholders view TES as having a culture of respect, fairness and trust.</p> <p>5.2 No differences in student academic achievement exist when performance indicators are disaggregated by race, gender or socio-economic status.</p> <p>5.3 All students and staff use of Positive Behavior Intervention and Support.</p>

Part of the strategic planning process is a review of the school's assessment plan. The proposed academic performance assessments provide teachers the opportunity to use the preceding year's assessment results as a pre-test that can be compared to the end of the year/course test to determine progress. With the implementation of the Tech Paths curriculum mapping in language arts, faculty members are aware of cross-curricular opportunities.

Assessment	Frequency	K	1	2	3	4	5	6
BCSC Kdg. Screening Instrument/Report Card	3 times/year	X						
BCSC Writing Assessment	4 times/year	X	X	X	X	X	X	X
State Reading Assessment (IRDA)	3 times/year	X	X	X				
ISTEP+	Spring				X	X	X	X
STAR Math Assessment	3 times/year		X	X	X	X	X	X
STAR Reading Assessment	3 times/year		X	X	X	X	X	X
Math Facts/FASTT Math	4 times/year		X	X	X	X	X	X
Acuity	3 times/year				X	X	X	X
LAS Links	1 time/year	X	X	X	X	X	X	X
High Ability	1 time/year		X		X			X
Fluency	3 times per year	X	X	X	X	X	X	X

COMPARATIVE DATA SELECTION

TES selects comparative data from highest performing school districts throughout Indiana and BCSC for use as benchmarks.

TES uses multiple measures. Surveys measure satisfaction ratings of staff, parents, and students across key school areas in multiple ways. This allows us to access trend and improvement related data. As an example are the Reading Surveys School conducted as a method to evaluate a school's efforts. Participation assists us is to improve practices to support the learning of all students.

MAINTAINING A CURRENT PERFORMANCE MEASUREMENT SYSTEM

Since adopting a Baldrige-based data collection and analysis system, TES has been undergoing refinement of its processes to collect and analyze data. TES continues to seek more efficient and effective methods for information gathering and data analysis. An example is seen in our data wall (please note picture). TES has developed and maintained a more comprehensive performance measure that meets our educational service needs and directions.

Performance Analysis

DATA ANALYSIS

Several data analysis tools, common to organizations following total quality management principles, are used by the building, classroom and individual student level. TES follows the Plan, Do, Check, and Improve process. TES uses the PDCI process to review all types of student, student group, school program, stakeholder, market, operations, budget and comparative data. Results of this process become the basis for decisions regarding options for improvement.

Selected Processes	Analysis Tools	How Data are Used
Strategic Planning	Affinity diagrams, consensograms, root cause, impact analysis, multi-voting, weak to strong academic standards analysis, benchmarking analysis, futures analysis, disaggregation, and project management tools.	Data provide details about stakeholder needs and expectations, current performance, performance projections, needed programs.
Organizational Performance Reviews	Disaggregation, trend analysis, budget analysis, Indiana Department of Education website.	Review of historical, current performance, awareness of needed improvements, performance management, scheduling of staff development and resource allocation.
Student Success Process	Weak to strong academic standards analysis, disaggregation of standardized test data, formative and summative performance data analysis.	Organizing and delivering instruction that is reflective of Indiana Academic Standards and the ISTEP+ test as well as students' current performance.
Stakeholder Satisfaction	Surveys, questionnaires, open forums, content analysis, numerical analysis, disaggregation of data. Student Focus groups.	Analysis yields data about needs, expectations, and satisfaction. These results are used as input to the planning cycle.

COMMUNICATING AND ALIGNING RESULTS

Following quarterly review of academic and organizational performance results meetings are held with the staff, GAT and CIC to review these results and gather feedback and input for use in the school plan. Review and feedback is on-going throughout the school year. Following completion of the school plan, the CIC reviews and monitors progress. Grade level teams and GAT teams use academic and organizational results as they make decisions about curriculum alignment, instructional maps, textbook selections and other educational and organizational support efforts throughout the year. In addition, BCSC publishes organizational and financial results in the local newspaper in January each year. Academic information is also available for public viewing on the Indiana Department of Education Web site. TES also maintains a Web site where school information is available.

Information Management

DATA AVAILABILITY

Internet, e-mail and the school Web site are used increasingly for student and stakeholder interactions. Each administrator, teacher, administrative assistant, building secretary and teacher assistant has access to an individual E-mail account.

Data and results are communicated to stakeholders through electronic, print and a wide variety of face-to-face interactions including public forums and meetings as well as faculty and staff meetings, and GAT meetings. Formative data is shared in order to inform key stakeholders of progress toward goals.

Parent Connect allows parents access to their students performance in regard to grades, discipline, homework status, and attendance.

DATA INTEGRITY

Criteria	How TES Achieves the Criteria
Integrity (Validity)	All data collected and used are aligned with the HEO's / goals. If not, we do not gather (unless for state and federal compliance).
Reliability	We use standardized, computer-based measures where possible (ISTEP+, IRDA, STAR & Acuity) doing so allows state and national comparisons. We use the same surveys, tests, over time to ensure test reliability.
Accuracy	TES uses standardized, computer-based measures where possible.
Timeliness	All survey data are analyzed and results provided as soon as the results are available. This enables each person to be in control of the assessment process as much as possible to ensure timeliness of student and teacher performance data. Formal performance review meetings are conducted (principal and all staff) two or three times yearly.
Security/ Confidentiality	Teachers maintain security and confidentiality of standardized test records, cognitive skills data, special education-related information, and all other potentially sensitive information. Pupil Services Teacher, secretarial staff, administrators, and all other staff ensure that no confidential information escapes beyond the "need to know" circle. Certain information (permanent records, health information, financial records) are kept in secure areas.

MAINTAINING CURRENT DATA AND INFORMATION AVAILABILITY

User requirements are defined regarding data and information availability is gathered through meetings, conferences and other face-to-face interactions. Benchmarking of school districts from the ASAP has provided information of data requirements to support the teachers and administrator.

HARDWARE AND SOFTWARE RELIABILITY AND EASE OF USE

The Technology Continuous Improvement Council reviews site and program annual improvement plans to ensure alignment with the district's Technology Plan. The district plan guides the adoption of new hardware and software. Additionally, the district Technology department continuously seeks input from users regarding user-friendliness and reliability of hardware and software. The Technology Department leads or participates in development of software and hardware that supports continuous improvement programs and initiatives. An example includes the implementation of computer-generated curriculum mapping and the School Streaming process.

Over the past 5 years, the Technology Division has upgraded or replaced every major administrative system. These systems include the student administration system, the financial and HR system, the cafeteria management system, the transportation and logistic system, and the school library system. Automated interfaces are being implemented to improve the transfer of information from one system to another.

MAINTAINING CURRENT HARDWARE AND SOFTWARE

The school's Technology Plan provides a mechanism for gathering information about the latest technology and its possible use in the classrooms and by administrative support personnel and BCSC UDL support. The Technology Department provides teacher and student training and support for hardware maintenance and repair.

BCSC is implementing a system-wide Power School program to replace the current SASI student information system. TES implemented Learn360 video streaming.

The school was awarded a Patin's Grant written by the IDS GAT team. The ISD & other staff members team participated in a book study "Teaching Every Student in the Digital Age Universal Design for Learning" and attended training supported by the project. The school plans to equip every general education classroom with large display capabilities through a Document Camera, Smart Board or Airliner. Through planning with BCSC, the Patin's Grant and a TES Walk-a-thon providing resources we are realizing our dream.

Faculty and Staff Focus

Work Systems

TES organizes all work and jobs around its basic mission of student success with heart. The school is organized by administration, certified staff, support staff, volunteers and collaborative efforts with BCSC and community groups.

Organization and Management of Work

The organization and management of work and jobs begins with the development of High Expectation Objectives during the annual planning process. Considerations that are taken into account include enrollment, state and federal regulatory requirements, retirements, resignations, technology, student needs, economic climate, student and parent input.

TES work system is organized by building CIC and PreK-6 grade levels. Building administration, pupil services, clerical and maintenance support are organized and operate at the building level. District administration, business office, transportation, and technology support are central to the school's orderly operation.

TES teachers work in grade level teams and inter-discipline GAT teams. Teachers have collective responsibility in their elementary grade level teams. Work is managed through grade level meetings with common grade level planning time built into the schedule. Each grade level appoints a leader. Grade level leaders communicate as needed with the principal. The principal and assistant principal have day-to-day responsibilities for managing the faculty and staff in the building and leading the instructional process. The Assistant Superintendents or Directors of Curriculum, Human Resources and Finance provide functional support to the Principal.

The CEA represents teachers at TES and serves on the CIC. The CIC keeps the direction of the school and its employees focused on continuous improvement.

There are monthly planning meetings each year with the CIC. Administrative Council meetings provide professional development for administrators. There are monthly principal's meetings that provide the opportunity for communication and sharing. Faculty, GAT, TAT, grade level are held monthly on Wednesday's at TES. TA meetings are held monthly at TES. The CEA holds discussion meetings with administration. The BCSC Support Staff Roundtable, which is comprised of representatives from all categories of support service employees, meets monthly or quarterly with administration.

Capitalizing on Diverse Ideas

Teachers are encouraged to develop their full potential through a variety of methods. The level of education achieved and the years of experience determine the pay scale. The Teacher Evaluation Process is designed to function as a professional growth

system. Teachers must identify a goal for professional growth in alignment with building and district goals. Summer academies offer professional growth opportunities for teachers at minimal cost to the teacher or teachers can also apply for the use of Professional Development monies. Teachers also have attended conferences during the school year. Guidelines for expending school professional development resources are aligned with the building goals.

A new and innovative way of capturing the ideas of the leadership and teachers of the organization is through training held at every staff meeting. For example, ISTEP+ Math Strategies, Science and Literacy strategies are currently of important to all. This has generated several good suggestions and ideas for improvement based on research about a subject or ideas generated during the discussion portion of the staff meetings.

Support staff is encouraged to utilize their full potential by being able to move up the salary scale by applying for positions with increased scope of job function and responsibility. The support staff is also afforded the opportunity to attend professional development conferences and seminars that are connected to their line of work. Monthly TA meetings are held to improve communication and provide professional development. The support staff is encouraged to participate in district-wide professional development opportunities.

Communication and skill sharing

The evaluation system is a professional growth system that ties teacher growth and development to the building and district goals. All teachers must complete plans for their growth that are aligned to the goal of student achievement.

The Stakeholder satisfaction GAT team works with office staff to identify ways to recognize and support employees. Celebrations are held during the year that include staff appreciation week, a staff Christmas breakfast, Valentine's Day soup lunch and drawings.

We review data across the school and across the district to see if one method of instruction has been particularly effective. TES staff volunteer to serve on the BCSC committees. Information from these committee meetings is shared in GAT meetings, grade level meetings and monthly faculty meetings. This keeps our school informed about current district expectations. We collect performance data to identify strengths and weaknesses in skills demonstrated by the students. We put corrective actions in place to improve those skills found to be the lowest.

Faculty and Staff Performance Management System

The BCSC evaluation system is a professional growth system that ties teacher growth and development to the building and district goals. BCSC and TES will implement and support current changes in teacher licensing requirements. All teachers must complete plans for their growth that are aligned to the goal of student achievement. BCSC now has a plan in place for Support Staff that mirrors the system for certified staff.

Hiring and Career Progression

There are opportunities for employees to progress to positions with additional responsibilities and compensation. Job vacancies are posted on the BCSC website and applications completed through School Streaming.

SKILLS NEEDED BY POTENTIAL FACULTY/STAFF

The BCSC's teacher selection process is rooted in an identification process for teachers called the "Teacher Perceiver" developed by the Gallup Company. The process identifies twelve talents of outstanding teachers and provides a structured interview process to aid in selection and development of teachers. BCSC implemented a School Streaming on-line application process in March of 2008 incorporating the Gallup score into the application process.

Hiring staff from diverse backgrounds is identified as a goal for BCSC/TES. The CIC has developed a list of technical and behavioral questions used to conduct interviews. Taylorsville serves as a host site for practicum students, student teachers and field experience students from IU and IUPUC to educate perspective candidates. The CIC conducts interviews for prospective TES employees.

TES focuses on staff education and training issues aligned with HEO's, and professional development goals. Faculty & staff education and training with our HEO's. Key needs are met internally through teachers sharing techniques with others, speaker s, training, and workshops, the Center for Teaching and Learning Professional Summer Academy. New teachers have a grade level team and a senior staff member assigned for mentoring. Grade level teachers also assist with mentoring. Staff members have developed a core values/process/procedure manual for not only new staff orientation, but for all staff members. GAT teams survey staff members on their perceptions of staff development needs. At TES, more training in the curriculum mapping, differentiated instruction with the methods of UDL, FASST Math ICT and integration of the new Everyday Math curriculum were identified by the GAT teams. Based on meeting these training needs, we extended the scheduled time on Wednesdays, while shortening the other 4 days. This identifies Wednesdays as meeting days and provides more consistent time for staff to hold GAT team meetings on the first Wednesday, faculty meetings the second Wednesday, TAT meetings the third Wednesday, grade level meetings, CIC, flex meetings the fourth Wednesday and Cross grade level meetings on the fifth Wednesday. Wednesday meetings help prevent in draining the vat so that important meetings are not scheduled on other days. In addition, the principal visits classrooms and provides feedback for developmental purposes for each teacher. At goal meetings, the principal and staff member discuss professional growth plans. With new contractual changes, the schedule for meetings will be determined by staff in the fall of 2010.

BCSC and TES conduct a district orientation for new teachers prior to the start of each school year. In addition, each first year teacher is assigned a more experienced teacher as a mentor. TA orientation by veteran TA's has also started. TES employee orientation for all employee groups is held each fall.

Faculty and Staff Learning and Motivation

EDUCATION AND TRAINING / USE OF FACULTY AND STAFF INPUT

The TES professional development plan links professional development opportunities with school goals. Teachers at TES participated in 178 days of professional development during the 2009-2010 school year. All teaching assistants also participated in professional development. There are several ways that these opportunities are provided:

- BCSC training and in-service days are held during the school day. The content for these days must be aligned with district & TES goals. Structure for the time is determined by building administrator(s), CIC and the CEA.
- Funds are expended for professional development that may be used for individual and group activities that enhance the ability of the building to achieve its goals.
- Summer Academy course offerings provide the opportunity for all faculty and staff to enhance their skills and knowledge at minimal cost to the individual or school. Courses offered by the Center for Teaching and Learning are a key component of the summer course offerings. As we learn instructional excellence practices in one area we transfer that learning to other areas to support continuous improvement.
- The Columbus Learning Center provides opportunities for specific course work. These courses are offered in conjunction with Indiana University-Purdue University at Columbus, Purdue Statewide Technology, Ivy Tech State College and Workforce Development.

ADDRESSING STAFF AND FACULTY TRAINING

There is an orientation for all teachers who are new to the district regardless of their years of experience. Each district employee must receive training in dealing with blood-borne pathogens. The school nurse monitors employee participation levels. CPR training and training on the use of the new defibrillator have been held at the school and district level. Maintenance and food service employees receive safety training in each of their areas.

FACULTY AND STAFF TRAINING DELIVERY AND New KNOWLEDGE DEPLOYMENT

Professional development activities are evaluated for effectiveness. Responses are summarized and evaluated for ways to improve professional development. This year, TES had several opportunities to attend conferences. These opportunities included Orton Gillingham, ICT, Math Leader, Literacy Mentor, Acuity Training, Title I, PBIS, UDL and Patin's. There were also trainers that addressed the entire staff on topics such Curriculum Mapping, Writing, Math, and PBIS. Through the ESL Department, a national

presenter, Jo Gusman, provided half day in-service training to all certified and non-certified staff members. All teaching assistants have attended SRA, Corrective Reading and received training from the Literacy Coach. A trainer for SRA addressed all the principals in training. The SAFE team provided updated information on bullying to teachers and support staff from the Olweus student survey. Cyber bullying is an area that the district has initiated information to families. Teachers attended 164.5 days of professional development during the 2009-10 school year.

An approach to knowledge deployment has been the addition of learning opportunities during principal meetings. Responsibility for leading the group in studying a new book or new article that is important to the direction of the district is read by all of the members and several methods of retention are used to reinforce the learning from the reading and discussion. All principals and assistant principals are trained in discussion protocols. These protocols have been used in staff meetings.



PROFESSIONAL DEVELOPMENT ACTIVITIES

Practical Strategies for Writing Instruction	BCSC Read Write and Gold
BCSC Curriculum Mapping	IRDA Workshops
BCSC Writing Committee	Orton Gillingham
Childhood Nutrition and Fitness	Oppositional Defiant Disorder
Universal Design for Learning	Healthy Communities
Instructional Consultation Team	LAS Links English Proficiency Assessment
Corrective Reading Training	Everyday Math Training
Positive Behavior Support	The Nine Principles of Brain Research
Acuity Training	Project Based Learning
Curriculum Mapping Trainer	PATINS
FASST Math	Healthy Lifestyles Summit
Economics in the Classroom	Smart Board Training
Indianapolis Children's Museum	Science Mentor Training
BCSC Multi-age Teachers	21 st Century Beacon Conference
All Day Kindergarten Teacher Training	Linda Mood Bell Training
BCSC Math Leaders	SRA
ESL Instruction Strategies	Math Mentors
Field work coordinator training with IU	Compassion Fatigue
Read 180	Technology Fair
Learn360	Cognitive Coaching Institute
Research Proven Math Strategies	Title III/LAS Links
ISTART 7	ISTEP+ Writing Training
Smekens Workshop	UDL
ADD in the Classroom	High Ability Mentor Training
Indiana Speech & Hearing Association	DOE Reading conference
Spring Conference	Richard Allington conference



Faculty and staff education, training, and development address key organizational needs associated with new employee orientation with the implementation of mentoring and faculty process manual. Diversity needs are met through the training of an on-site ESL personnel, pupil service person, speech pathologist, occupational therapist, school psychologist and LRC teachers. All teachers and staff are provided access to an on-line Teacher & Staff Process Manual that includes safety, emergency and crisis intervention information, as well as educational material. Environmental safety is being monitored regularly through the school corporation's Healthy Environment Committee. A concern about a classroom arose during the year. After a thorough check, a report was issued that demonstrated air quality to be in the normal range.

We seek and use input from faculty and staff and their representatives on education and training needs through surveys, open forums, team meetings and faculty meetings. All concerns from areas previously mentioned will be taken to Leadership or CIC for further review. Viable solutions are presented to all stakeholders for approval or further dialogue. Those items requiring further discussion will be taken back to Leadership and CIC for further analysis.

FACULTY AND STAFF WELL-BEING AND SATISFACTION

WORK ENVIRONMENT

The school CIC and GAT teams focus on continuous improvement. The teams often are inter-disciplinary or cross-grade teams that focus on a specific area of improvement, analyze the problem and recommend a course of action to improve performance. Examples of goal action teams are the TAT/ICT, ISD, PBS/Stakeholder Satisfaction, SAFE/Wellness, Literacy and Math/Science. These teams provide a mechanism for cooperation and collaboration to improve student and organizational performance and share responsibilities. Work with TAT teams will end in December 2010.

Taylorsville Elementary works cooperatively with BCSC, The Bartholomew County Emergency Preparedness Team, the Bartholomew County and State Fire Marshall, the Bartholomew County Sheriff's Department and the German Township Volunteer Fire Department to assure that crisis and emergency procedures are current and appropriate. A radio connects the school to outside authorities in case of a crisis. BCSC provides the principal with a Blackberry that allows communication via phone or on-line.

TES ensures workplace preparedness for emergencies or disasters through routinely scheduled fire, tornado and code blue drills. TES was accredited by the state fire marshal. Additionally, on the morning announcements, students demonstrate the state-recommended positions for drills. Each room is equipped with a red crisis bag that includes student information cards, emergency materials and a yearly updated Crisis Manual. All emergency exit routes are displayed in the each room. Alternate routes are practiced during drills in case established routes are blocked. Organizational continuity is ensured through the use of the TES Crisis Manual. All faculty and staff members are

directed to familiarize themselves with the processes and procedures included in the Crisis Manual. The crisis manual is also posted electronically on the school shared "P" drive. A phone tree is distributed to all staff to use in case of an emergency. The front door is the only door unlocked during school hours and activities. This allows close monitoring by office staff of all who enter the building during designated hours. Sixteen cameras monitor activity in and on school grounds. During the first week of school, PBIS expectations are presented to all students.

KEY FACTORS EFFECTING WELL BEING, SATISFACTION, and MOTIVATION

A Satisfaction Survey is administered periodically. TES CIC receives the data and develops a plan of action based on the information provided. The PBIS/Stakeholder Satisfaction GAT conducts additional surveys to gather feedback and suggestions for improvement

The CEA monitors satisfaction and work environments. Concerns are brought to monthly meetings for input and resolution. The district also has a discussion committee who address topics discussable under Indiana Public Law 217.

The Support Staff Roundtable serves as a voice for support staff personnel. They meet regularly and discuss issues important to each group. Four TES staff members currently serve on the roundtable.

EVALUATION METHODS

Salaries and benefits for teachers are discussed according to collective bargaining laws. The district and the CEA conduct surveys to determine issues most important to teachers in the district. These issues are a backbone for the contract negotiations. They include salary, benefits, retirement and working conditions. In addition, the district superintendent charts research or best-practice teams and the CEA President to research the issues. The teams provide recommendations to the core bargaining team. A new contract was approved in May 2010.

All other employee groups have the opportunity to discuss salaries and benefits. Salaries are compared with comparable districts for parity and availability to attract and keep personnel. A key issue is the benefits package provided to support staff. The district decided that the benefit package, as determined through the teacher collective bargaining process, would be made available to all employees eligible for benefits.

Each employee group has a grievance procedure available to it. The district office monitors these grievances. The low number of grievances filed is one indicator of faculty and staff satisfaction.

The CIC determines which results of the Satisfaction Survey are key to the achievement of its goals. Plans of action relative to improvement are developed. The CIC oversees this area of improvement for the school.

Assessment Methods and Measures

We realize that a positive, supportive environment contributes to increased productivity and student achievement, as well as greater satisfaction among all community members. Our CIC is attempting to improve the work environment and faculty/staff support climate that exists at TES. We continue to solicit input from all staff by having an issue bin where any staff may place concerns and positive feedback. TA meetings provide an avenue for input.

The PBS/Stakeholder Satisfaction GAT has established a goal of camaraderie and unity. As issues and opportunities for improvement arise, TES faculty and staff are empowered to follow established methods to gather data, analyze for root causes, select cost-effective alternatives for implementation, and recommend proposed changes to CIC for approval. Following implementation of changes, data are collected to determine success levels and need for additional interventions. In addition to the formal CIC structure, input regarding opportunities for improvements in health, safety, or ergonomic factors can be made also during grade level, GAT and faculty meetings or one-on-one with the principal. TES is one of six model sites in Indiana recognized by DOE as a pilot site for PBIS.

Process Management

Taylorville establishes its learning centered processes by assessing the needs of the students, the community and all stakeholders in the education process. In addition, Taylorville considers the research of leading educational scholars and monitors trends in skill needs of our students. We also assess strengths and areas of interest of instructional staff for planning professional development where needed to implement our continuous improvement process.

Learning Centered Processes

Determining learning centered processes and student success

Learning centered processes are determined by studying the flow of education activities and the variables that impact the quality of the learning experience. Fig. 6.1-1 helps to describe what factors are considered in optimizing the learning experience for all students and stakeholders.

Identifying key learning center requirements

Student learner needs were identified using the following criteria:

- Federal and state requirements
- Meeting the needs of diverse populations of students
- Helping students achieve academic excellence
- Community expectations
- Research based materials and delivery processes

From studying the learning system and variables affecting the quality of the learning experience, we determine the core processes to be those shown in Fig.6.1-2:

Fig. 6.1 - 2

Hiring the best teachers to design and implement the educational system.
Selecting, implementing and delivering standards based instructional material.
Determining the optimum instructional delivery method with a focus on the individual student.
Understanding each student's learning style, approach to learning and constantly improving the learning process for each student.
Providing a variety of experiences that enhance learning.
Using multiple assessments for determining skill achievement.

At TES the learning centered student support services were determined to be those shown in Fig. 6.1 – 3

Fig. 6.1-3

Student Services	Performance Requirements	Measures
Pupil Services Program	Support groups, Life Skills instruction, behavior management support	Conferences and reports Student Survey
ESL	Support services for identified students	LAS Links Test and progress monitoring
Special Education	Support services for identified students	Quarterly assessments and progress reports
Speech and Language	Language and articulation therapy for identified students	Quarterly assessments and progress reports
Teacher Assistants	Additional academic support for students	Improved academic performance/testing
Computer Lab/Technology Support	Support in equipment use, training, and troubleshooting	Stakeholder input Completion of student work
Occupational Therapy	Motor and sensory training for identified students	Progress reports and assessments
Senior Leadership	Management of resources, student learning and accountability, faculty and staff support, and communication with stakeholders	Stakeholder input and reports
ATTEND	Attendance monitoring (each student with at least 98% attendance)	Attendance reports
Family Services	Support groups, Life Skills instruction, behavior management support	Attendance report, discipline referrals and parent participation
Book Buddies	Language Arts tutoring for 2 nd grade students reading below grade level	Quarterly assessments and progress reports
Beacon	Homework help, remediation and enrichment through after school programming	Quarterly assessments and progress reports
Centerstone	Wellness, family, mental health and PBS support	Discipline reports
ESL Parent Liaison	Family support, interpretation	Conference reports

Determining learning centered process requirements

The process requirements are determined through multiple means by conducting Parent/Teacher conferences, involving teachers in BCSC initiatives. Staff members are involved in activities such as Literacy Task Force, BCSC Grade Level Teams, BCSC Reading Plan, BCSC Bully Prevention Task Force, BCSC Textbook Adoption Committees, BCSC Math Committees, BCSC Curriculum Mapping, BCSC Grade Level Meetings, CCIC trainings and BCSC Diversity Committee. In addition teachers participate in weekly grade level meetings and meet with the Principal and literacy coach to discuss literacy progress. During these meetings reviews of data from current assessment information such as fluency, STAR, IRDA, Acuity and ISTEP+ are discussed. Plans are created by grade levels and GAT teams to address areas of concern.

Designing processes to meet student/learner needs

The most important element in the process design understands the desired outcome. The list identified in Fig. 6.1-4 was determined to be the desired outcome. This is called the 12-K process of starting with the end in mind. We then identified communication and process feedback systems to build the process of continuous learning. We established supplier/ customer relationships between the school and between grades so that the desired results were cascaded and understood all the way through our school.

Fig. 6.1-4

Academic Achievement
Maximizing the skill capabilities in the core competencies such as English/LA, Math, Science, and Social Studies.
Critical Thinking and Love of Learning
Developing good habits of the mind to look at life's situations and learn from each experience. Problem solving and asking good questions are examples of skills to be learned.
Excellent Learning Practices
Learns efficient use of time and loves to read solve problems and knows to apply the proper studying techniques to get the most out of time spent.
Responsible Citizen
Cares about other people and the world. Wants to apply their learning to improve peoples lives and the world around them.
Effective Communicator
Has excellent oral and written skills in both scientific approaches and language subjects.

Grade level teams developed the process of vertical articulation learning. The purpose was to promote information and feedback between grades as to the skills required to be successful for the next stage of education, and to understand what each teacher has learned about the skills, capabilities and learning styles of previous students. These groups were instrumental in coordinating processes such

as curriculum mapping and instructional calendars so that all students are given the subject in the correct sequence for achieving the maximum skill development for each student. Figure 6.1-5 illustrates the process design. Teams select instructional material plus share best practices in instructional delivery to promote excellence through horizontal articulation. One of the characteristics of our students is a high degree of mobility and with district share processes, the use of common instructional material and best practices in delivery help assure instructional excellence for all students.

Key performance measures for control of improvement process

At the current time there is a large focus nationwide on the results of testing such as the Indiana ISTEP+. This is important and we have strategies to continue to improve the results, but we are also monitoring other indicators of skill accomplishment such as research, observation, presentation, communication skills, and problem solving. We are currently using rubrics to measure some of these skills, such as writing. Rubrics are used to measure current skill level and assist in skill improvement planning with teacher, student and parents to improve the skills needed for achieving the desired result.

TES has several measurement tools in place to determine program effectiveness. Academic achievement is measured through formative and summative assessments: ISTEP+ (Grades 3-6); Kindergarten Inventory of Developmental Skills; Indiana Reading Diagnostic Assessment (IRDA); STAR test for reading and math, Acuity test for language arts, mathematics, science & social studies, classroom assessments in reading and math; BCSC writing assessment (conducted quarterly); FASTT Math; progress reports for special education students, Mcmillan McGraw Hill Fluency assessments; READ 180 reports, and LAS assessments for ESL students. Frequent monitoring of the MMH Fluency Assessments is being used to analyze and disaggregate the assessment data to help in the development of instructional calendars.

The primary tools for measuring performance are Data Folders, STAR Reading and Math, IRDA, Acuity, ISTEP+ scores, fluency, Kindergarten screening, Report cards, etc.

Figure 6.1-6

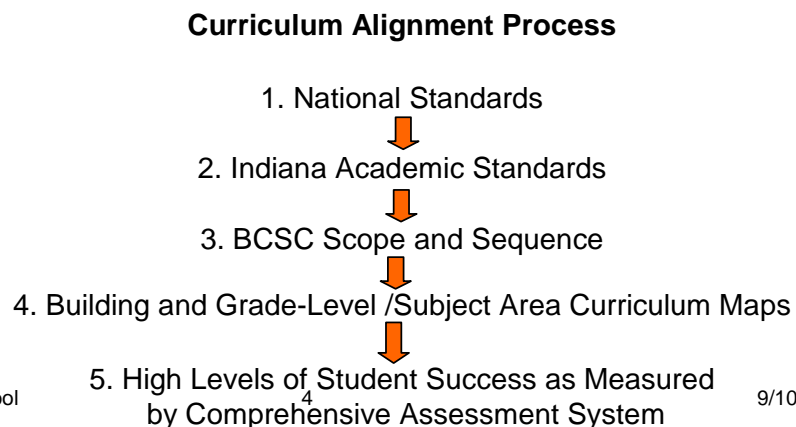


Figure 6.1.6 details the curriculum alignment process. With the adoption of the national core standards, alignment work in curriculum maps will be on-going during the school year in language arts and math.

Key Support Processes and Operational Planning

Determining and identifying key support processes and requirements

The key support processes are determined by identifying those processes that are essential for the safe, efficient and effective delivery of services required to maintain a professional learning community. Reviewing the process with those knowledgeable of the process and determining what characteristics are required for a quality process and result determine the requirements. The key support processes and requirements are shown in Fig. 6.2 – 1. During the 2009-2010 year, TES developed a schedule that included an intervention block for each grade level. This allowed all students from the grade level to be placed in intervention groups at the same time, decreasing classroom distractions and disruptions and increasing student time in the classroom.

TES Key Support Processes

Support Process	Purpose/ Key Requirement	Key Measure
Communication	Provide timely, accurate and useful information to the community, students, parents, and support organizations.	TES and BCSC surveys
Facility and Security Management	Provide a safe and healthy environment for student centered learning. Include building maintenance, renovation and new construction when required.	Environment rating Safety audit results
Food Services	Provide nutritious and healthy food for students and staff that is cost effective and meets all regulatory requirements.	Food Service survey results, TES parent survey
Human Resources Support	Provides professional development and training to all of the faculty and staff of BCSC.	Number of opportunities for professional development
Technology	Provides up to date technology for the efficient and effective instruction for students and staff.	360 Turnaround
Health Services	Provide medical assistance to students and families	4,203 students seen in office

Process Design to meet key requirements

The key support processes are designed by first determining the customer requirements for excellence. This means interviewing and recording what is important for customers of the process. The next step is to determine the flow of work to accomplish the desired results. In addition we identify what variables can affect the results and how they can be optimized for the best results. We then discuss with suppliers to the process and owners of the process how they will

document their workflows and put controls on those variables that will impact the quality of the results of their process. Measures of cycle time, productivity, value added and resource requirements are used to assess how well the process is designed.

Key performance and in-process measures

Student and Stakeholder input are obtained through surveys, GAT team work, focus groups and interviewing processes.

Minimizing cost and preventing errors

Each support process is based on the principle of value added performance. The inspection and testing of supplied product is minimized by having well defined requirements so that suppliers know what is important to us. We also purchase material from suppliers with known quality suppliers only. We do encourage auditing and sampling of products and processes to determine how well the process is working and putting corrective action in place when problems are identified. Errors are prevented by using only known quality suppliers and regularly scheduled maintenance and inspection when required. For example, locally on site we can monitor through the Work Order Management System the use of products and the different maintenance needs.

Organizational learning and innovation

Organizational learning is carried out in several ways: 1. We track the results of current instruction and identify excellent practices within our own organization. 2. We benchmark excellent organizations and learn from them what approaches or strategies have made the successful. 3. We follow instructional research and published articles about what others have found to be successful. 4. We follow the PDCI approach to improvement. Basically we a) determine what strategies we will use at the school level. b) Benchmark those who are getting the best results internally or externally c) put action plans in place to implement the identified strategies. 4) Measure the results of defining our strategy and deploying it. 5) Look at information to determine effectiveness of strategy and if it needs to be changed.

Operational Planning

Resource planning and financial risk management

Resources are used to align with current HEO's, goal action plans, professional growth plans, and BCSC initiatives. Expenditures for process or performance audits made at TES are monitored by BCSC and the financial guidelines set by the state. Funding is also made available through grants from community organizations, BCSC and the school foundation.

TES received a perfect audit check in 2009.

Emergency Planning

A rainy day fund is established each year by BCSC to assure continuity of services if emergencies arise.

(7.0) Organizational Performance Results

7.1 EXEMPLARY ACADEMIC ACHIEVEMENT

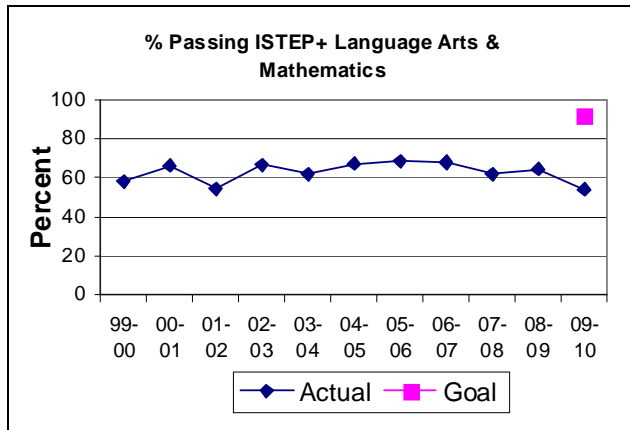
Key measures for student academic performance reflects Taylorsville Elementary School's High Expectation Objective: *Exemplary Academic Achievement*. These measures include results from a variety of assessment tools including the ISTEP+ and IRDA. The Indiana DOE develops and mandates annual testing of the ISTEP+ test for grades 3, 4, 5, and 6. The IDOE compares results from this testing process to a specified set of criteria used for determining the overall level of performance of a school. Results from the ISTEP+ provide a data set of academic progress across all grades for the school each year.

7.1-1, 7.1-2, and 7.1-3 reflect TES's average school performance on the ISTEP+ according to the Indiana Department of Education's requirement.

7.5-11 through 7.5-12 reflect TES's progress in writing, reading, and math, as measured by STAR Reading and Math

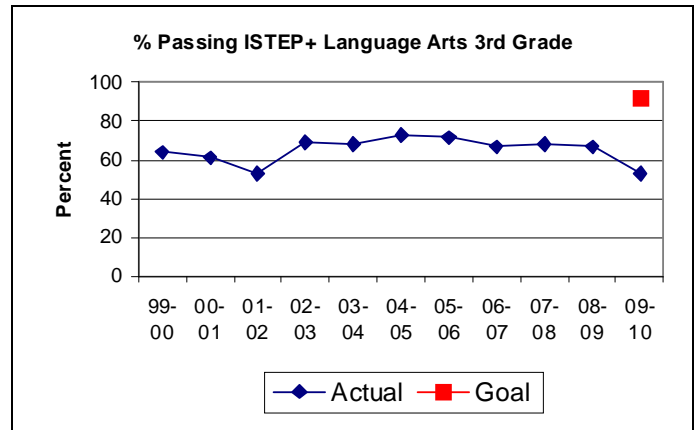
7.1-15 through 7.1-17 portrays the progress of each graduating class as determined by ISTEP+.

Fig. 7.1-1, Measure 1.1



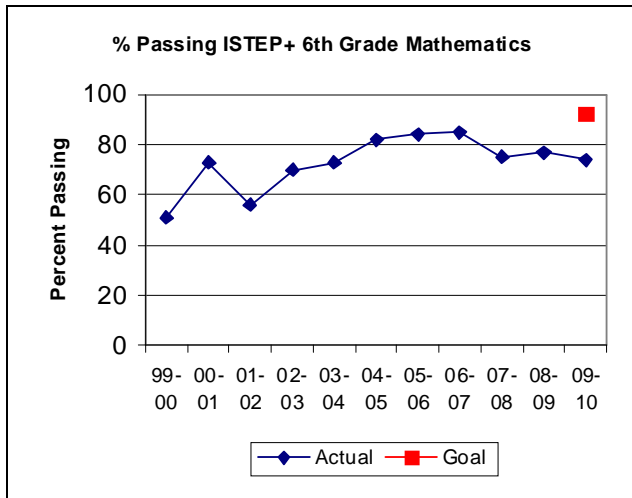
Our overall percent passing both language arts and mathematics decreased from 2008-2009. We did, however, see growth from year to year in our 4th, 5th and 6th grade classes.

Fig. 7.1-2, Measure 1.2



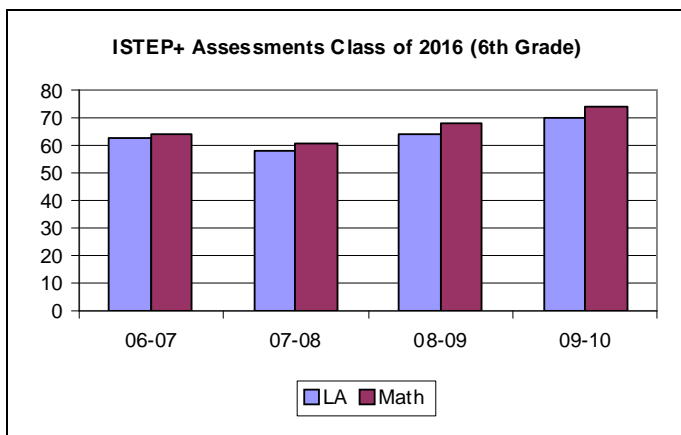
Our 3rd grade language arts scores decreased from the previous year. The increasing number of diverse students from poverty and non-English speakers are prevalent at this grade level. Data collection for all reading interventions has been refined to provide intensive progress monitoring in 2010-2011.

Fig. 7.1-3, Measure 1.3



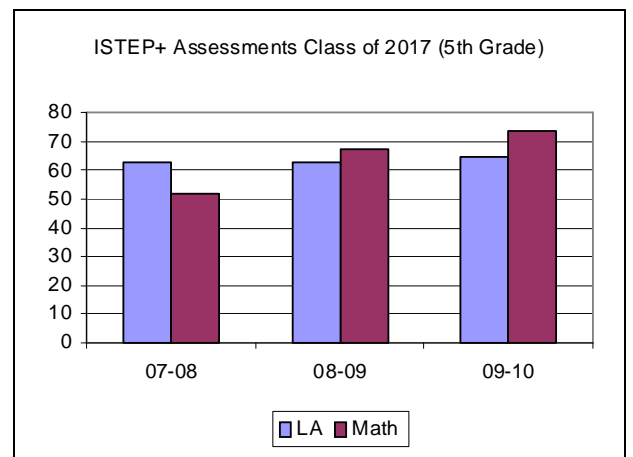
Our 6th grade math showed a 74% passing rate. These were the highest scores at Taylorsville for 2009-2010.

Fig 7.1-15



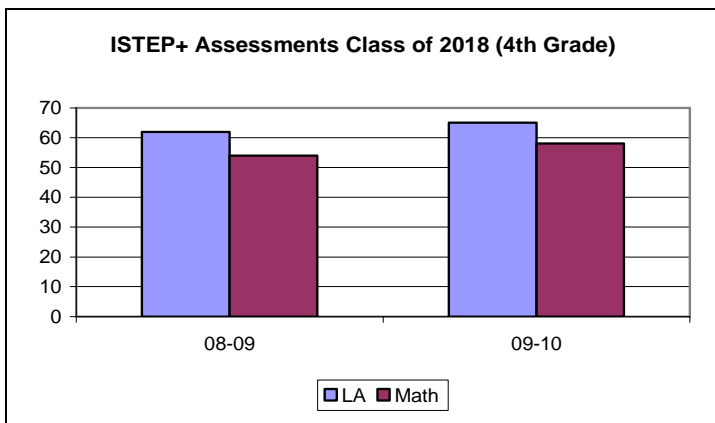
We are very excited by the progress made by our current 6th grade class. They showed a 6% increase in language arts and a 6% increase in mathematics from 2008-2009.

Fig. 7.1-16



Our current 5th grade class has shown impressive growth during the 2009-2010 school year. Language arts scores increased by 2% and mathematics scores increased by 7%. We were especially pleased with a 67% passing score for our Hispanic students in mathematics.

Fig. 7.1-17



Our current 4th grade class saw increases in both math and language arts on the 200-2010 ISTEP+.

The retention rate for 2009-2010 was 0%. This is down slightly from 2008-2009 when the rate was 0.001%. With the new state reading plan, it is unsure how this will effect the retention rate in the future.

7.2 ALIGNED CONTINUOUS IMPROVEMENT PROCESS

The CIC has reviewed and evaluated Quarterly and Annual Reports from each GAT Team.

In 2009-10 GAT teams recommended strategies and results are reported:

Literacy GAT:

- Trained and implemented the use of Building Academic Vocabulary & Knowledge
- Monitored Accelerated Reading challenge (243 students met AR goals in 4th quarter)
- Implemented BCSC vocabulary lists in all content areas in grades K-6

SAFE/Wellness GAT:

- Studied and improved arrival and dismissal procedures
- Administered the Olweus survey and developed strategies to address “hot spots”
- Worked with Office of Family and Children to improve communication
- Tracked wellness information including obesity and investigated Healthy Generations
- Implemented 3 Wii's from a Healthy Communities grant to be used during PE classes.
- Met with students to review playground rules

Math GAT:

- Studied and received training on math fluency in the Fasst Math program

- Researched math programs and web sites, creation of a file of these for teachers to use
- Increased awareness and usage of math academic vocabulary
- Increased usage of math vocabulary notebooks
- Math Bowl Team
- Family Math Night in collaboration with Beacon
- Supported work with BCSC Math Coaches
- Participated in BSCS textbook adoption of Everyday Math

ISD GAT

- Completed the third year requirements for the PATINS Grant
- Guided UDL principles to staff
- Presented new technology at staff meetings and in-services
- Established and maintained a networked toolbox for staff

Stakeholder Satisfaction GAT:

- Planned and held pitch-ins and get togethers
- Recommended continuing with the theme “TES has HEART”
- Obtained Christmas gifts for office staff and custodians
- Collected social dues
- Established and followed through on ways social dues spent
- Worked with office staff to send flowers, purchase wedding, birth gifts, etc. and other stakeholder activities
- Beacon held family evening events at the school and centrally with all BCSC Beacon sites
- Office staff planned quarterly convos to celebrate student success
- Various GAT teams and office staff planned student events
- TA monthly meetings
- ESL Parent Liaison participated in school functions
- Participation in SAFE Routes to School (one student won a bicycle)
- Annual Walk-a-thon in collaboration with the Taylorsville Booster Bear Club
- Fall and Spring Fun Fair

Science GAT:

- Planned, judged and held school wide Science Fair
- Solar Car Team and Science Bowl facilitated by a 6th grade teacher
- Provided practice ISTEP+ tests for teacher use
- Integrated curriculum and science lab activities posted in TES shared folder

TAT GAT:

- Recruited and trained facilitators
- Planned, organized, prepared paperwork and facilitated for the TAT meetings
- Followed progress monitoring procedures according to Baseline Data Interventions

PBIS GAT:

- PBIS Team created with a member from each grade level
- Attended BCSC district meetings
- Reviewed matrix
- Strategies and data presented at faculty meetings
- Created substitute folders with PBIS documents and procedures
- Established faculty and staff expectations

ICT GAT:

- Facilitator and buddy attended monthly trainings
- Identified TES IC Team
- IC Team attended two day district wide training
- Facilitator and buddy provided weekly training meetings for building team

We welcome a review of our SIP, as well as training in any areas needing improvement. The TES School Improvement Plan is being submitted on time to the CCIC.

7.3 EFFECTIVE AND EFFICIENT USE OF FINANCIAL RESOURCES

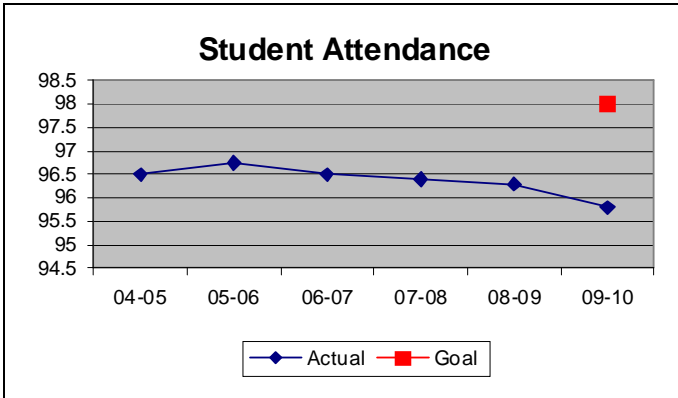
TES had a perfect audit in 2008 year from the DOE State Board of Accounts. Real time reports are submitted weekly to DOE by BCSC.

7.4 SAFE, HEALTHY, AND WELL-EQUIPPED LEARNING ENVIRONMENT

One of TES's key objectives is to improve overall organizational performance as measured by safety, attendance, disciplinary incidents.

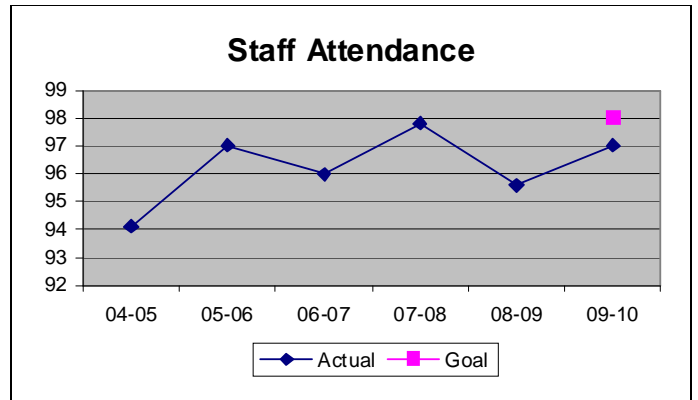
Measure 4.1 – There was 100% compliance with safety practices as outlined by state laws and regulations. TES was accredited by the State Fire Marshall.

Fig. 7.4-1, Measure 4.2



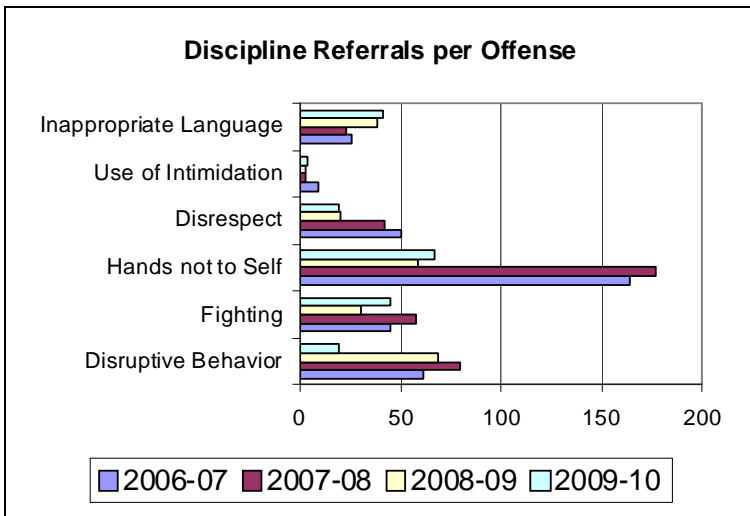
Attendance at TES remains stable, with a slight drop noted. During the second semester, daily phone calls were made for those students whose absence was not documented.

Fig. 7.4-2, Measure 4.3



Faculty attendance was 97.0% in 2009-10. This is an improvement of the previous year.

Fig. 7.4-3, Measure 4.3

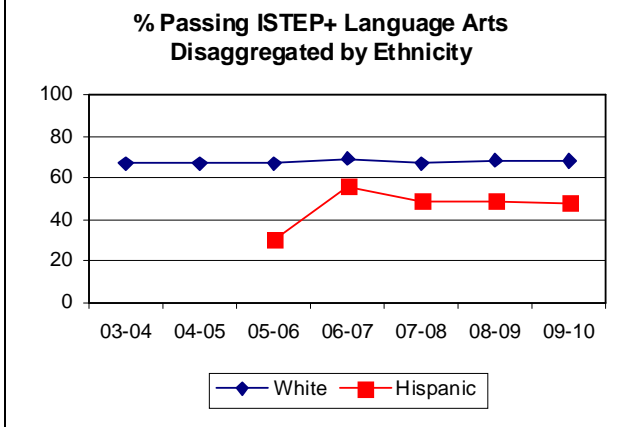


This school year saw our discipline referrals remain fairly constant. We believe this is due to our school wide use of PBIS. We did see a significant decrease in the referrals for disruptive behavior.

7.4 INCLUSIVE CULTURE OF RESPECT, EQUITY, AND TRUST

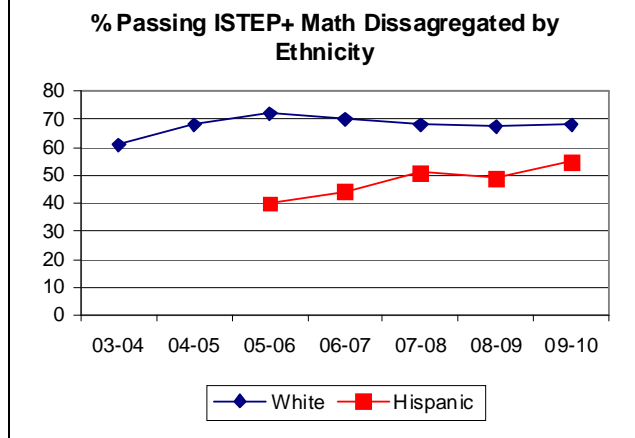
At Taylorsville, we work very hard to narrow the gap in areas of diversity. This year while delving into our AYP information, we determined that over 90% of our ESL students are on Free lunch assistance. Our ESL students are all Hispanic and most considered Limited English. So these students impacted multiple areas of AYP determination. With the Jo Gusman training for all building staff, our hope is to equip staff with ESL strategies they can effectively implement in their classrooms. We closely monitor program placement of our ESL students to avoid over representation in special programs. From demographical information, we also know this is will continue to be a growing population in our school.

Fig. 7.5-1, Measure 5.1



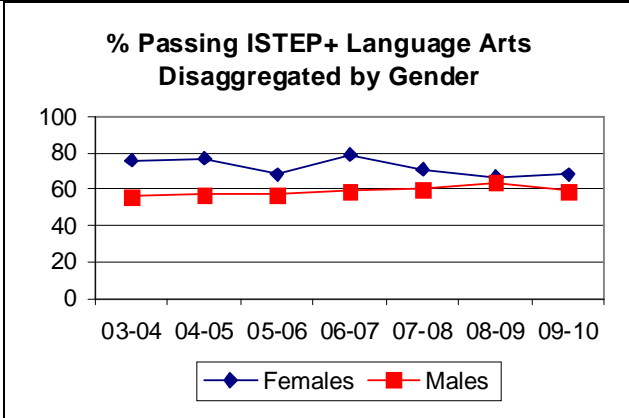
Our 2009-10 ISTEP+ Language Arts results show that our ethnicity scores have remained constant. We were pleased that our 6th grade Hispanic students posted a 63% passing rate.

Fig. 7.5-2, Measure 5.1



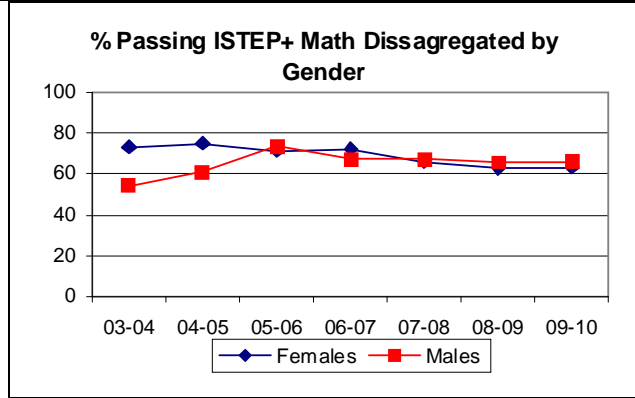
On our 09-10 ISTEP+ Math results we saw the gap between our White and Hispanic student population narrow. We attribute this to our inclusive learning environments and focus on academic vocabulary knowledge.

Fig. 7.5-3, Measure 5.2



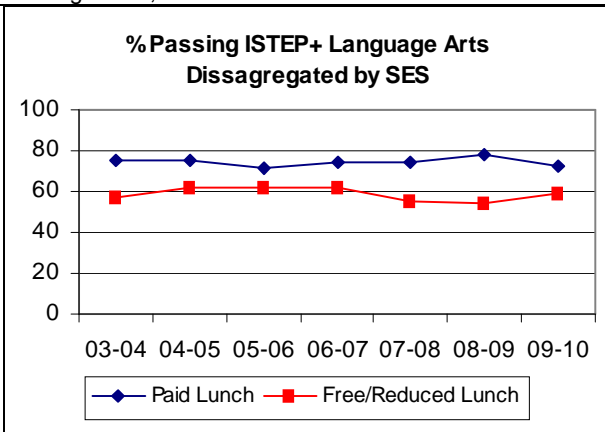
Our 09-10 ISTEP+ language arts results saw our female student scores increase slightly contributing to a widening gap. An increased focus on non-fiction material is hoped to narrow this gap.

Fig. 7.5-4, Measure 5.2



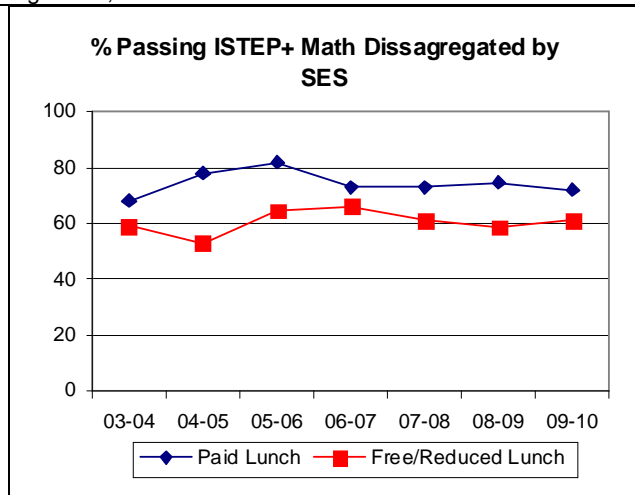
Our 09-10 ISTEP+ Math results show nearly identical results from the previous year with virtually no gap between our female and male students

Fig. 7.5-5, Measure 5.3



Our 09-10 ISTEP+ Language Arts results show a narrowing gap between our paid and free/reduced lunch students. Interventions such as fluency monitoring, leveled readers, SRA, Corrective Reading,

Fig. 7.5-6, Measure 5.3



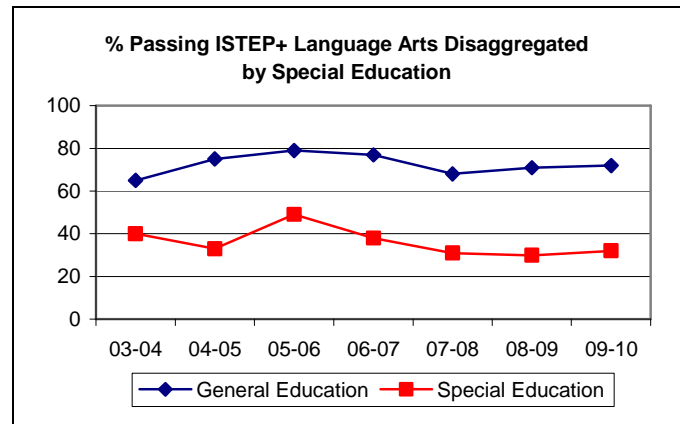
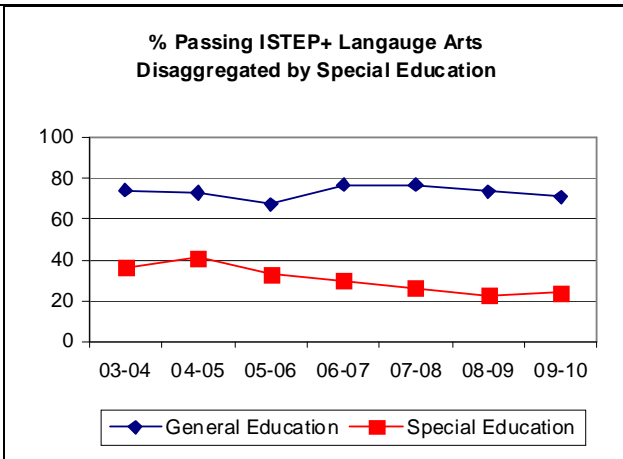
Our 09-10 ISTEP+ Math results show a narrowing gap between our paid and free/reduced lunch students. The implementation of Everyday Math at grades K-5 levels will

and Read 180 will help to narrow the gap even more.

help to narrow that gap even more in the future.

Fig. 7.5-7, Measure 5.4

Fig. 7.5-8, Measure 5.4

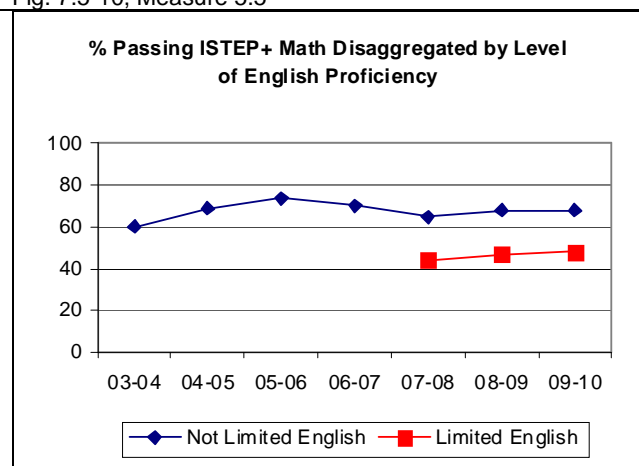
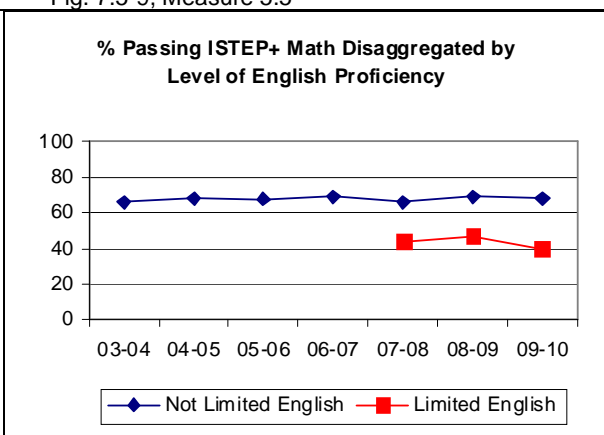


Our 09-10 ISTEP+ Language Arts results show a slightly narrowing gap between our general education and special education students. Progress monitoring, the use of Triumphs, intensive SSP in kindergarten, using Read Write and Gold and other tertiary interventions will help to narrow this gap even more in the future.

Our 09-10 ISTEP+ Math results show a narrowing gap between our general education and special education students. Progress monitoring, FASST Math, and other tertiary interventions will help narrow this gap even more in the future.

Fig. 7.5-9, Measure 5.5

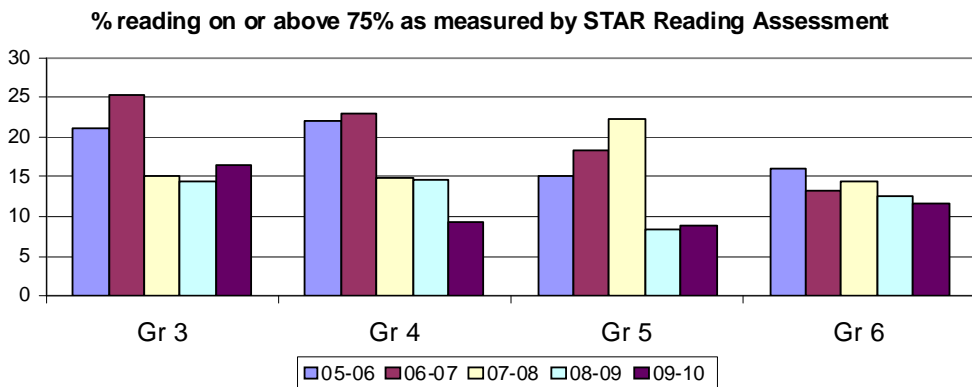
Fig. 7.5-10, Measure 5.5



Our 09-10 ISTEP+ test results show that the gap between our not limited English and limited English students has widened.

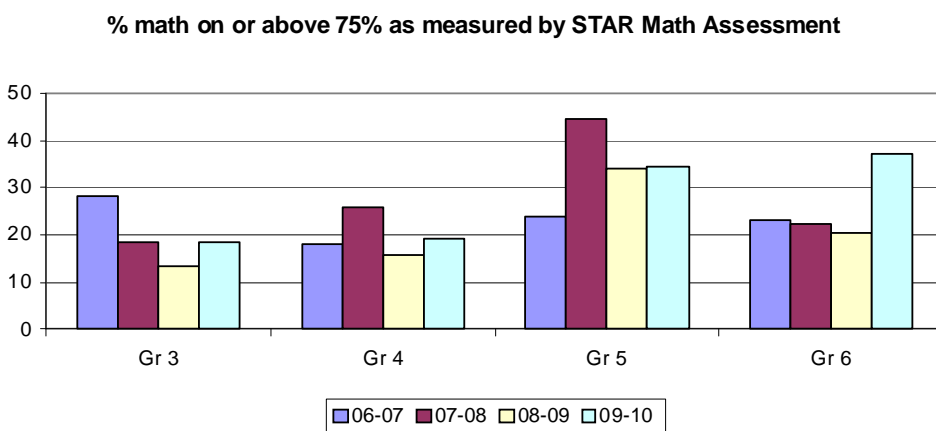
Our 09-10 ISTEP+ test results show that the gap between our not limited English and limited English students has narrowed. We are focusing on grade level and ISTEP+ academic vocabulary lists.

Fig. 7.5-11



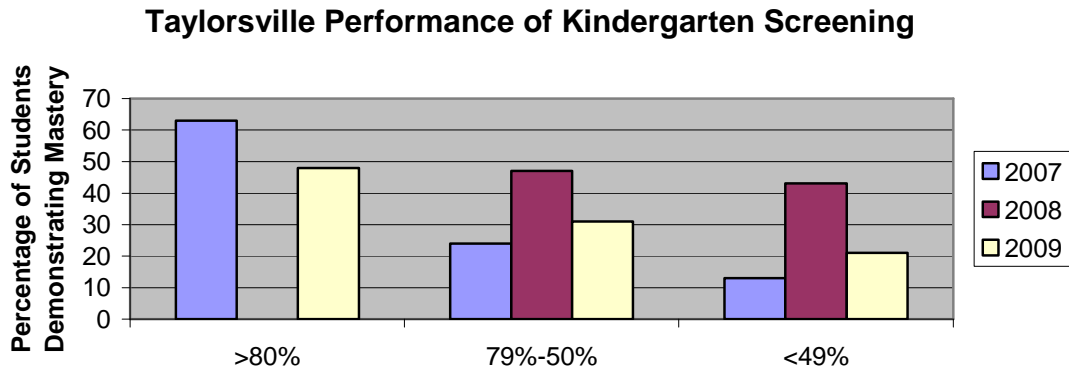
STAR Reading Assessment measures show slight improvements in grades 3 and 5. However, grades 4 and 6 show a decline in the number of students who scored at or above 75%. With multiple reading interventions in place and intensive work with our BCSC Literacy Coach, TES hopes to see an increase in the number of students who are at 75% or above during the 2010-11 school year.

Fig. 7.5-12



STAR Math Assessment measures show an increase in the number of students who scored at or above 75% in all grade levels.

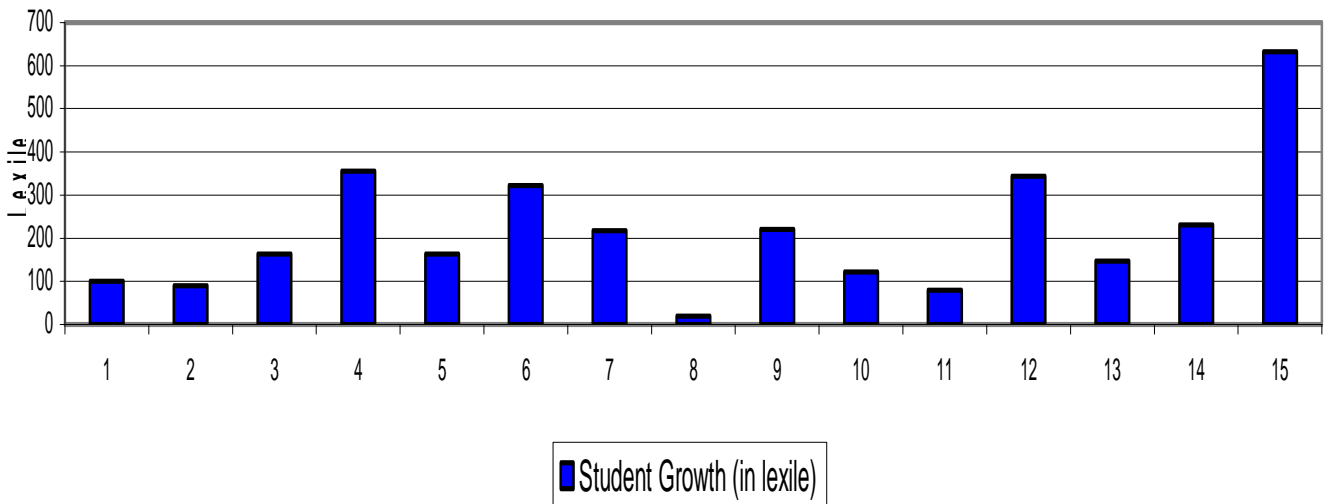
Fig. 7.5-13



Our 2009 Kindergarten Screening had 0 students score above 80%, a sharp decline from the 62% the previous year. We also had many more students score less than 49%. During the 2008-09 school year, in an effort to prepare students for kindergarten, we offered a Pre-K screening in February, provided Readiness Packets at registration, met with area day care providers in the Fall, and hosted a Pre-K visit during the school day for perspective students in parents in May. We will be offering a 4 and 5 year old summer school program in 2009.

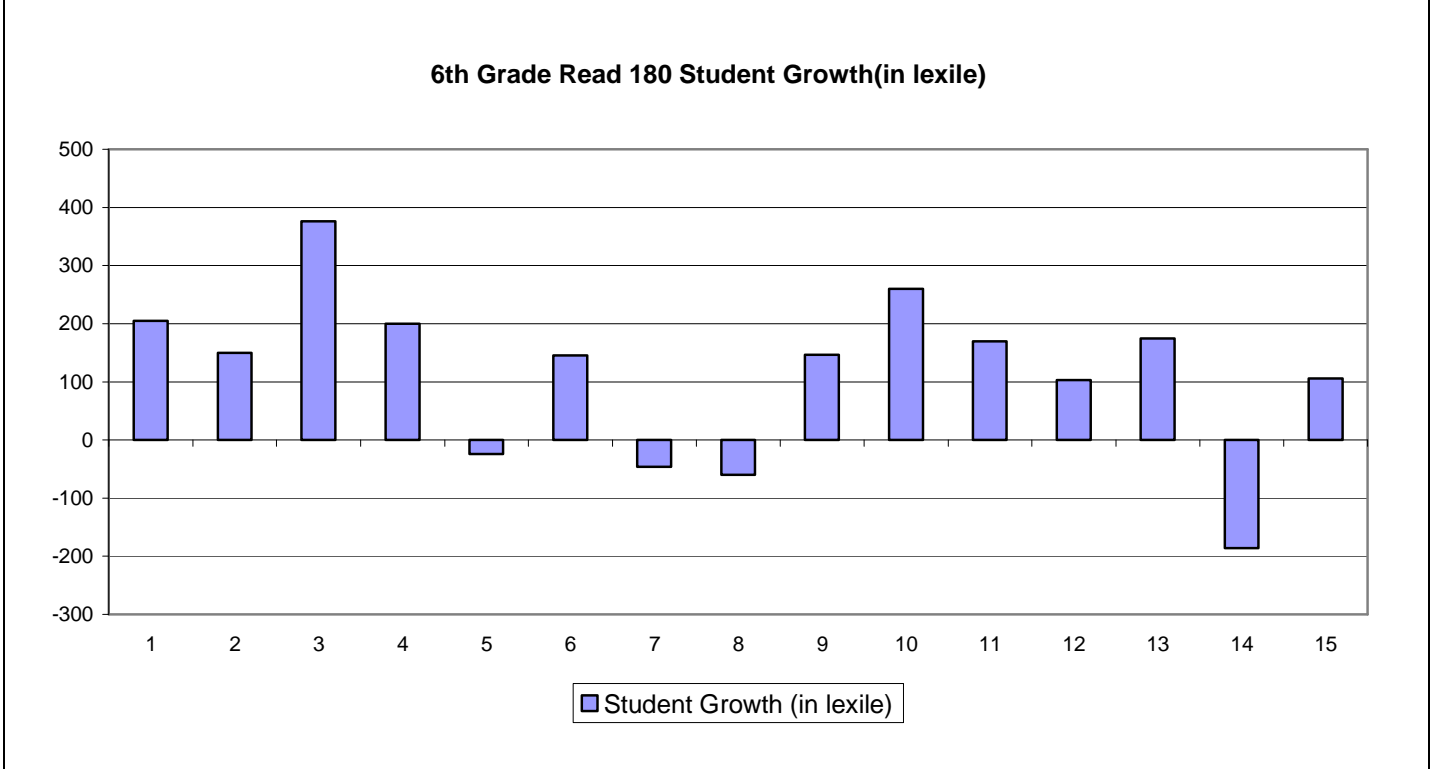
Fig. 7.5-14

5th Grade Read 180 Student Growth (in lexile)



We were very excited about the performance of our 5th grade Read 180 students in 2009-2010. All fifteen students showed lexile growth with an expectation of 75 per year. 80% of the students finished the year at or above grade level in reading.

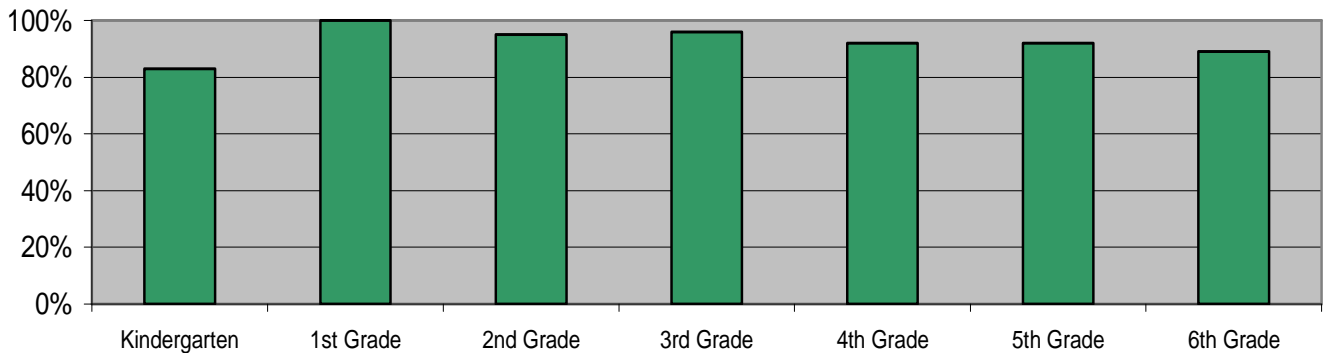
Fig. 7.5-15



Our 6th grade Read 180 class was also very successful in 2009-2010. 12 of 15 students saw a growth in their lexile level with the expected progress of 75 lexiles per year. 60% of students ended the year at or above grade level in reading.

Fig. 7.5-16

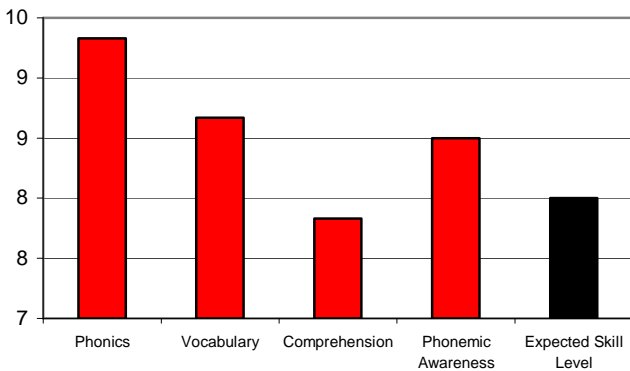
% ESL Students Who Improved or Maintained Language Level on LAS Links



Our 2009-10 LAS Links results were very impressive. Each grade level saw between 89% to 100% of all ESL students maintain or improve their language level. Progress is the results of our intensive work on vocabulary at each grade level.

Fig. 7.5-17

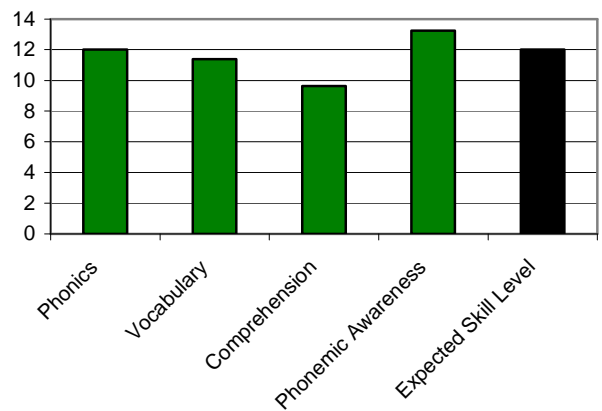
Kindergarten IRDA



TES's 2009-2010 kindergarten IRDA results were very strong. Students were above the expected level in every area but comprehension.

Fig. 7.5-18

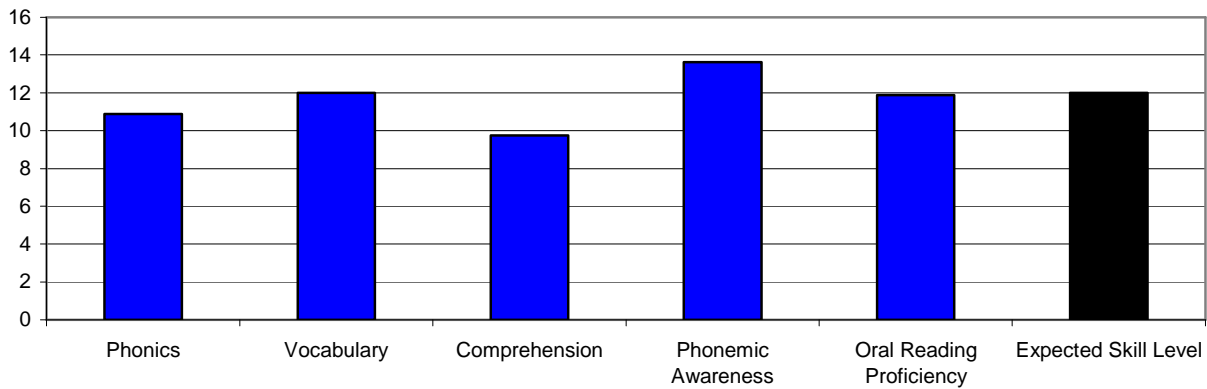
1st Grade IRDA



TES's 2009-2010 1st grade IRDA results were stronger than in previous years. Two of the four areas were at or above grade level.

Fig. 7.5-19

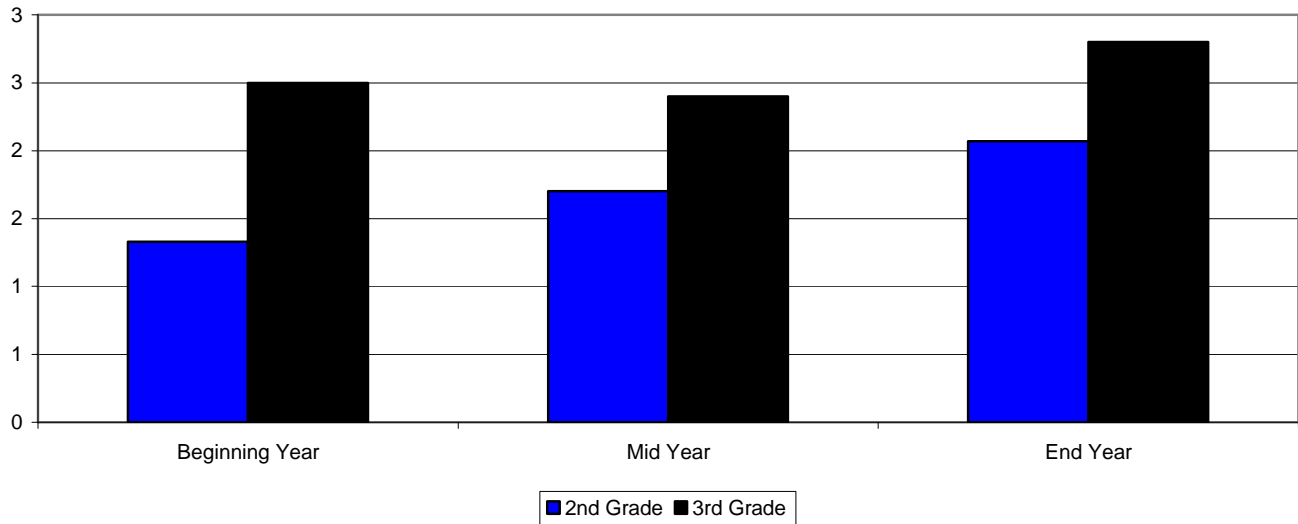
2nd Grade IRDA



TES's 2nd grade IRDA scores were also strong. Students scored at or above grade level in three of the five tested areas. Comprehension continues to be a concern at our primary levels. It was the lowest area in kindergarten, 1st grade and 2nd grade.

Fig. 7.5-20

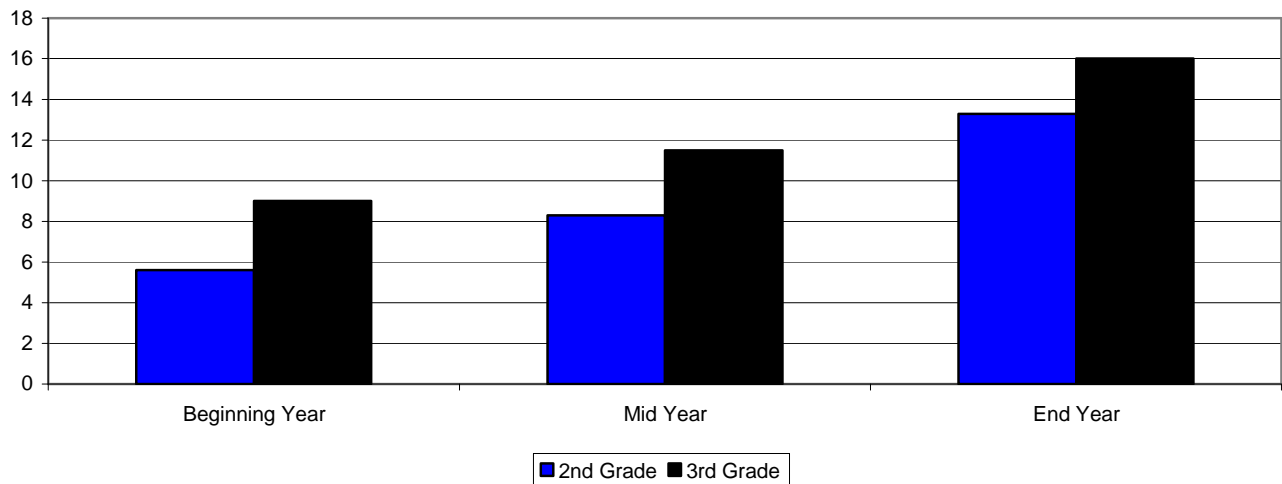
Book Buddies - Average Grade Equivalent on STAR Reading



Book Buddy students in both 2nd and 3rd grade showed progress throughout the year based on STAR Reading testing. 2nd grade Book Buddy students increased an average of 0.74 grade levels from the beginning of the year to the end of the year. 3rd grade students showed an average of 0.3 grade levels of growth from the beginning of the year to the end of the year.

Fig. 7.5-21

Book Buddies - Average Book Level



Book Buddy students in both 2nd and 3rd grade showed a great increase in their book levels throughout the year. 2nd grade Book Buddy students showed an average increase of 7.7 book levels in the 2009-2010 school year. 3rd grade Book Buddy students showed an average increase of 7.0 book levels during the 2009-2010 school year.

PBIS Results

Total Discipline Referrals 2009-2010	452
Total Students Receiving Referrals 2009-2010	175
Total Students Served at Taylorsville 2009-2010	738

Tertiary Level Students

Students who received 5 or more referrals for the year
(1% - 7% of students)

Total Students Receiving 5 or more referrals 2009-2010	26
Total Percent of Students at Tertiary Level	3.5%

Secondary Level Students

Students who received 1 to 4 referrals for the year
(5% - 15% of students)

Total Students Receiving 1 to 4 referrals 2009-2010	149
Total Percent of Students at Secondary Level	20.2%

Primary Level Students

Students who received 0 referrals for the year
(80% - 90% of students)

Total Students Receiving 0 referrals 2009-2010	563
Total Percent of Students at Primary Level	76.3%

See Appendix for School Wide Evaluation Tool Results from BCSC Consultant Hillari Yentz giving Taylorsville a summary score of 94%. Schools scoring 80% on the general index and 80% on the specific index for teaching behavioral expectations are implementing school wide positive behavior at the universal level. These results will be used in our continuous improvement efforts during the 2010-11 school year. TES was one of 6 sites in the state to be selected as a model PBIS site for the 2010-11 school year.

APPENDIX

2009-10 PROFESSIONAL DEVELOPMENT PLAN

Development required	Strategy Supported	When development is required	Who needs the development	Where development is offered	Who provides the development	Completed date
ICT	HEO 5	Ongoing	All teachers	Columbus, IN, and on-site	Tod Gravois & George Van Horn	On-going Into 10-11
Acuity Training	1.1.1	09-10 school year	Literacy Mentors and principal	Sites in Indiana	DOE& CTB McGraw Hill	August 09
New Social Studies Series	1.2	On-going	All teachers	BCSC/TES	Macmillan/McGraw-Hill	Aug/Setp09
Math Expressions	1.1.5	Ongoing	Teachers in Grade 4	Columbus, IN,	BCSC and Math Coaches	September 09
Kindergarten Core Report Card	1.1	Ongoing	Kindergarten Teachers	BCSC	Literacy Coaches	May 10
Curriculum Mapping	5.1.3	On-going	All teachers	BCSC/TES	Tech-path and Literacy coaches	on-going
Participate in BCSC trainings (Math Coach, Literacy, Writing, CM)	Various	On-going	All staff	Various Locations in BCSC	BCSC Committees	on-going
Patin's	HEO 1 and 5	Ongoing	ISD GAT team	Various locations	Patin's	Nov & April
Release time to meet to plan and for data analysis	5.3.3, 5.4.3	On-going	Grade level , CIC, GAT teams	TES	Principal, CIC	quarterly
SIP requirements and opportunities for improvement	1.F	On-going	CIC members	Various locations in the community	CCIC, CIC	Nov. &Feb.
Positive Behavior Support	5.E	On-going	All staff	BCSC/TES	BCSC Consultants	January &April
FASST Math	2.1	On-going	All staff	TES/BCSC	Math/Science GAT	September
READ 180	1.1	On-going	5 th & 6 th grade teacher	TES/BCSC	Scholastic	September
Math Talk, Math Journaling, alternative Algorithms	1.B	On-going	All staff	Math GAT Consultant	BCSC/TES	on-going
Universal Design for Learning	1.5.D	On-going	All Staff	ISD GAT	BCSC/TES	August/ May On-going



0377 Taylorsville Elem School													
	Pupils	English	English	Math	Math	Other Indicator		Safe Harbor			95% Part		
						Conf Int	Conf Int	'07	'08	Engl	Math	Other	Lang

0365 0377 Taylorsville Elem School *													
Overall	364	64.8 *	67.2	65.4 *	66.0					N	N	Y	
Hispanic	49	49.0 *	57.8	49.0 *	56.5					Y	N	Y	
White	298	68.1	66.6	67.6	65.4								
Free Lunch	190	54.2 *	65.1	58.6 *	63.9					N	N	Y	
Limited English	45	46.7 *	57.1	46.8 *	55.8					Y	Y	Y	< 40 Enr
Special Ed	66	22.7 *	59.8	31.3 *	58.6					N	N	Y	
AYP History: 2002=Y,2003=N,2004=N,2005=N,2006=N,2007=N,2008=N													

*=Did Not Meet

[Explanation](#)

English/LA Results by Subgroup, Taylorsville Elem School													
Students Enrolled at Least 162 Days in School and Year (2007-08) Prior to Test Year (Fall 2008)													
	Pupils	State	Not Pass	State	Pass Reg	State	Pass Plus	State	Pct Pass	Corporation	State	Pct Not Tested	
Overall	364	552140	128	154029	220	354583	16	43528	65%	74%	72%	1.3%	
Female	155	269807	47	61861	96	180004	12	27942	70%	79%	77%	1.4%	
Male	209	281756	81	91904	124	174287	4	15565	61%	69%	67%	1.2%	
Grade 3	66	79323	24	19797	39	50776	3	8750	64%	76%	75%	1.1%	
Grade 4	78	78327	27	20501	49	50036	2	7790	65%	76%	74%	1.2%	
Grade 5	70	77983	25	19461	41	51506	4	7016	64%	78%	75%	1.3%	
Grade 6	64	78469	18	21937	44	50385	2	6147	72%	74%	72%	1.4%	
Grade 7	86	80460	34	24134	47	48685	5	7641	60%	72%	70%		
Hispanic	49	36231	25	16040	22	19176	2	1015	49%	45%	56%	4.2%	
White	298	417015	95	96932	189	281919	14	38164	68%	76%	77%	0.8%	
Free Lunch	190	216913	87	88964	98	121184	5	6765	54%	58%	59%	0.0%	
Paid Lunch	174	335227	41	65065	122	233399	11	36763	76%	82%	81%	0.7%	
Special Ed(w/o ISTAR)	66	81629	51	50313	15	29214	0	2102	23%	33%	38%		
Not Special Ed	289	447281	76	97654	198	309427	15	40200	74%	80%	78%	0.7%	
Limited English	45	28163	24	13284	20	14019	1	860	47%	50%	53%		

Mathematics Results by Subgroup, Taylorsville Elem School													
Students Enrolled at Least 162 Days in School and Year (2007-08) Prior to Test Year (Fall 2008)													

	Pupils	State	Not Pass	State	Pass Reg	State	Pass Plus	State	Pct Pass	Corporation	State	Pct Not Tested
Overall	364	552140	127	138536	204	330347	36	84365	66%	74%	75%	0.6%
Female	155	269807	52	67556	90	163844	14	38654	67%	74%	75%	0.0%
Male	209	281756	75	70736	114	166201	22	45675	65%	73%	75%	0.6%
Grade 3	66	79323	29	23890	35	47508	3	8188	58%	68%	70%	0.0%
Grade 4	78	78327	25	20956	45	46165	8	11404	68%	74%	73%	1.2%
Grade 5	70	77983	32	17896	31	47195	7	13164	54%	73%	77%	1.3%
Grade 6	64	78469	12	15914	37	46679	15	15927	81%	79%	80%	0.0%
Grade 7	86	80460	29	14990	56	50989	3	14673	69%	78%	82%	
Hispanic	49	36231	26	13655	23	20228	2	2721	51%	46%	63%	0.0%
White	298	417015	97	85556	170	258978	32	72850	68%	76%	80%	0.8%
Free Lunch	190	216913	79	79337	100	121887	12	15840	59%	58%	63%	0.0%
Paid Lunch	174	335227	48	59199	104	208460	24	68525	74%	83%	83%	0.0%
Special Ed(w/o ISTAR)	66	81629	46	42651	20	34362	1	4944	32%	40%	48%	
Not Special Ed	289	447281	80	90826	176	280709	35	76525	73%	79%	80%	0.0%
Limited English	45	28163	25	10699	20	15078	2	2522	49%	54%	62%	

Percent Passing ISTEP for Grades Tested at Taylorsville Elem School

Year Tested	Grade	English/LA	Math
2006-07 (Fall 2006)	3	63	64
2006-07 (Fall 2006)	4	64	64
2006-07 (Fall 2006)	5	71	62
2006-07 (Fall 2006)	6	70	85
2007-08 (Fall 2007)	3	63	52
2007-08 (Fall 2007)	4	55	56
2007-08 (Fall 2007)	5	69	61
2007-08 (Fall 2007)	6	63	74
2008-09 (Fall 2008)	3	67	55
2008-09 (Fall 2008)	4	63	67
2008-09 (Fall 2008)	5	64	58
2008-09 (Fall 2008)	6	67	77

Progress Report
Taylorsville Elementary School
June, 2010

Goal

The goal for Taylorsville Elementary was to increase literacy skills with our males on free/reduced lunch in grades 4, 5 and 6, as well as our special education students in the same grades.

Group 1—Males in grades 4, 5, 6:

	2007-2008	2008-2009	2009-2010
Target group on free or reduced lunch	56%	48%	63%
Target group not meeting 98% attendance goal	84%	69%	58%
Target group with 2+ nurse visits	41%	61%	53%
Target group with 1 or more discipline notice	14%	46%	19%

Group 2—Special Education Students in grades 4, 5, 6:

	2007-2008	2008-2009	2009-2010
Target group—number of students	29	33	37
Target group not meeting 98% attendance goal	55%	76%	56%
Target group with 2+ nurse visits	69%	72%	63%
Target group with 1 or more discipline notice	38%	30%	30%

Our hope was that with the implementation of UDL strategies, the targeted student groups would be more likely to come to school on a regular basis and to stay in the classroom. Success would be demonstrated by an increase in both ISTEP+ scores and attendance rates, with a decrease in the number of nurse's visits.

As can be seen, our results overall are generally positive. In group 1, attendance has increased and there has been a significant improvement in discipline notices. Nurse visits have declined as well, however they are still higher than the group from 2007-2008. In group 2, we have seen attendance increase and discipline notices decrease. Nurse visits have also declined to a level less than they were when we began working with PATINS. Overall, we believe that these results indicate that the placement of technology in the classrooms has helped improve our data.

ISTEP+ Data

When examining the most recent ISTEP+ data, the following results were found for our selected target groups:

Group 1—Free/Reduced Males % passing:

ISTEP+ Results	2007-2008	Fall 2008	Spring 2009	2009-2010
Language Arts	65%	68%	50%	62%
Math	55%	82%	59%	67%

Group 2—Special Education % passing:

ISTEP+ Results	2007-2008	Fall 2008	Spring 2009	2009-2010
Language Arts	23%	27%	20%	27%
Math	31%	45%	22%	32%

Both of our focus groups showed significant increases in ISTEP+ test scores from the spring 2009 test administration. In addition, when examining test scores over time, there are increases in each group, with the exception of males in grades 4-6 who passed language arts.

Spring Activities Associated with PATINS grant

In February, Shawn Dever and Kelly Stahl attended Collaboration Day. No other training sessions were done. Shawn Dever was available to grade levels for additional training on Read and Write Gold.

Case Study

We have placed the technology received from the PATINS Project in grades four, five, and six so that our focus group has access and we will be able to track data. In looking at our data from the case study student, positive changes were evident. However, our student moved during the summer of 2009, requiring us to select a new student to monitor for this last year.

Our new case study student is a male in 5th grade. His data are as follows:

Grade	Excused Absences	Unexcused Absences	Tardies/Late Arrivals
2008-2009	1	11	2
2009-2010 (January)	0	1.5	2
2009-2010	4	1.5	2

The decision to track this student was due to the number of absences that were incurred during the prior school year, when the student did not have access to the technology provided by the PATINS grant. It is apparent that the student's attendance has improved significantly and we firmly believe that this is due to the addition of technology to his classroom.

Reflection Journal

Our reflection journal/blog can be found at: <http://www.taylorsvilleudl.edublogs.org/>.

In summary, our experience with PATINS has been very positive. While the technology we received has been an integral part of our experience, the ability to reach more students using the principals of UDL is invaluable. We sincerely appreciate having the opportunity to work with the PATINS group and thank them for their support and assistance.

Student Survey Results

The surveys distributed to those students who had access to the technology we received through PATINS has been overwhelmingly well-received. The results are tabulated below:

Smart Board

	Agree	Somewhat Agree	Don't Know	Somewhat Disagree	Disagree
It is easy to use	143	41	6	10	2
I would like to use it more	162	20	8	4	8
It helped me understand my work in class	106	67	11	8	11
I was more motivated when I use it	97	49	34	11	13
It was easy to learn how to use	105	54	4	23	17
I prefer using it to regular class discussion...	149	8	23	8	14
I wish more of my teachers would use it	148	25	17	11	2

Classroom Amplification System

	Agree	Somewhat Agree	Don't Know	Somewhat Disagree	Disagree
It is easy to use.	31	0	1	1	0
I would like to use it more.	26	5	1	1	0
It helped me understand my work in class.	18	10	4	1	2
I was more motivated.	18	6	3	1	5
It was easy to learn.	27	2	3	0	1
I better understood the teacher.	28	2	0	2	1
I wish more of my teachers would use it.	25	5	1	1	1

NEO 2 Keyboard

	Agree	Somewhat Agree	Don't Know	Somewhat Disagree	Disagree
It is easy to use	50	2	1	1	2
I would like to use it more	38	3	12	1	2
It helped me understand my work in class	36	10	3	2	6
I was more motivated when I use it	36	7	8	0	4
It was easy to learn how to use	50	5	1	0	1
I prefer using it rather than chalkboard, etc.	46	5	2	1	2
I wish more of my teachers would use it	36	13	1	0	6

Read, Write and Gold Software

	Agree	Somewhat Agree	Don't Know	Somewhat Disagree	Disagree
It is easy to use	16	10	0	0	2
I would like to use it more	16	7	2	0	2
It helped me understand my work in class	14	7	3	1	2
I was more motivated when I use it	10	13	1	1	1
It was easy to learn how to use	14	8	1	3	0
I prefer using it to rather than someone reading to me or writing for me.	18	5	1	1	1
I wish more of my teachers would use it	18	4	3	1	1

Document Projector

	Agree	Somewhat Agree	Don't Know	Somewhat Disagree	Disagree
It is easy to use	4	0	0	0	0
I would like to use it more	4	0	0	0	0
It helped me understand my work in class	4	0	0	0	0
I was more motivated when I use it	3	0	0	0	0
It was easy to learn how to use	3	0	1	0	0
I prefer using it to an overhead projector.	4	0	0	0	0
I wish more of my teachers would use it	4	0	0	0	0

Teacher Exit Survey Responses: (17 staff members responded via SurveyMonkey)

	0-2	3-5	5-10	10-15	15-25	25+	n/a
1. Number of years taught	4	0	2	3	5	2	1

	0-2	3-5	5-10	10-15	15-25	25+	n/a
2. Number of years at this school	5	1	4	5	1	1	0

	Very little to non-existent	Some	Very experienced
3. Prior experience with UDL (before grant award)	9	8	0

	Yes	No
4. Did the UDL in-service change the way you approached teaching in the classroom	16	1

	Informative	Efficient	Interesting	Useless
5. The UDL inservices provided by PATINS were:	12	1	3	1

	Yes	No
6. Have you utilized the UDL resources provided by PATINS in the classroom?	16	1

	Yes	No
7. Has your UDL exposure changed your teaching style?	17	0

	Yes	No
8. Has your UDL exposure changed the way you prepare curriculum lessons?	13	3

	Yes	No
9. Has your UDL exposure changed the way you assess students?	13	4

	Yes	No
10. Will you continue to implement UDL in the classroom after the grant expires?	17	0

	Extremely Confident	Confident	Somewhat Confident	Not Confident
11. How confident are you in recommending UDL to other professionals?	2	10	3	1

	Very Knowledgeable	Knowledgeable	Novice	In the Dark
12. How knowledgeable concerning UDL principles are you now?	0	14	3	0

	Very Knowledgeable	Knowledgeable	Novice	In the Dark
13. How knowledgeable are you in locating and choosing various accessible technologies that will meet the needs of your students?	2	12	3	0

	Very Comfortable	Comfortable	Intimidated but trying	Not comfortable and won't try
14. How comfortable are you in using a range of accessible technology options for delivering classroom instruction?	2	12	3	0

	Very Comfortable	Comfortable	Intimidated but trying	Not comfortable and won't try
15. How comfortable are you in providing a range of accessible technology options for students to express what they know?	3	9	5	0

	Very Comfortable	Comfortable	Intimidated but Trying	Not Comfortable and won't try
16. How comfortable are you with utilizing the principles of UDL to engage students in learning?	2	13	2	0

	Yes	No
17. Have you collected student data that demonstrates the value of using UDL principles in the classroom?	7	10

18. My general overall level of confident in implementing UDL principles in the classroom would be:
comfortable
comfortable
very comfortable
average
I feel comfortable implementing the UDL principals and I will continue to try new things and learn from other teachers in my building.
pretty confident
comfortable and always willing to learn more.
comfortable, but plan time to be PLAN time-individual and with team
intimidated, but trying
middle of the road
medium
better if I had sites to use on the smart board prepared for more standards.
somewhat confident
comfortable

**Bartholomew Consolidated School Corporation
2009 - 2012 Technology Plan
Taylorsville Elementary School**

Taylorsville Elementary currently serves approximately 620 students in grades Pre-K-6. Technology is incorporated in the curriculum to enhance instruction and assessment for our students. The school goals of increased academic achievement and an inclusive learning environment keep us focused on preparing students for the 21st Century. We recognize that our students must have skills to be successful in higher education and the competitive workforce. The school has served as a pilot in online assessments through DOE including the IRDA for students in K-2 grades and Acuity for students in grades 3-6. In 2007 the school was awarded a PATINS (Promoting Achievement through Technology and Instruction for all students) grant that brought additional training and assistive technology into the school.

Integration of Technology and the Internet into the Curriculum

Currently Taylorsville Elementary integrates technology and the Internet in the following ways:

- Every teacher has a desktop computer station with S-Video capabilities for instructional use; inter net and intra net capabilities.
- Each classroom has at least 2 networked student stations.
- All computers for both students and staff have internet access.
- The school houses a 30 station computer lab which is utilized daily by all students for instruction, assessment, practice and presentations. The lab is also used for staff training.
- Levels of use vary with individual teacher expertise in technology and student abilities, for instance first grade students work on keyboarding while intermediate level students complete research projects and create Power Point presentations.
- Staff members use technology for research, word processing, intra -school communication through e-mail, on-line assessments, Work Order Managements Systems (WORMS), Webtrips, Skyward Accounting, electronic report cards, sub-finder, record keeping in Integrate –Pro, SASlxp, data management, Riverdeep, School Stream, and AR testing.
- Students in intermediate grades organize, plan and produce daily news programs that are broadcast school-wide. Pre-taped special events, plays, convocations, speakers, etc. are

shared.

- Teachers maintain a classroom website with assignments, classroom activities and links.
- Our school encourages participation in the Connected Community Partnership providing refurbished computer and Internet accessibility to families in need.
- Evening classes have been offered to parents.
- Parents have internet access to grades, discipline, attendance and health records using Parent Connect.
- Net storage is an on-line access from home that is now available to our staff. Staff members can access the BCSC Network from home using Tech Paths, Sub finder,

Transportation

routes and Work Order Management. This provides the opportunity to work from home or

other locations on grades, home folders, curriculum mapping etc.

- Multi-media stations allow staff members to burn media and utilize technology in large group presentations.
- E-books have been added to our computer lab.
- Through the PATINS grant, the ISD Goal Action Team has attended multiple days of training.
- Hardware added to our school includes: 2 7 per hubs, a Read& Write Gold license, 2 Red Cat classroom Amplification Systems, 2 high speed scanners, 2 LCD projectors with Bluetooth and wheel based, 2 Smartboards with floor stands, stylus, airliners and Bluetooth connections, 1 Neo 2 Smart Option Mobile lab.
- Two READ 180 instructional settings.
- Pilot for the DASH of the Tetra data Warehouse.
- E-instruction is utilized in some classrooms.
- Implementation of I-Can and now ISTART7.
- The assistant media specialist updates the school website through School Net and assists with all Renaissance Learning programs.
- The ISD GAT team has developed a tool box for teachers with internet based instructional sites.

Strategies for Technology Professional Development

Taylorville Elementary works cooperatively with BCSC. BCSC assigns a shared (part time with 3 schools) technology support person to maintain computer and software systems. Classroom teachers implement the technology requirements of the Indiana Standards with a scheduled weekly time in the computer lab.

On going professional development support is provided through BCSC resource specialists, Summer Academies in the Center for Teaching and Learning, book studies, monthly Faculty Meetings, PATINS, after school meetings, peer to peer support, work with the BCSC Literacy Coach, and through individual support as needed. A Teacher Process Manual has been developed on the Taylorsville “P” shared drive to serve as a guide and reference in the daily use of technology and networked software programs. The Principal, Continuous Improvement Council and the Goal Action Teams are in charge of coordinating professional development activities. In-service times are set aside during monthly faculty meetings and on the last Wednesday of the month after school. Professional development is required for those programs that are an integral part of the teaching day, for instance the Tech Path Curriculum Mapping. Other training opportunities are optional. Teachers and librarians are given professional development time and funding to encourage them to gain new skills. While written resources (process manual), the “P” drive and 1:1 training has been utilized for staff development, the model that has been very successful is the “Train the Trainer” model. Teachers/ staff members attend specialized training and then train other staff/faculty members within the building. The BCSC uses this type of training with all technical staff. Technical staff members receive training in-house and from outside resources and work hard to keep our staff current.

Assessment of Technology Needs

Current opportunities for improvement include:

- The need for interactive electronic whiteboards in all classrooms.
- The support necessary for participation in virtual field trips.
- Ability to utilize video streaming in classroom instruction.
- Training on the use of Moodle.
- Wireless access to allow the opportunity to apply for grants such as the DOE 2nd grade laptop project.
- UDL practices modeled and implemented in all classrooms.
- An increase in the number of staff members utilizing web pages for classroom information/linkage.
- Infusion of the use of document and flip cameras for classroom usage.
- Staff training and support for READ 180 and assessments such as Acuity.
- Support for project based learning activities.
- Opportunities to model resources from PATINS and continued participation in the professional development.
- Increased use of e-instruction in classrooms.
- Sound amplification systems for classrooms as needed.
- Information for assessing needs is gathered through surveys, Taylorsville Goal Action Teams, grade level meetings and new directives from BCSC.

Strategies for Continuous Assessment and Evaluations

The Taylorsville Technology plan will be revised annually as the School Improvement Plan is revised.

Assessment involves monitoring of the use of programs and BCSC initiatives.

Surveys are conducted periodically. The ISD GAT team has taken a lead role in demonstrating UDL practices in the building.

The CIC and Principal are responsible for updating the School Improvement Plan. Interviews, staff surveys, student surveys, and parent surveys measure progress toward the benchmarks set out in our goals. Some goals set out in the previous Technology plan were met and some were not met.

- All staff members have become more comfortable with the use of technology in the classroom for record keeping and data management.
- Special Education Teachers and administrators have access to all student related systems.
- The SMART system is utilized daily for morning announcements.
- Flat screen monitors are utilized by the office staff.
- The school currently holds webinars.
- In house training has been conducted to expand the use of various programs.
- The principal and assistant principal update the staff process manual.
- The computer lab is maintained; however, due to lack of funding the computer lab TA has not continued.

Benefits from the previous technology plan include: communication with parents and stakeholders

has increased, paper pencil manual work of teachers has been reduced, and personal growth in the

use of technology with all staff members has increased. Taylorsville Elementary School uses the continuous improvement process. The Plan – Do-Check -Improve cycle and monitoring by the CIC, and the BCSC technology support person allows midcourse corrections in response to new developments, initiatives and opportunities as they arise. The results will be included in the Taylorsville Elementary School Improvement plan.

Taylorsville Elementary School Continuous Improvement Council Charter

TES Vision

Taylorsville Elementary School is a world-class community learning system with heart.

Opportunity

Taylorsville Elementary School is committed to developing a collaborative working relationship for continuous improvement. The process to be used for this collaboration is through the CIC.

Scope of Responsibilities:

1. The CIC will assist in the development of the building working relationships by guiding and monitoring the following:
 - 1.a Instructional program and schedules
 - 1.b Staffing Allocations
 - 1.c. Interviewing and staff selection
 - 1.d School operations and procedures
 - 1.e. Staff development and training
 - 1.f Utilization of funds
 - 1.g School climate and environment

Purpose

Establish a collaborative working relationship at all levels of TES in support of an effective teaching and learning environment, student and stakeholder satisfaction, and high organizational performance consistent with the Malcolm Baldrige criteria and core values.

Deliverables

The CIC will:

1. **Provide a clear understanding of work and measurable deliverables**
 - 1.a. The TES Continuous Improvement Plan
 - 1.b. A common and consistently applied decision making process.
 - 1.c. A process for incorporating Plan, Do, Check, Improve (PDCI)
 - 1.d. Training in team building skills and other skills determined by need and identified by the CIC and CCIC. Training will include: quality tools, vision, measures, action plans, goals, standards and strategies.
 - 1.e. A process of collecting data in determining possible goals, measures and standards
 - 1.f. A model an effective communication process between CIC representatives and all stakeholder groups

2. **Develop organizational continuous improvement structure**
 - 2.a. Ensure the school organizes Goal Action Teams.

- 2.b. Establish CIC member selection process using CBA Article XV.
 - 2.c. Establish tools for resolving conflict; develop a process to hear input and appeals from stakeholders.
 - 2.d. Demonstrate collaboration
- 3. Align the district/school/classroom goals and strategies**
- 3.a. Demonstrate best practices
 - 3.b. Reward and encourage successes
 - 3.c. Ensure an aligned continuous improvement process is used across the GAT teams and grade levels.
- 4. Continually improve operational processes of CIC**
- 4.a. Ensure GATs are working as high performance teams using continuous improvement tools and techniques
 - 4.b. Review and analyze test results
 - 4.c. Provide feedback and direction to GATs

Members and Roles (2009-2010)

<u>Co-sponsors:</u>	Karen Turner, Principal	
	Glenna Tosti, Columbus Educators Association Rep	
<u>Team Members:</u>		
Teacher	Krea Smith	Time Keeper
Support Staff	Ivan Valdez	
Teacher:	Pat Angel	
Teacher:	Shirley Trapp	
Business Partner:	Mike Weber	Facilitator
Community Partner:	Sylvia Babcock	
Assistant Principal:	Adam Strasser	Record Keeper

Member Responsibilities

- 1. Co-sponsors' Responsibilities**
- 1.a Select team members according to Article XV of the CBA
 - 1.b Provide resources
 - 1.c Remove barriers
 - 1.d Ensure development of the school plan
 - 1.e Ensure team-based decision making
 - 1.f Lead the CIC
 - 1.g Guide evaluation of team performance and ensure accountability
 - 1.h Set agendas
- 2. Recorder Responsibilities**
- 2.a. Keeps record of meetings, actions taken, decisions and assignments made
 - 2.b. Summarizes key findings, decisions, or conclusions reached at meetings
 - 2.c. Disseminates information to team members

3. Facilitator Responsibilities

- 3.a. Coaches CIC
- 3.b. Identifies and provides training
- 3.c. Focuses on process guidance

4. Timekeeper Responsibilities

- 4.a. Monitors and directs flow of meeting discussions

5. Team Member Responsibilities

- 5.a. Represent and maintain two-way communications with stakeholders
- 5.b. Support team approach, consensus process, and goal achievement

Ground Rules

1. Demonstrate a personal commitment to the CIC by:

- 1.a. Regular attendance
- 1.b. Active involvement and effort
- 1.c. Taking responsibility to keep absent members abreast of current work

2. Be fully present

3. Listen for understanding

4. Encourage risk taking

5. Take responsibility for your own learning

6. Take care of yourself

7. Be mindful to turn off and not use cell phones

8. If you wonder- ASK

9. Support each other's learning

10. Be Respectful

11. Give gentle reminders

Term Limits

Term limits are discussed and evaluated annually.

April 2010

Taylorsville Elementary School
Grade Level Writing Action Plan
Prompt 1

	Focused Category	Strategies/Mini Lessons	Resources/Tools Used
Kindergarten	Organization	<ol style="list-style-type: none"> 1. Discussion of details in pictures in big books. 2. Model and share how to include details in pictures in journals 	<p>Big Books Journals</p>
1 st Grade	Ideas & Content	<ol style="list-style-type: none"> 1. Use Traits of Good Writing: Unit 1 on ideas and contents 2. Use graphic organizers to help structure sentences to support main idea 	<p>Graphic Organizers Traits of Good Writing Resource Book BSCS Writing Binder New Reading Series Writing Resources</p>
2 nd Grade	Language Conventions	<ol style="list-style-type: none"> 1. Daily us of <i>Treasures</i> Daily Language Activities, focus on activities from Grammar Practice Book 2. 6+1 Mini Lessons focusing on conventions 3. Meeting with Literacy Coach 4. www.thewritingsite.org 	<p><i>Treasures</i> Daily Language Activities & Grammar Practice Book <i>Craft Lessons, 6+1 Traits of Good Writing, Using Traits of Good Writing</i> & 6+1 Trait resource tubs in the Tville library</p>
3 rd Grade	Language Conventions	<ol style="list-style-type: none"> 1. Focus on language conventions using Grammar from <i>Treasures</i> as well as D.O.L and applying skills to writing 2. Mini-lessons supplied by C. Mauer putting well developed details & ideas in papers 	<p>Reading Series ISTEP blitz mini-lessons</p>
4 th Grade	Organization	<ol style="list-style-type: none"> 1. Central meaning 2. Logical order 3. Connections & transitions 	<p>BCSC Writing Binder Tab 3 Activities</p>
5 th Grade	Organization	<ol style="list-style-type: none"> 1. Train students in use of graphic organizers to focus on beginning, middle, and end 	<p>6+1 books "Hamburger" organizer</p>
6 th Grade	Organization	<ol style="list-style-type: none"> 1. Pump It Up 2. Looked at exemplar papers on-line 3. Peer editing 4. Outlining 5. Listing 6. Webbing Strategies 	<p>Read 180 www.writingsite.org Literacy Coaches Writing Process Manual</p>

Taylorsville Elementary School – Grade Level Writing Action Plan
Prompt 2

	Focused Category	Strategies/Mini Lessons	Resources/Tools Used
Kindergarten	Style	1. The students will sound out words and correctly write the beginning sound and one or two of the other sounds in the word	<i>Treasures</i> Phonics Lessons, Practice Books & Writing Lessons
1 st Grade	Organization	1. 6 + 1 Mini Lessons focusing on organization 2. Meet with Literacy Coach 3. Daily use of <i>Treasures</i> Daily Language Activities & focus on activities from Grammar Practice Book	<i>Treasures</i> Daily Language Activities & Grammar Practice Book, <i>Craft Lessons</i> , <i>6+1 Traits of Good Writing</i> , <i>Using the Traits of Good Writing</i>
2 nd Grade	Organization	1. 6+1 Mini Lessons focusing on Organization 2. Meet with Literacy Coaches 3. www.thewritingsite.org 4. Daily use of <i>Treasures</i> Daily Language Activities & Grammar Practice Book	<i>Treasures</i> Daily Language Activities & Grammar Book, <i>Craft Lessons</i> , <i>6+1 Traits of Good Writing</i> , <i>Using Traits of Good Writing</i> , 6+1 resource tubs
3 rd Grade	Organization (beginning, middle & end)	1. Paragraphing 2. Focus on beginning, middle & end of stories 3. Organization of a letter	Graphic organizers, examples of letters
4 th Grade	Language Conventions	1. Practice dictionary use for spelling 2. Use of commas, quotation marks, and periods. 3. Capitalization of proper nouns	BCSC Writing Binder Tab 5 Activities
5 th Grade	Language Conventions	1. Fragments: Highlight subjects in one color and predicates in another 2. Fragments and run ons: Teach students to read aloud when they peer edit	Read & Write Gold
6 th Grade	Organization & Purpose	1. Literacy coaches have modeled writing lessons 2. Small group instruction focusing on writing elements & skills 3. <i>Treasures</i> 6 + 1 writing lessons 4. SMARTBOARD to illustrate exemplar, average, etc.	READ180, www.writingsite.org , literacy coaches, writing process manual

Taylorsville Elementary School – Grade Level Writing Action Plan
Prompt 3

	Focused Category	Strategies/Mini Lessons	Resources/Tools Used
Kindergarten	Ideas & Content	Use graphic organizers to encourage the use of describing words. Match sentences to the picture it describes.	<i>Treasures</i> Phonics Lessons, Practice Books & Writing Lessons
1 st Grade	Ideas & Content & Language Conventions	Use Flip charts and writing lessons from our reading series. Writing lessons connected to real life experiences. Writing Prompts each day to help build endurance... just keeping the students writing each day.	<i>Treasures</i> Reading Series & Flip Chart, tradebooks to teach the traits, sing good rich literature to foster writing.
2 nd Grade	Style & continue Language Conventions	1. 6+1 Mini Lessons focusing on Organization 2. Meet with Literacy Coaches 3. www.thewritingsite.org 4. Daily use of <i>Treasures</i> Daily Language Activities & Grammar Practice Book	<i>Treasures</i> Daily Language Activities & Grammar Book, <i>Craft Lessons</i> , <i>6+1 Traits of Good Writing</i> , <i>Using Traits of Good Writing</i> , 6+1 resource tubs
3 rd Grade	Organization (beginning, middle & end)	1. Paragraphing 2. Focus on beginning, middle & end of stories 3. Organization of a letter	Graphic organizers, examples of letters
4 th Grade	Language Conventions & Style	1. Accurate punctuation & capitalization skills 2. Word choice and sentence fluency	BCSC Writing Binder Tab 4 Activities, Thesaurus, <i>Stellaluna</i> & <i>The Eyes</i>
5 th Grade	Style	For sentence variation, spend more time on Poulton's parts of speech – having students write a word for each part of speech, then move words around	Sentence strips, colored paper, post-it notes, Parts of speech charts made by Beth
6 th Grade	Paragraphing	1. Weekly ISTEP review books 2. Small group instruction in Read 180 focus on writing skills 3. Reading series 6+1 lessons 4. SMARTBOARD to illustrate exemplar papers 5. Graphic organizers to create 3 solid paragraphs	READ180, www.writingsite.org, literacy coaches, writing process manual

Taylorsville Elementary School
Grade Level Writing Action Plan - Prompt 4

	Focused Category	Strategies/Mini Lessons	Resources/Tools Used
Kindergarten	Organization	<ol style="list-style-type: none"> 1. Discussion of details in pictures in big books. 2. Model and share how to include details in pictures in journals 	<p>Big Books Journals</p>
1 st Grade	Ideas & Content	<ol style="list-style-type: none"> 1. Use Traits of Good Writing: Unit 1 on ideas and contents 2. Use graphic organizers to help structure sentences to support main idea 	<p>Graphic Organizers Traits of Good Writing Resource Book BSCS Writing Binder New Reading Series Writing Resources</p>
2 nd Grade	Language Conventions	<ol style="list-style-type: none"> 1. Daily us of <i>Treasures</i> Daily Language Activities, focus on activities from Grammar Practice Book 2. 6+1 Mini Lessons focusing on conventions 3. Meeting with Literacy Coach 4. www.thewritingsite.org 	<p><i>Treasures</i> Daily Language Activities & Grammar Practice Book <i>Craft Lessons, 6+1</i> <i>Traits of Good Writing,</i> <i>Using Traits of Good</i> <i>Writing & 6+1 Trait</i> resource tubs in the Tville library</p>
3 rd Grade	Language Conventions	<ol style="list-style-type: none"> 1. Focus on language conventions using Grammar from <i>Treasures</i> as well as D.O.L and applying skills to writing 2. Mini-lessons supplied by C. Mauer putting well developed details & ideas in papers 	<p>Reading Series ISTEP blitz mini-lessons</p>
4 th Grade	Organization	<ol style="list-style-type: none"> 1. Central meaning 2. Logical order 3. Connections & transitions 	<p>BCSC Writing Binder Tab 3 Activities</p>
5 th Grade	Organization	<ol style="list-style-type: none"> 1. Train students in use of graphic organizers to focus on beginning, middle, and end 	<p>6+1 books “Hamburger” organizer</p>
6 th Grade	Organization	<ol style="list-style-type: none"> 1. Pump It Up 2. Looked at exemplar papers on-line 3. Peer editing 4. Outlining 5. Listing 6. Webbing Strategies 	<p>Read 180 www.writingsite.org Literacy Coaches Writing Process Manual</p>

Taylorsville Elementary SET Report

The School-wide Evaluation Tool (SET) is a tool used annually to measure the implementation of school-wide positive behavior support (at the universal level) and as a baseline measure prior to full school-wide implementation. The SET produces a summary score and seven subscale scores for each of the essential features of school-wide positive behavior support. The summary SET score is a general index of school-wide implementation, while the subscale scores provide specific indexes of the implementation level for that feature area. Schools scoring 80% on the general index and 80% on the specific index for teaching behavioral expectations are implementing school-wide positive behavioral at the universal level.

Taylorsville Elementary Summary Score= 94%

Subscales:

- A. Expectations Defined= 100%
- B. Behavioral Expectations Taught= 90%
- C. On-going Systems for rewarding Behavioral Expectations= 83%
- D. System for Responding to Behavioral Violations= 88%
- E. Monitoring and Decision Making= 100%
- F. Management= 94 %
- G. District-Level Support= 100%

Expectations Defined

There was evidence from materials provided by the school that show 5 or fewer positively stated school rules/behavioral expectations. These agreed upon expectations were located in 8 out of 10 locations throughout the building that were chosen. The locations that these were not shown in were the front office area and gymnasium. There were however these postings listed in all of the random classrooms chosen, as well as the three random hallway, cafeteria area and library.

Behavioral Expectations taught

There is a documented system for teaching behavioral expectations to student on an annual basis. After interviewing staff, 8 out of 10 staff reported they had taught the behavioral expectations and rules to their students this school year. Eight out ten staff members were also able to recite all three school-wide expectations. Team members interviewed stated that they use the data collected to make decisions for their system wide approach as well as that date being reviewed on an annual basis with other staff members. There is an identified school facilitator on the team that team members were able to name as well.

In addition to staff members being asked about the school wide expectations, students were also interviewed at random. Of the students interviewed, 14 out of 15 were able to state the expectations with no hesitation.

Rewards system

According to the administrator, the students at Taylorsville are rewarded for positive behavior

through paws, hearts and tickets as well as verbal praise by teachers and staff to acknowledge students for doing well socially. In addition to the paper rewards, there are also drawings for additional rewards and praise for items and events.

Out of the students randomly interviewed, 15 out of 15 stated they had received a reward through paws or tickets since the beginning of the school year. Seven out of 10 staff members interviewed was able to report their participation in giving out these rewards to students since the beginning of the school year.

Infraction System

The administrator was able to identify behaviors that were to be referred to the office versus the classroom teacher handling. It was clear that there is a matrix level of behaviors, but fighting, hands-on aggressive behaviors, inappropriate language and continued disruption were behaviors handled through an office referral. The data is collected by the assistant principal, who is the administrator for the PBS team. He also enters all of the data that is collected. Eight out of the 10 staff interviewed agreed on the behaviors that the administrator identified to be those that would be referred to the office for attention. The two staff members that could not specify should be noted were non-teaching staff.

There is a documented crisis plan in 5 out of 7 locations reviewed. The missing plans were noted to be in the cafeteria and library areas. The procedure for extreme emergencies, such as dealing with a stranger with a gun on the premises, was clearly stated by the administrator as well as 10 out of the 10 staff members interviewed. Code Blue was the response from all staff members and they were able to articulate what happens during the procedure of Code Blue.

Monitoring and Decision-Making

Taylorsville currently uses an office referral form that is specific to their needs. The data collected on the referral form includes the student name, teacher, date, referring teacher, time, location of incident, nature of incident, action/consequence given as well as a section for prior interventions. This form has the three SW expectations clearly defined on it with examples of what the expectations mean as the form is sent home to the parent for a signature as well.

The administrator is able to define that the PBS team reports data to all staff at least three times per year and that this data is collected on a regular basis and entered by the assistant principal.

Management

School-wide discipline and PBS were identified by the administrator as one of the top three school improvement goals for 2009-2010 school year. Nine out of ten staff members were able to identify that there is a Positive Behavioral Support Team for their school.

The administrator reports that the staff make-up of the PBS team is well represented of their staff. Both team members interviewed were able to state their team facilitator for the team as well. The administrator is currently the facilitator of the PBS team thus playing a very active role. The team is currently meeting on a monthly basis and then information regarding data is shared with staff members at the all-staff meetings that occur throughout the school year.

The PBS team has set goals to continue with the implementation of PBS in their school.

District Support

In the administrator interview, the assistant principal was able to indicate that there is currently a school budget through grant money to support school- wide behavioral support. She was also able to identify the out of school liaison for the PBS team.

Recommendations:

The PBS team at Taylorsville Elementary has progressed through their goals and steps as identified by their overall score of a 94%! This percentage shows that their hard work and commitment is paying off with results within their system.

Defining school-wide behavioral expectations – The school-wide expectations that have been established and agreed upon should be reviewed on an annual basis with all staff members including support staff and non-teaching staff members.

Teaching and school-wide behavioral expectations – Almost all staff members interviewed were able to identify the school-wide expectations. These should continue to be reviewed with new staff as well to insure all staff members are aware of these. The students should also be reminded frequently and should be oriented with new students as well.

Ongoing reward system for rewarding behavioral expectations –

System for Responding to Behavioral Violations –

Monitoring and decision making – The Office Discipline referrals and data should continue to be examined on a monthly basis by the PBS team and administrator to assure the system is effective.

Respectfully submitted,

Hillari B. Yentz
hyentz@bartholomewco.com
812-379-1562

Taylorsville Elementary School
 PBS Critical Summary
 2009-2010 School Year

March Referrals: 37
 February Referrals: 22
 January Referrals: 29
 December Referrals: 38
 November Referrals: 52
 October Referrals: 37
 September Referrals: 57
 August Referrals: 14

09-10 Total Referrals (August – March): 293
 08-09 Total Referrals (August – March): 253
 07-08 Total Referrals (August – March): 379

Number of Referrals per day March (18 school days): 2.06
 Number of Referrals per day February (15 school days): 1.47
 Number of Referrals per day January (16 school days): 1.81
 Number of Referrals per day December (16 school days): 2.36
 Number of Referrals per day November (19 school days): 2.74
 Number of Referrals per day October (20 school days): 1.85
 Number of Referrals per day September (21 school days): 2.71
 Number of Referrals per day August (12 school days): 1.17

Referrals based on type of behavior:

Behavior	August	September	October	November	December	January	February	March	Total
Hands Not to Self	3	2	3	10	7	8	6	3	42
Refusal to Cooperate	-	7	7	10	2	3	1	10	40
Disruptive Behavior	5	7	6	5	6	2	4	5	40
Bus Behavior	1	4	8	6	5	5	4	4	37

Fighting	-	6	1	7	6	5	1	10	36
No Assignments	-	8	4	7	2	1	5	1	28
Inappropriate Language	2	6	4	7	4	1	-	1	25
Disrespect	2	2	-	1	1	1	-	1	8
Theft of Personal Property	1	1	1	-	1	2	-	-	6
Bullying	-	3	-	-	1	-	-	-	4
Vandalism	-	1	-	1	2	-	-	-	4
Harassment	-	3	-	-	-	-	-	-	3
Sexual Harassment	-	1	-	2	-	-	-	-	3
Theft of School Property	-	-	-	2	-	-	-	1	3
Use of Intimidation	-	3	-	-	-	-	-	-	3
Verbal Assault	-	2	1	-	-	-	-	-	3
Cheating	-	1	-	-	1	-	-	-	2
Inappropriate Gestures	-	-	-	-	-	1	-	1	2
Racial Slurs	-	2	-	-	-	-	-	-	2
Possession Matches	-	-	-	-	-	-	1	-	1
Possession Weapon	-	-	-	1	-	-	-	-	1

Referrals by location:

Location	Total Referrals	% of Total
Classroom	196	63.5%
Recess	40	13.7%
Bus	44	15.0%
Cafeteria	23	7.8%

Referrals by gender:

Gender	Total Referrals	% of Total
Male	253	86.3%
Female	40	13.7%

Referrals by race:

Race	Total Referrals	% of Total
White	216	73.7%
Multi-Racial	37	12.6%
Hispanic	40	13.7%

Referrals by special education status:

Education Status	Total Referrals	% of Total
Special Education Students	93	31.7%
General Education Students	200	68.3%

Referrals by ESL status:

ESL Status	Total Referrals	% of Total
ESL Students	48	16.4%
Non-ESL Students	245	83.6%

Referrals by Free/Reduced lunch status:

Lunch Status	Total Referrals	% of Total
Free/Reduced lunch students	182	62.1%
Paid lunch students	111	37.9%

Referrals by grade level:

Grade Level	Total Referrals	% of Total
Kindergarten	14	4.8%
1 st Grade	29	9.9%
2 nd Grade	48	16.4%
3 rd Grade	71	24.2%
4 th Grade	23	7.8%
5 th Grade	79	27.0%
6 th Grade	29	9.9%

Referrals by frequent flyers (4 or more referrals):

Referral Status	Total Referrals	% of Total
Frequent Flyers (4 or more referrals)	147 (23 students)	50.0%
Seldom Seen (1 to 3 referrals)	146 (110 students)	49.9%

This school year 133 students, 20.5% of the students body, have received one or more office referrals.

Universal Design for Learning

- Personalized learning outcomes
- Multiple means of representation
- Multiple means of engagement
- Multiple means of expression

