

# Thompson Crossing Elementary School

PL 221 Title I Schoolwide Plan (SWP)  
and Professional Development Program (PDP)

Franklin Township Community School Corporation  
2020-2021

Jeff Murphy: Principal

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## **Narrative Description of the School and Community**

Thompson Crossing Elementary School is a K-3 school that sits at 7525 E. Thompson Road in Indianapolis, IN 46239. We are one of 6 elementary schools in the Franklin Township Community School Corporation. We currently have 689 students but are projected to have 655 students after realignment this year. Our school is made up of 64% White, 8% Hispanic, 7% Multiracial, 7% Black, and 13% Asian. In 2019-2020 our Free and Reduced lunch populations was at 46%. We have a very involved Parent Teacher Organization (PTC) which supports many family events at Thompson Crossing Elementary School. These events include but are not limited to Open Houses, Educational Field Trips, Family Music Nights I, School Carnival, Family Dances, Breakfast with Santa, Family Game Night, and Parent Informative Meetings such as IREAD-3. Together with our 12 Instructional Assistants, 25 General Education Teachers, 3 Special Area Teachers, 2 Special Education Teachers, 1 Essential Skills Teacher, 1 ENL Teacher, 1 Title 1 Administrator, 1 Counselor, 1 Principal, 1 PBIS Coach, 1 Instructional Coach, and PTO we strive to create an environment where all stakeholders communicate the value of education in a manner that develops the whole child to be successful in society.

Thompson Crossing Elementary has a standard elementary program, meeting all of the Indiana Department of Education required standards in grades K-3. Many different types of learning activities are used to meet the needs of all students. Thompson Crossing Elementary school's staff and administrators are continually striving to motivate all students to think, read, persevere, and grow to their full potential. We have incorporated special programs to enrich our curriculum such as our Yearbook Club, Book Clubs, Spell Bowl, Robotics Club, Folkdance Club and Running Clubs. Teachers also utilize Waterford, and Everyday Math online in their classrooms and students have access to these online resources at home. Thompson Crossing Elementary School's Student Council also gives our students a chance to experience government.

## **Mission, Vision, or Beliefs**

*The vision of Thompson Crossing Elementary School is to provide a safe learning environment where all students excel and collaborative relationships are built.*

## **Statutes and rules the school wishes to have suspended from operation**

Thompson Crossing Elementary is not applying for any waivers.

## **Description and Location of Curriculum**

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

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

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

## **Title and Description of Assessment Instruments**

In Franklin Township, we utilize the assessments that are recommended and provided by the Indiana Department of Education. Below is a list of Assessments used in FTCSC:

### **ILEARN (including GQE Retest)**

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

\*Science is assessed in grades 4 and 6.

\*\*Social Studies is assessed in grades 5 and 7

### **ILEARN ECA**

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

\*Science is assessed in grades 4 and 6.

\*\*Social Studies is assessed in grades 5 and 7

### **IREAD-3**

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

### **AIRWAYS (3-8)**

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

### **WIDA**

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

### **NAEP**

The purpose of NAEP (National Assessment of Educational Progress), also known as "The Nation's Report Card", is used to demonstrate performance over time for a selected sample within Indiana. This assessment is administered annually to students in

grades 4, 8, and 12, and can be used to compare student performance across the United States. During selected assessment cycles, TIMSS (Trends in International Mathematics and Science Study), PISA (Program for International Student Assessment), and PIRLS (Progress in International Reading Study) are administered in conjunction with the NAEP assessment.

### **Cognitive Abilities Test/Screeners (CogAT)**

This test measures a student's abilities to reason with words, quantitative concepts, and nonverbal(spatial) pictures. The CogAT Multilevel Battery has levels and is designed for use in grades K-12. The CogAT screener is used in primary grades for one component of high ability identification.

### **ACT**

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

### **SAT**

The purpose of the SAT Reasoning Test is to measure literacy and writing skills that are needed for academic success in college and assess a student's ability to analyze and solve problems – skills learned in school that are essential for college success. The test is offered each month September through June. Most colleges or universities require a student to complete either the SAT or the ACT before granting admission to the college or university.

### **TOMAGS**

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

### **NNAT2**

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

## **Safe and Disciplined Learning Environment**

Thompson Crossing Elementary has a PBIS committee which consists of grade level representatives, school counselor, one instructional assistant, school administrator, Related Arts teacher and Special Education teacher. This committee meets monthly and reviews school data and the effectiveness of schoolwide procedures that were developed when PBIS was adopted in 2007. Revisions to procedures are made with feedback from our school staff.

Thompson Crossing Elementary School conducts emergency preparedness drills during the school year. These drills include; fire, severe weather, lockdown and bus evacuation drills. Thompson Crossing Elementary School building has a secured entrance. This requires all visitors to enter through the main office, have their identification verified and a criminal history check through our Safe Visitor System prior to being issued a visitor pass. All other exterior doors are locked at all times and can only be unlocked from the outside using a staff members school identification badge.

Franklin Township Community School Corporation has their own Police Department which consists of five officers and a K9 dog trained in detecting drugs and firearms. These officers are in our buildings daily to assist.

Bullying is prohibited by Thompson Crossing Elementary. Students who commit any acts of bullying are subject to discipline including but not limited to suspension, expulsion, arrest, and/or prosecution. "Bullying" is defined as overt, unwanted, repeated acts or gestures, including verbal or written communications or images transmitted in any manner (including digitally or electronically); physical acts committed; aggression; or any other behaviors committed by a student or group of students against another student with the intent to harass, ridicule, humiliate, intimidate, or harm the targeted student, creating for the targeted student an objectively hostile school environment that:

- Places the targeted student in reasonable fear of harm to his or her person or property
- Has a substantially detrimental effect on the targeted student's physical or mental health
- Has the effect of substantially interfering with the targeted student's academic performance
- Has the effect of substantially interfering with the targeted student's ability to participate in or benefit from the services, activities, or privileges provided by the school.

## **Highly Qualified Teachers and Paraprofessionals**

All teachers newly hired at Thompson Crossing Elementary must be "highly qualified." "Highly Qualified" means:

- full State certification as a teacher or passed State teacher licensing exam and holds current license to teach; certification or licensure requirements may not be waived on emergency, temporary, or provisional basis;
- at least a bachelor's degree; passing a rigorous State test on subject knowledge and teaching skills in reading, writing, math, and other areas of elementary curriculum (State certification test may suffice)

## **Strategies to Attract High-Quality, Highly Qualified Teachers**

Thompson Crossing Elementary posts job openings on the website and with the Indiana Department of Education. Administrators attend interview programs at universities in Indiana. The FTCSC elementary administrators often take a team approach to interviewing when there are several openings in the corporation. Candidates will have the first round interviews with the administrative team. The second round interviews are conducted as the individual school with the administrators of the building as well as a small interview team of teachers. During the second interview, candidates are given scenarios to respond to on how they would handle a certain situation. They are also given a specific standard and asked to provide a mock lesson they would teach this standard to low, average and high learners.

## **Provisions to Maximize Parental Participation**

Thompson Crossing Elementary communicates it's school grade to our parents via the School Newsletter as well as on the FTCSC website.

Parent/Teacher conferences are during the school year for parents and teachers to communicate each child's progress as well as goal setting for the school year. Parents are always encouraged to participate in decisions relating to the education of their children .

- Thompson Crossing Elementary will be offering the following parent nights during the 2020-2021 school year. Family Back to School Open House, This event partners with our PTO. Breakfast and Books (March): This event promotes literacy and a love for reading in school and home as well as a "Kick off" for the Marion County Public Library's Summer Reading Program. Read Across America Week where we spend extended time reading throughout the school day with guest readers, reading in abnormal locations and whole school reading activities. We also hope to partner with the Children's Museum for family education nights.

- ILEARN results will be sent home with our families of students in grade 3 after each administration.
- Infinite Campus Parent Portal - utilized by all parents, tracking their child's progress.
- Parent Meetings are set up throughout the year at both the parent and teacher request.
- IREAD results are sent home after administration. Conferences are held for any student who DNP.

## **Transition Plans**

Franklin Township Community School Corporation has a developmental Preschool Program. To help students transition from the preschool program located at Wanamaker Early Learning Center a conference is held at the child's kindergarten homeschool. Incoming kinders are also provided with information about what to expect in kindergarten and activities to help them prepare over the summer.

Our intermediate school will invite our 3rd grade students over to visit the intermediate school and experience their new schedule. Students break up into groups and a student mentor answers questions and helps the 3rd grade students feel comfortable and confident about their upcoming transition. We also provide our intermediate school with information about IEP, high ability, LEP, 504, etc so that schedules can be developed accordingly.

## **Opportunities for Teacher to be included in Decision-Making**

The TC Elementary teachers are active participants in the school wide planning process, Thompson Crossing Building level discussions, Student's Multi-Tiered Systems of Support and grade level meetings. Their input is so valuable in decision making at our school.

- Thompson Crossing Building Level Discussions- Once a month, 2 school representatives meet with the school administrator to bring concerns from other teachers to discuss. During this meeting there is discussion on instructional practices, school procedures, and contractual issues.
- Grade Level Meetings- grade level teams meet on a monthly basis in the school. During these meetings the teachers review data and practice and look at current plans, and curriculum maps to determine if there is a need for revision, supplemental materials, enrichment, or omission. The grade level provides feedback to the leadership team member so the administrator can support as needed.

- TC Instructional Leadership Team- The Title 1 administrator meets with grade level representatives to discuss curriculum and instructional practice trends across the building to further enhance practice and allow for vertical articulation.
- Staff Meetings- Monthly staff meetings are held for informational purposes and as well as a time for professional development. Certified and classified staff meet weekly for PLC/Professional development in addition to staff meetings.

## **Timely Additional Assistance**

Teachers and the Title 1 Administrator, as well as the Instructional Coach, use the Guided Reading Data, CFA Data, CFUS, report card data, ILEARN and any other relevant information to determine what type of interventions need to take place and if testing may need to occur. Teachers begin using tier 2 interventions in the classroom. If little or no progress occurs, then an additional tier 3 intervention is added. If there is still little to no progress, the CORE TEAM determines if the student needs further testing to qualify for an IEP.

\*Tier 2 interventions occur for 30 min./ 5 times a week. This includes 95% instruction as well as support in other areas of reading (comprehension, fluency, etc). Tier 3 interventions are in place for those students who are 2 grade levels or below and need additional assistance. Tier 3 interventions utilizes the Orton Gillingham method of Reading instruction that focuses on Phonemic Awareness and Phonics as the base for reading instruction. We will also begin using the Guided Reading Rise Tier 3 intervention program this year for students who are below grade level in first-third grade. Tier 3 interventions occur 5 times a week as well.

- SOS (Supporting our students) process- teachers collaborate on the academic and/or behavioral needs of students by analyzing benchmark assessments and pre and post tests in areas of concern. Teachers support each other with different ideas to support our students. If the grade level team has tried multiple tiers of support with little to no success, the teacher will submit the student's information to CORE TEAM for review to determine if further testing is appropriate.
- CORE TEAM is made up of the SLP, school psychologist, school counselor, 2 special education teachers, ENL teacher, Title 1 Administrator, and principal. This team looks at student data that has been submitted by the classroom teacher after tier 2 and tier 3 interventions result in little to no progress.

## **Provisions for the Coordination of Technology Initiatives**

Franklin Township Community School Corporation submitted the required Online Technology Plan in full compliance with IC 20-20-13. The plan can be found in its entirety on the secure DOE online system. The document details our comprehensive plan for the coordination of technology initiatives. The coordination is best summarized in Sections II and VIII of the plan:

“Our technology integration specialists have been hard at work integrating in-house digital lesson plans that have been created by teams of teachers within the district. Our goal being to shift from physical textbooks and purchased digital content to teacher curated/created digital content.

We are in the middle of working on a three- year technology plan implementation with the focus of being BYOD at the secondary level with heavy district-owned technology in primary. We are intentionally focusing on ensuring training for teachers is delivered ahead of any device rollouts. Teachers this year received training on effective use of Google Classroom in elementary and Canvas in secondary.”

## **Cultural Competency**

In Franklin Township, we welcome diversity. We will incorporate culturally appropriate strategies for increasing educational opportunities and the educational performance of all.

All administrators have been trained in the identification of disproportionality with Dr. Renee Azize. In turn, the administrators have conducted professional development with their teachers and staff on culturally appropriate strategies for increasing educational opportunities and academic performance for represented groups.

## **Coordination and Integration of Federal, State, and Local Funds**

As a Title Schoolwide school, Thompson Crossing Elementary will use money from local, state and federal sources to educate all students. The district separates these monies for accounting purposes and they are not combined. However, monies are budgeted by our central office in a systematic way that allows us to better meet the needs of all students.

At Thompson Crossing Elementary, our funds (Title 1, Title II, and Title III) are coordinated to meet the Instructional needs of all students and the professional development needs of all staff.

## **Plan for Submission/Updating Schoolwide Plan**

The following is the model that is used yearly. This is the 2020-21 calendar for SWP:

Date	Members	Purpose
September Beginning of the year	Leadership Team	Review Plan and Analyze 19-20 data. Discuss if any changes need to be made to original plan
October 9, 2020	Leadership Team	Review 1st 9 weeks data and report

End of 1st Quarter		to Grade Level Teams during PLC.
December 18, 2020 End of 1st semester	Leadership Team	Review 2nd 9 weeks data and and revise plan for 2nd semester Report to Grade Level Teams during PLC.
March 19, 2021 End of 3rd Quarter	Leadership Team	Review and Revise Plan based on data. Report to Grade Level teams during PLC
May 23, 2021 End of the year	Leadership Team	Review Data and Develop Plan for the following year.

The Thompson Crossing Elementary School Improvement Plan team consists of a representative of every grade level as well as the Title 1 administrator, Special Education Teacher, ENL teacher, Counselor, and a Parent Representative. The team will meet quarterly to review data and revise plans as needed. Input from the entire staff is solicited mid year and during the development of the following year's plan. Staff also has the opportunity to provide input at grade level meetings, quarterly at our central office and on a monthly basis in their home school. During these meetings goals, strategies, and implementation are discussed.

# Historical Attendance Rates and State Assessment Data

## Thompson Crossing Elementary Sch, Indianapolis 5198

Indicator	School Results				State
	'15-'16	'16-'17	'17-'18	'18-'19	Total
A-F Accountability Grade	C	A	A	A	
Student Enrollment	600	596	580	586	1,141,247
Number of Certified Teachers	30	32	29	28	59,981
Percentage of Students Passing IREAD	94.8	98.1	95.0	91.7	86.6
* Grade 3 Percent Passing ISTEP+/ ILEARN Math Standard	76.3	80.1	85.4	73.5	58.7
* Grade 3 Percent Passing ISTEP+/ ILEARN Language Arts Standard	86.7	84.9	76.7	49.0	46.3
* Grade 4 Percent Passing ISTEP+/ ILEARN Math Standard	61.8	86.4	86.7	72.6	54.0
* Grade 4 Percent Passing ISTEP+/ ILEARN Language Arts Standard	71.5	81.3	76.2	62.8	45.8
* Grade 4 Percent Passing ISTEP+/ ILEARN Science Standard	72.7	84.7	66.7	58.8	46.3
* Grade 5 Percent Passing ISTEP+/ ILEARN Math Standard	69.2	88.4	90.7	81.0	47.8
* Grade 5 Percent Passing ISTEP+/ ILEARN Language Arts Standard	68.3	80.0	83.1	66.7	47.5
* Grade 5 Percent Passing ISTEP+/ ILEARN Social Science Standard	70.0	83.1	76.1	61.0	46.0

## Attendance By Grade

Grade	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Kindergarten	95.3%	95.3%	95.8%	96.0%	95.7%	96.9%	96.5%	96.1%	96.1%
Grade 1	96.0%	96.1%	96.0%	97.0%	96.1%	96.5%	97.3%	95.7%	97.0%

<b>Grade 2</b>	<b>96.8%</b>	<b>97.0%</b>	<b>96.3%</b>	<b>96.9%</b>	<b>97.1%</b>	<b>96.5%</b>	<b>96.7%</b>	<b>96.9%</b>	<b>96.5%</b>
<b>Grade 3</b>	<b>96.9%</b>	<b>97.5%</b>	<b>97.0%</b>	<b>97.3%</b>	<b>97.5%</b>	<b>97.4%</b>	<b>97.6%</b>	<b>96.9%</b>	<b>96.9%</b>
<b>Grade 4</b>	<b>97.2%</b>	<b>97.3%</b>	<b>97.1%</b>	<b>97.2%</b>	<b>97.3%</b>	<b>97.6%</b>	<b>97.4%</b>	<b>97.3%</b>	<b>96.9%</b>
<b>Grade 5</b>		<b>97.3%</b>	<b>96.7%</b>	<b>97.0%</b>	<b>96.8%</b>	<b>97.4%</b>	<b>98.0%</b>	<b>97.2%</b>	<b>96.9%</b>
<b>All Grades</b>	<b>96.4%</b>	<b>96.9%</b>	<b>96.6%</b>	<b>96.9%</b>	<b>96.8%</b>	<b>97.1%</b>	<b>97.3%</b>	<b>96.8%</b>	<b>96.7%</b>

Mrs. Zakiya Moore is the Attendance Officer for Thompson Crossing Elementary. When students excessively arrive late or have more than 9 absences the parent is contacted via letter or phone call. We also contact parents when there are more than 10 unexcused absences and inform the family that they now require a doctor's note for the absence to be excused.

Thompson Crossing Elementary has a yearly goal to maintain an attendance rate of 96% or greater.

## Thompson Crossing Elementary School Goals and Action Plan-ELA

<b>School: Thompson Crossing Elementary</b>
<b>Goal : By spring of 2021, 65% of third grade students will have a proficient rating on the ILEARN assessment.</b>
<b>Benchmark: 2019 60% of third grade students were proficient on the ELA ILEARN assessment</b>
<b>Year 1: During the 2020-21 school year 65% of third grade students will receive a proficient rating on the ELA ILEARN assessment.</b>
<b>Year 2: During the 2021-2022 school year, 70% of third grade students will receive a proficient rating on the ELA ILEARN assessment.</b>

**Year 3: During the 2022-2023 school year, 75% of third grade students will receive a proficient rating on the ELA ILEARN assessment.**

**Guided Reading Goals:**

**In Kindergarten, 90% of students will be at C by the EOY.**

**In First Grade, 85% of students will be at I by the EOY.**

**In Second Grade, 83% of students will be at L by the EOY.**

**In Third Grade, 80% of students will be at P by the EOY.**

Date	Teacher Action Steps	Person Responsible	Date	Professional Development	Person Responsible	Evidence of Implementation	Evidence of Impact
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<p>8/16</p> <p>Daily</p> <p>Daily</p> <p>BOY MOY EOY</p>	<p><b>General:</b></p> <p><b>Kindergarten Entrance Screening</b></p> <p><b>Waterford</b></p> <p>Implement a research-based process for teaching with Small Groups: <b>Guided Reading, Phonics, Vocabulary, Comprehension</b></p> <p><b>Guided Reading Screeners</b> <b>Guided Reading Benchmark Assessments</b></p>	<p>K teachers</p> <p>K teachers</p> <p>Classroom Teachers</p> <p>Classroom Teachers</p>	<p>August</p> <p>August-May</p> <p>August-May</p> <p>August-May</p>	<p>Staff Meeting/Training</p> <p>Staff Meeting/Training</p> <p>Staff Meeting/Training District PD June 2020 and February 2021</p>	<p>Instructional Coach</p> <p>IC</p> <p>Title I Admin Carolyn Gwynn</p>	<p>Lesson Plans</p> <p>Walk Throughs</p> <p>PLC Meeting Notes</p> <p>Grade Level Meeting Notes</p> <p>Sign-in Sheets</p>	<p>Scores on Writing Rubrics</p> <p>Weekly Assessments</p> <p>Grade Level Minutes</p> <p>NSGR Assessment Data</p>
<p>8/20-5/21</p> <p>Daily</p>	<p>Low Achievers:</p> <ul style="list-style-type: none"> <li>● Reteaching skills during small group instruction (tier 2) <ul style="list-style-type: none"> <li>○ CFAs</li> <li>○ CFUs</li> </ul> </li> <li>● 30 minutes of intensive instruction (K-5) based on Guided Reading <ul style="list-style-type: none"> <li>○ Guided Reading Groups</li> <li>○ RISE Intervention</li> </ul> </li> </ul>	<p>Classroom Teachers / Title 1 Instructional Assistants/ ELL Teacher/ ELL Assistant SPED Team</p>	<p>August-May</p>	<p>Staff Meeting/Training of All Teachers and Instructional Assistants</p>	<p>IC</p> <p>ELL Teacher</p>	<p>Lesson Plans</p> <p>Guided Reading Data</p> <p>Screeners</p> <p>Progress Monitoring Sign-in Sheets</p>	<p>Benchmark and Progress Monitoring Scores</p> <p>WIDA Testing</p> <p>GR Benchmark Assessments</p>

	<ul style="list-style-type: none"> <li>○ OG for 1st and 2nd grade</li> <li>● Push in and Pull out support based on WIDA scores (ENL)</li> <li>● Google Read &amp; Write</li> </ul>					PLC Meeting Notes	
8/20-5/21	<p>High Achievers</p> <ul style="list-style-type: none"> <li>● Provide more challenging reading materials (Book Clubs)</li> <li>● Gifted &amp; Talented Program</li> <li>● Robotics Team</li> </ul>	K-3 Teachers	August-May	Staff Meeting/Training	IC	<p>PLC Meeting Notes</p> <p>Lesson Plans</p> <p>Sign-in Sheets</p>	<p>Benchmark Writing Prompts</p> <p>GR Benchmark Assessments</p> <p>ILEARN</p>
3/21	<p>Parent Involvement</p> <ul style="list-style-type: none"> <li>● Family Reading Night</li> <li>● Parent Corner in Newsletter</li> <li>● Parent/Teacher Conferences</li> </ul>	<p>Title 1 Admin</p> <p>IC</p> <p>K-3 Teachers</p>	3/20			<p>Sign-in Sheets</p> <p>Facebook Posts</p>	
8/20-5/21	<p>ProAct Deescalation Training</p> <ul style="list-style-type: none"> <li>● Understand how to de-escalate students who are emotionally unregulated</li> </ul>	All staff members	August - May	ProAct Training	Principal	<p>Sign-in Sheets</p> <p>Staff Weekly Bulletin</p>	Discipline Referrals
8/20-5/21	<p>Technology</p> <ul style="list-style-type: none"> <li>● Google Classroom</li> <li>● Google Read &amp; Write</li> <li>● Digital Textbook &amp;</li> </ul>	<p>K-5 Teachers</p> <p>Instructional Assistants</p>	August-May	<p>Staff Meeting/Training</p> <p>IA Training PD</p>	<p>IC</p> <p>Technology Integration</p>	<p>Lesson Plans</p> <p>Program Reports</p>	<p>Benchmark and Progress Monitoring Scores: Growth</p>

	<p>Reading Games</p> <ul style="list-style-type: none"> <li>• Utilization of Academic Websites</li> <li>• Digital Lessons in Blendspace/Hyperdocs</li> <li>• Airways (3)</li> </ul>	<p>ELL Teacher/ IA</p> <p>Special Education Teachers</p>			Specialist	Principal Observations	<p>Reports</p> <p>Program Reports</p> <p>Weekly Assessments</p> <p>WIDA Testing</p>
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# Thompson Crossing Elementary ELA Assessment Plan

<b>School: Thompson Crossing Elementary</b>
<b>Goal : By spring of 2021, 55% of third grade students will have a proficient rating on the ILEARN assessment.</b>
<b>Benchmark: 2019 50% of third grade students were proficient on the ELA ILEARN assessment</b>
<p><b>Year 1: During the 2020-21 school year 55% of third grade students will receive a proficient rating on the ELA ILEARN assessment.</b></p> <p><b>Year 2: During the 2021-2022 school year, 60% of third grade students will receive a proficient rating on the ELA ILEARN assessment.</b></p> <p><b>Year 3: During the 2022-2023 school year, 65% of third grade students will receive a proficient rating on the ELA ILEARN assessment.</b></p>
<p><b><u>Guided Reading Goals:</u></b></p> <p><b>In Kindergarten, 90% of students will be at C by the EOY.</b></p> <p><b>In First Grade, 85% of students will be at I by the EOY.</b></p> <p><b>In Second Grade, 83% of students will be at L by the EOY.</b></p> <p><b>In Third Grade, 80% of students will be at P by the EOY.</b></p>

Formative Assessments throughout the School Year	Interim Checkpoint #1 Deadline: November 2020	Interim Checkpoint #2 Deadline: January 2021	Interim Checkpoint #3 Deadline: March 2022	Interim Checkpoint #4 Deadline: May 2023
Implementation Assessment Are we doing it?	Principal Observations Grade Level Meeting Notes Guided Reading Data Airways CFA's and CFU's Special ED documentation Notes Lesson Plans	Principal Observations Grade Level Meeting Notes Guided Reading Data Airways CFA's and CFU's Special ED documentation Notes Lesson Plans	Principal Observations Grade Level Meeting Guided Reading Data Airways CFA's and CFU's Notes Special ED documentation Notes Lesson Plans	Principal Observations Grade Level Meeting Notes Guided Reading Data Airways CFA's and CFU's Special ED documentation Notes

				Lesson Plans
Impact Assessment What are the Students' results?	ILEARN Reading Assessments Guided Reading Level Writing Prompts Airways			

## Thompson Crossing Elementary School Goals and Action Plan-Math

**School: Thompson Crossing Elementary**

**Goal: By Spring 2021, 79% of all students in third grade will score proficient on the math ILEARN assessment.**

**Benchmarks: 2019 74% of all students in third grade scored proficient on the math ILEARN assessment.**

**Year 1: During the 2020-2021 school year, 79% of all students in third grade will score proficient on the math ILEARN assessment.**

**Year 2: During the 2021-2022 school year, 84% of all students in third grade will score proficient on the math ILEARN assessment.**

**Year 3: During the 2022-2023 school year, 89% of all students in third grade will score proficient on the math ILEARN assessment.**

Date	Teacher Action Steps	Person Responsible	Date	Professional Development	Person Responsible	Evidence of Implementation	Evidence of Impact
8/20-5/21	<b>General</b> <ul style="list-style-type: none"> <li>● Implementation of Math Fact Fluency EDM (K-2)</li> <li>● Model a written response weekly from EDM4</li> <li>● Provide flexible small group Tier 2 Intervention based on Pretest Data</li> <li>● Math Lab - Tier 2 Intervention</li> </ul>	K-5 Teachers  Instructional Assistants	August-May	Everyday Math PD  EDM4 Virtual Learning Community  Visit schools within our corporation who are implementing Small Group Math Instruction	Instructional Coach	Sign-in Sheets  PLC Meeting Notes Principal Observations  Lesson Plans  Google Sheets Pre/Post Data	Math Fact Fluency Assessment  Math Post Test Data  Airways  ILEARN
8/20-5/21	<b>Low Achievers</b> <ul style="list-style-type: none"> <li>● Implementation of Math Fact Fluency EDM (K-2)</li> </ul>	K-5 Teachers  ELL teacher	August-May	Everyday Math PD	Instructional Coach  District Math	Sign-in Sheets  PLC Meeting Notes	Math Fact Fluency Assessment  Math Post Test Data

	<ul style="list-style-type: none"> <li>• Model a written response weekly from EDM4</li> <li>• Provide flexible small group Tier 2 Intervention based on Pretest Data</li> <li>• Math Lab - Tier 3 Intervention</li> <li>• Collaboration between ESL, Title 1, Special Education, and Gen. Ed. teachers to address student performance and effective teaching strategies for these students</li> </ul>	& IA Instructional Assistants Special Education Teachers		EDM4 Virtual Learning Community Visit schools within our corporation who are implementing Small Group Math Instruction & Intervention	Coach Title 1 Admin ELL teacher Special Education Teacher	Principal Observations Lesson Plans Google Sheets Pre/Post Data	Airways Assessments ILEARN
8/20-5/21	<b>High Achievers</b> <ul style="list-style-type: none"> <li>• Provide More Challenging Math materials</li> <li>• Gifted &amp; Talented Program</li> <li>• Robotics Team</li> </ul>	K-3 Teachers	August-May	Staff Meeting/Training IAG Conference	Instructional Coach	Sign-in Sheets PLC Meeting Notes Principal Observations Lesson Plans	Math Post Test Data Airways ILEARN
11/20	<b>Parent Involvement</b> <ul style="list-style-type: none"> <li>• Family Math Night</li> <li>• Parent Corner in Newsletter</li> <li>• Parent/Teacher Conferences</li> </ul>	Title 1 Admin Instructional Coach K-3 Teachers	10/28			Sign-in Sheets	
8/20-5/21	<b>Cultural Competency</b> <ul style="list-style-type: none"> <li>• Understand, empathize, and empower students</li> </ul>	All Staff Members	8/16	Training to Understand Students in Poverty using	Principal and Counselor	Sign-in Sheets	

	based on understanding cultural differences			TBD video ENL - WIDA Training			
8/20-5/21	<b>Technology</b> <ul style="list-style-type: none"> <li>• Google Classroom</li> <li>• XtraMath</li> <li>• Digital Textbook &amp; Math Games</li> <li>• Utilization of Academic Websites</li> <li>• Digital Lessons in Blendspace</li> <li>• Airways (3-5)</li> </ul>		August-May	Staff Meeting/Training  IA Training PD	Instructional Coach  Technology Integration	Lesson Plans Program Reports  Principal Observations	Benchmark and Progress Monitoring Scores: Growth Reports  Program Reports Weekly Assessments  WIDA Testing  Airways

## Thompson Crossing Elementary Math Assessment Plan

<b>School: Thompson Crossing Elementary</b>
<b>Goal: By Spring 2021, 79% of all students in third grade will score proficient on the math ILEARN assessment.</b>
<b>Benchmarks: 2019 74% of all third grade students scored proficient on the math ILEARN assessment.</b>
<b>Year 1: During the 2020-2021 school year, 79% of all students in third grade will score proficient on the math ILEARN assessment.</b>
<b>Year 2: During the 2021-2022 school year, 84% of all students in third grade will score proficient on the math ILEARN assessment.</b>
<b>Year 3: During the 2022-2023 school year, 89% of all students in third grade will score proficient on the math ILEARN assessment.</b>

<b>Formative Assessments in the 2020-2021 School Year</b>	<b>Interim Checkpoint #1 Deadline: November 2020</b>	<b>Interim Checkpoint #2 Deadline: January 2021</b>	<b>Interim Checkpoint #3 Deadline: March 2022</b>	<b>Interim Checkpoint #4 Deadline: May 2023</b>
<b>Implementation Assessment</b> Are we doing it?	Principal Observations Grade Level Meeting Notes Special ED documentation			
<b>Impact Assessment</b> What are the student results?	ILEARN EDM4 Math Assessments Airways Math Fluency Assessments			

## Thompson Crossing Elementary PBIS Initiative

**District: FTCSC**

**School: TC Elementary School**

**Date: 8/1/2020**

### **Initiatives Audit**

<b>Initiative</b>	<b>Purpose/ Meeting Schedule</b>	<b>Specific Measurable Outcomes</b>	<b>Target Group</b>	<b>Staff Involved</b>	<b>Communication w/ stakeholders</b>	<b>Connect to PBIS Low/High</b>
<b>Leadership Team Title 1 Committee</b>	<b>Analyze and set goals in regards to school behavior and academics for our school. - Each 9</b>	<b>Increase ILEARN passing % through focusing on academics and behavior</b>	<b>All Students</b>	<b>Jeff Murphy Crystal Harves Emily Baker Zakiya Moore Angie Freeman</b>	<b>Each 9 weeks Newsletter</b>	<b>High</b>

	<b>weeks.</b>	<b>intervention.</b>		<b>Dawn O’Friel Ryan Young Nathan Fellerman Amanda Stevenson</b>		
<b>Core Team</b>	<b>Focus on referred students to determine if they should continue with intervention or need further evaluation</b>	<b>Increase academic achievement and decrease discipline referrals</b>	<b>All Tier 2 and Tier 3 students</b>	<b>Jeff Murphy Crystal Harves Zakiya Moore Emily Baker Heather Derouin Karynn Arnett Stephanie Donley Lisa Denton School Psych (TBD)</b>	<b>Bi weekly and as needed- recorded in the Core Team Meeting Dynamic Agenda in Google</b>	<b>High</b>
<b>PBIS Team</b>	<b>Analyzing data from office referrals and anecdotal data from staff and adjusting schoolwide procedures and practices as necessary.</b>	<b>Decrease office referrals/ behavior occurrences. Increase academic achievement.</b>	<b>All Students</b>	<b>Jeff Murphy Zakiya Moore Heather Derouin Dawn O’Friel Alyssa Beasley Nathan Fellerman Amber Wilson Angie Lechuga</b>	<b>Staff Meetings Student handbook Website Newsletter</b>	<b>High</b>
<b>Academic Team</b>	<b>Focused on instructional practices and curricular needs</b>	<b>Increase academic achievement</b>	<b>All Students</b>	<b>Crystal Livesay Angie Freeman Cristi Billue Tacie Cullingford Becky Holland Heather Wilson</b>	<b>Staff Meetings Newsletter</b>	<b>High</b>
<b>Conscious Discipline Team</b>	<b>Focused on staff and student social and emotional wellbeing.</b>	<b>Increase academic achievement and self-regulation of emotions</b>	<b>All Students</b>	<b>Zakiya Moore Ann Staples Heather Derouin Tacie Cullingford Abbey Cooper</b>	<b>Website Newsletter Staff Meetings</b>	<b>High</b>

<b>Grade Level Team</b>	<b>Focused on student achievement based on all data available.</b>	<b>Ensuring all students grow to their full potential and achieve the benchmark goals.</b>	<b>All Students in their grade level</b>	<b>Grade Level Teachers, Title One Administrator, Principal</b>	<b>Newsletter Agendas Google forms PLC</b>	<b>High</b>
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\*\*Some team members may change due to staff changes over the summer.

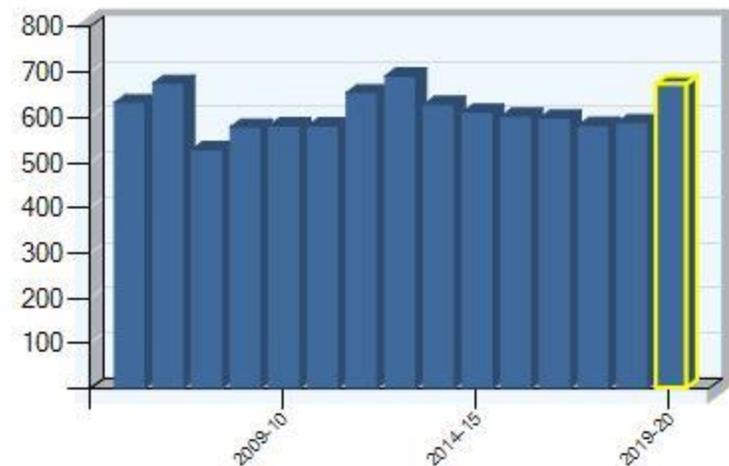
## Thompson Crossing Elementary Demographics

### Enrollment By Grade

Enrollment By Grade

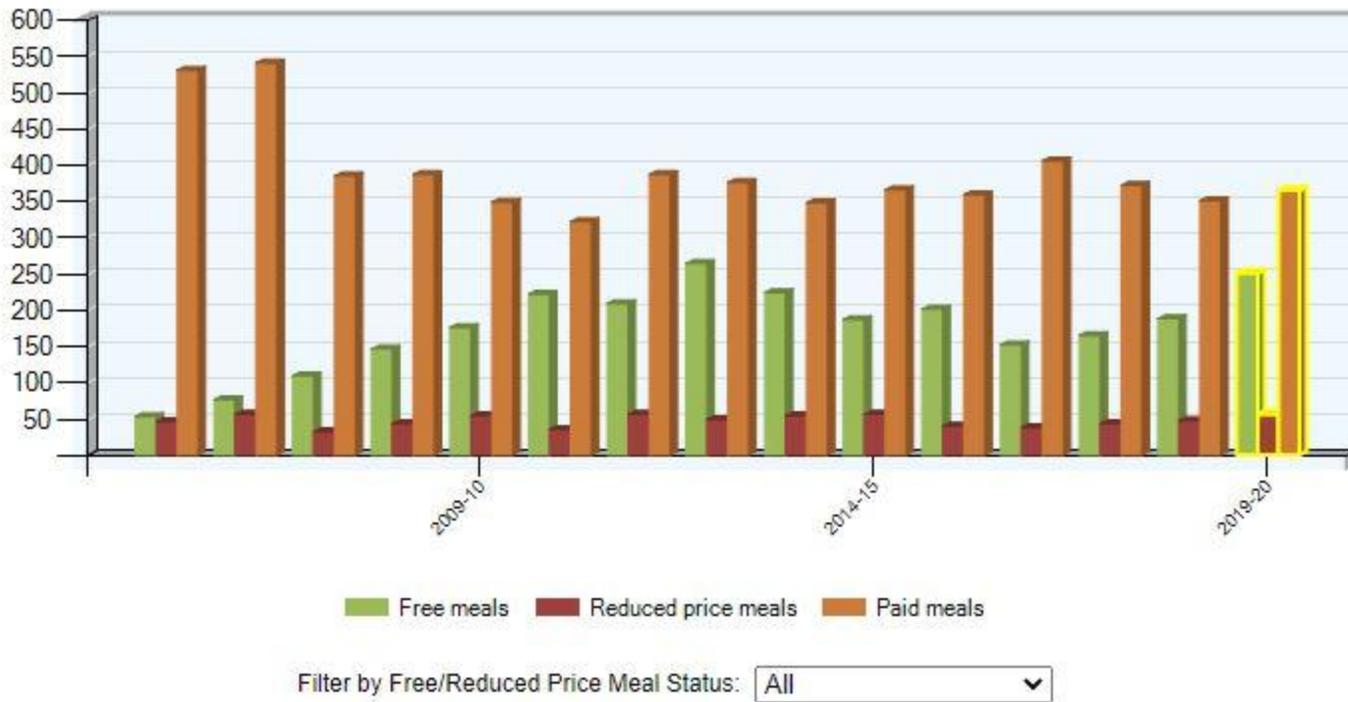
Grade	2015-16	2016-17	2017-18	2018-19	2019-20
Kindergarten	84	88	69	87	127
Grade 1	97	89	87	84	116
Grade 2	88	90	95	87	115
Grade 3	113	113	104	108	108
Grade 4	104	117	102	110	101
Grade 5	114	99	123	110	105
<b>Total Enrollment</b>	<b>600</b>	<b>596</b>	<b>580</b>	<b>586</b>	<b>672</b>

Enrollment Trend

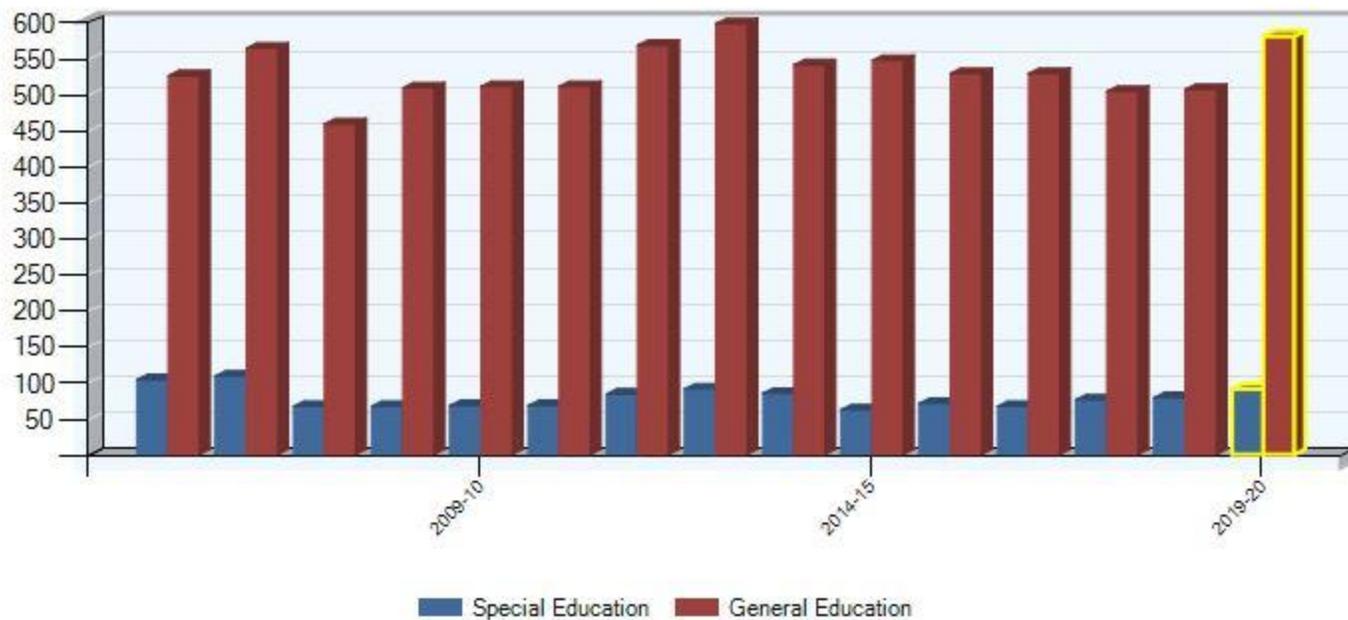




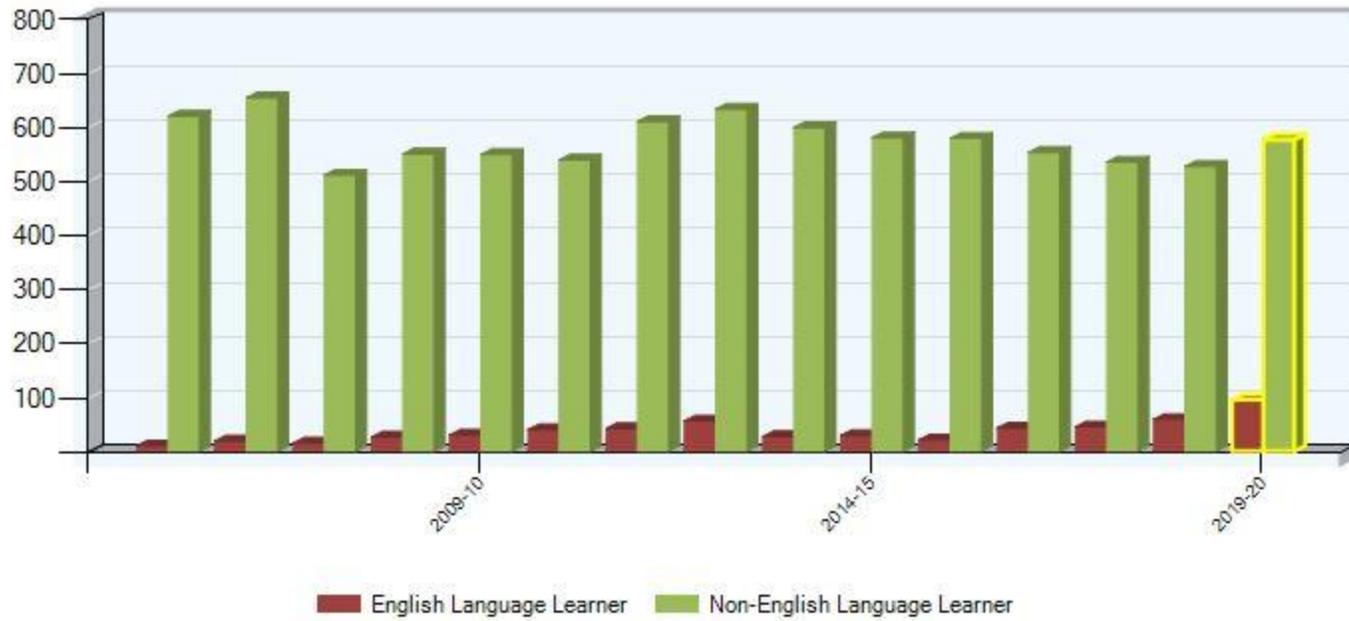
### Enrollment Trend by Free/Reduced Price Meals



### Enrollment Trend by Special Education



### Enrollment Trend by English Language Learners



Filter by English Language Learner Status:

## **Appendix**

### School Improvement Process Guiding Principles Monitoring Record Form

# **Thompson Crossing Elementary School Compact**

## **Title I Student-Parent-School Compact**

As part of the Title I School Program, we are asking that you and your child join us in signing a written agreement (or compact) that expresses support of your child's education and commits everyone involved in your child's education to helping him/her reach his/her potential as a learner. This compact forms a partnership, which will lead to a successful educational experience for your child.

### **Parents**

#### **It is the responsibility of the parent to:**

- actively communicate with school staff
- be aware of rules and regulations of school
- take an active role in the child's education by reinforcing, at home, the skills and knowledge the student has learned in school
- utilize opportunities for participation in school activities
- monitor attendance, homework completion, and television watching
- read with my child regularly
- Volunteer in your child's classroom as available
- To participate, as appropriate, in decisions relating to the education of their child and positive use of extracurricular time.

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### **Staff**

#### **It is the responsibility of the staff to:**

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children served under Title I to meet the state's student academic achievement standards
- Promote and encourage parent involvement activities
- Effectively and actively communicate on an ongoing basis with all parents about skills the student is learning in school and suggestions for reinforcement
- Send information to parents of Title I children in a format and, to the extent practicable, in a language the parents can understand
- Hold parent-teacher conferences in elementary schools, at least annually, during which the compact will be discussed as it relates to the individual child's achievement
- Provide quarterly reports to parents on their child's progress
- Welcome opportunities for parents to volunteer, participate, and/or observe in Title One classroom activities

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### **Student Responsibilities**

#### **It is the responsibility of the student to:**

- Always complete work and do my best
- Follow classroom and school rules
- Work cooperatively on a daily basis
- Read at home on a daily basis

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# **Thompson Crossing Elementary School Parent Involvement Policy**

## **Title I Parent Involvement** **Thompson Crossing Elementary**

I. Thompson Crossing Elementary endorses the parent involvement goals of Title I and encourages the regular participation by parents of Title I eligible children in all aspects of the program. The education of children is viewed as a cooperative effort among the parents, school and community. In this policy, the word “parent” also includes guardians and other family members involved in supervising the child’s schooling.

1. In accordance with No Child Left Behind Act of 2001 law, the school will:

1. Develop jointly with, agree on with and distribute to parents of children participating in the Title I School-Wide program a written parent involvement policy that describes how the school will carry out the parental involvement requirements in section 1118(c) - (f), including the development of a school-parent compact.
2. Notify parents of its written parental involvement policy in an understandable and uniform format and, to the extent practicable, in a language the parents can understand
  - a. make its written parental involvement policy available to the local community
1. Give each parent timely notice when their child has been assigned to or has been taught for four or more consecutive weeks by a teacher who is not highly qualified.

1. The Title I Instructional Coach will:

1. Provide Title I parents and staff information regarding the purpose of the Title I Parent Involvement Committee and the opportunity to be involved (i.e., phone, flyers, school newsletter).
2. In meaningful consultation with parents and Title I staff, develop, evaluate and revise Arlington’s Title I Parent Involvement policy.
  - a. Parents will participate in the design, development, operation and evaluation of the program for the next school year.
  - b. Proposed activities shall be presented to fulfill the requirements necessary to address the requirements of parental involvement.

C. All Title I parents will be encouraged to attend the Title I Parent Involvement meetings.

1. Special needs of parents for translators and childcare will be accommodated.
2. Parents will be informed about Title I meetings in a timely manner.
  1. An annual meeting will be held during the first month of school to provide information to Title I parents about the goals, policies and benefits of the Title I program for their child. This meeting will provide:
    - a. a description and explanation of the curriculum, the forms of academic assessment used to measure student progress, and the expected levels of student proficiency
  1. Measuring Student Progress:
    - a. Parents are given monthly newsletters from the principal explaining different assessments that were given and explanation of how to read their child's results. In addition, parents are given a Pearson Perspective flier that directs the parents to a website that provides them with academic support in the home based on their child's ILEARN results.
      - b. information about programs provided under Title I; such as the availability of a Title I Parent Resource Library
    1. At Kindergarten Assessment time, we schedule a time to meet with parents and assess their child's skills in basic areas of kindergarten readiness skills. At this time we also provide parents with a tour of our building a packet of information that will provide the parent with activities to complete at home to help their incoming kinder be successful.
      - c. guidance for parents to assist in the education of their children at home
      - d. information on procedures to follow at the district level if the parent has questions or concerns about the school's Title I program
      - e. an exit slip is offered to the parents, at the end of the meeting, to give parents an opportunity to make suggestions and evaluate how the delivery of the information at the meeting met their needs
      - f. Other reasonable support for parental involvement activities as parents may request.
  4. In addition to the annual meeting described above, the school will provide at least one opportunity per semester for parents to learn how to help their child improve their reading and/or math skills. The (morning or evening) timing of these meetings should be flexible to allow for the greatest parent participation possible.
    1. Providing 2 parent academic support nights:
      - a. Special Guest and Child Reading Partnership Night/Morning
      - b. Considering but no final decision on other topics (Conscious Discipline, Using the Infinite Campus Portal for Parents and Literacy/Math Night)

D. Title I staff will provide assistance to parents and students by providing:

1. A weekly classroom newsletter
2. Optional reading materials for at-home reading
3. Ideas for activities to reinforce children's learning for the summer
4. A literacy resource table during conferences with suggested ways to help students

learn at home

5. A Parent Resource Library will be provided with books, games, and activities to be checked out by parents of Title I students to support instruction at home.

E. The Title I instructional coach, staff and parents of children in the program will develop a "School-Parent-Student Compact" outlining the manner in which the school staff, parents, and students share the responsibility for improved student academic achievement in meeting state standards.

II. There are many ways in which parents can become involved with their children's education. Thompson Crossing Elementary values both the at-home contributions and those which take place at school and in the community. Reading to the children at home and talking with them at a family meal are as important as volunteering at school and serving on advisory committees. Many types of parental involvement are needed in a school-home-community partnership that will help all our children succeed. Opportunities for parental involvement will include:

- A. Volunteering in their child's school
- B. Attending parent-teacher conferences
- C. Working on various school committees to participate in school decision-making
- D. Attending Title I parent meetings
- E. Signing and fulfilling the School-Parent Compact
- F. Maintaining good communication between home and school
- G. Bringing constructive comments concerning the TC Title I program to the teacher, school administrator or district administrators, and to receive a response to the comments as soon as practicably possible

# Comprehensive Needs Based Assessment

Guiding Questions - FAMILY AND COMMUNITY INVOLVEMENT	Yes/No	Evidence	
<p><b>POLICIES, PROCEDURES AND EXPECTATIONS</b></p> <p>Does your school have a clearly articulated family involvement policy and compact?</p> <ul style="list-style-type: none"> <li>• How were the policies and compacts developed or revised?</li> <li>• How many current teachers, parents, and staff were involved in the development or revision of the parent policy?</li> </ul>	<p>Yes</p> <p>LEA and School PL221 Team</p>	<p>Policy &amp; compacts Sign in sheets</p>	
<p><b>POLICIES, PROCEDURES AND EXPECTATIONS</b></p> <p>Are the expectations for your students understood by parents?</p> <ul style="list-style-type: none"> <li>• Are parents aware of the academic expectations for the student(s)?</li> <li>• Are parents aware of how to volunteer in or visit their child's classroom?</li> <li>• Are expectations for parent involvement explicit?</li> <li>• Is parent involvement, including communication, training, opportunities for participation, and community partners, important to your school? How do you know?</li> </ul>	<p>yes</p> <p>yes</p> <p>yes</p> <p>yes</p> <p>no</p>	<p>Volunteer Log Student Handbook Meeting Agenda SPARC Center Fast Track Adult and Child Connect Ed Summer Servings Remind Texts</p>	<p>Energy Kits Chick-Fil-a Monthly Newsletters Meet the Teacher Conferences Airways Reports Facebook IC Emails</p>
<p><b>COMMUNICATION</b></p> <p>How does a class, the school, or the district communicate with parents?</p> <ul style="list-style-type: none"> <li>• How often and by what method are parents communicated with in one week? (Include all information that comes from the teacher as well as incoming information, such as notes from parents.)</li> <li>• Is information to parents sent in another language?</li> <li>• Is information sent to parents in an understandable language (i.e., no jargon)?</li> </ul>	<p>somewhat</p> <p>yes</p>	<p>Copies of documents (in a second language) Readability</p> <p>PTC Newsletters      Weekly Newsletters Office Newsletters      Ice Cream Social Conferences      Meet the Teacher Night School Sign-out Up Front</p>	

<p><b>OPPORTUNITIES FOR INVOLVEMENT</b></p> <p>What opportunities are available for parents? Are those opportunities successful?</p> <ul style="list-style-type: none"> <li>• What activities were offered during the previous school year?</li> <li>• How many parents attended each activity?</li> <li>• How many teachers attended each activity?</li> <li>• How many activities included specific information related to academic achievement (e.g., showing a new reading series, modeling a lesson or strategies, participating in a reading or math activity with their child)?</li> <li>• What accommodations are made to make their school visits more successful (e.g., having a translator available, providing transportation or childcare)?</li> </ul>		<p>Meeting Sign in Sheets  Meeting Agenda  Grade Level Field Trips  Volunteering in classrooms  Office Helpers  PTC Meetings  PTC Activities</p>
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Guiding Questions - FAMILY AND COMMUNITY INVOLVEMENT	Yes/No	Evidence
<p><b>EDUCATING EDUCATORS</b></p> <p>What support is provided to teachers to facilitate more effective parental involvement?</p> <ul style="list-style-type: none"> <li>• What activities are offered and available for teachers related to learning how to more effectively work with parents (e.g., formal professional development or professional dialogue during collaboration time)?</li> <li>• Does your school have a parent liaison?</li> </ul>		<p>Professional Development Calendar</p>
<p><b>COMMUNITY</b></p> <p>Are outreach services readily available to families in your school?</p> <ul style="list-style-type: none"> <li>• Does your school provide support services, such as health care, to parents and families?</li> <li>• What community partnerships currently exist with the school?</li> <li>• What type of support is provided to the school from community partnerships?</li> </ul>	<p>yes-student</p>	<p>Volunteer Log  Fiscal Records  Adult &amp; Child  Fast Track~ hair cuts</p>

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Guiding Questions - PROFESSIONAL DEVELOPMENT	Yes/No	Evidence
<p><b>HIGHLY QUALIFIED STAFF</b></p> <p>Are all teachers and paraprofessionals highly qualified?</p>	yes	<p>HQ Verification Forms (sample)</p> <p>Licensed</p>
<p><b>OPPORTUNITIES FOR PROFESSIONAL DEVELOPMENT</b></p> <p>How do you identify high quality professional development opportunities?</p> <ul style="list-style-type: none"> <li>• How do you ensure that professional development opportunities for staff focus on the needs of both students and teachers?</li> <li>• How many activities included specific information related to academic achievement?</li> </ul>		<p>Collaboration Agendas Staff Meeting Agendas</p> <p>District and specific school needs determines PD PLC                      Sound System                      95% ILEARN Reflection by grades District grade level meetings</p>
<p><b>EVALUATION</b></p> <p>How are professional development activities evaluated? SurveyMonkey~ discipline and 95% Based on random sampling of classrooms, do all teachers (100%) implement this strategy regularly? (Data collection methods include but are not limited to: A teacher survey or a brief classroom observation.)</p> <ul style="list-style-type: none"> <li>• How many teachers attended each activity?</li> <li>• What were the explicit goals for each activity? Were goals met?</li> </ul> <p>If yes, please attach a copy of an evaluation tool.</p> <p>If no, develop a short evaluation for teachers to use during 2014-2015.</p>		<p>District ~ 95%      Sound System Smekens Reading and Writing Guided Reading PD CFA development PD</p> <p>School~ ILEARN Lessons LWS implementation/lessons TT binders                      Place Mat Menu PLC 120 minute reading block PD PD for Instructional Assistants Weekly Ideas</p>
<p><b>COLLABORATION/COMMUNICATION</b></p> <p>Do teachers have common planning/collaboration time on a regular basis?</p>	yes	<p>Collaboration Agendas Staff Meeting Agendas</p> <p>PLC Meetings GLMs Biweekly/Monthly</p>

Guiding Questions - SCHOOL CONTEXT AND ORGANIZATION	Yes/No	Evidence
<p><b>VISION</b>            What is your school's vision? How was the vision developed or revised? How many current teachers, parents, and staff were involved?</p> <p>Our vision at Acton Elementary is to provide a safe learning environment where all students excel and collaborative relationships are built.</p>	yes	Vision Activity (sample)  1 Principal 1 Title 1 Administrator 1 Counselor 1 PBIS Coach 6 Teachers Parents
<p><b>LEADERSHIP</b>            What is a typical day for an administrator?            Record one day and identify the following:</p> <ul style="list-style-type: none"> <li>• How much time is spent in classrooms?</li> <li>• How much time is spent with teachers?</li> <li>• How much time is spent with students?</li> <li>• How much time is spent with parents?</li> </ul>		Daily Activity Log (sample)   1 hour 1 hour 1 hour
<p><b>CLIMATE AND ATTITUDES</b>            What are the attitudes and climate within your school, among students, parents, and staff?</p> <ul style="list-style-type: none"> <li>• Is the school safe? Lock down- code word</li> <li>• Is communication clear and regular? Connect Ed IC email</li> <li>• Is instruction challenging? Reading- EDM</li> </ul>		Attitude Surveys  Need new one by the end of the year
<p><b>COMMUNICATION</b>            How does the school regularly communicate with students, parents and stakeholders?</p> <ul style="list-style-type: none"> <li>• Is there a preferred method of communication (e.g., phone, notes, internet, face-to-face)?</li> <li>• How often and for what purpose do teachers communicate with parents?</li> <li>• How are teachers accessible to parents? voicemail, before SOS, after school</li> <li>• Do families have access to internet?</li> <li>• Does the school participate in any social media (e.g., Facebook, Twitter) to share information with parents?</li> <li>• Does the school utilize any electronic means of communication with parents (e.g., podcasts, automatic phone messaging systems)?</li> </ul>	Some yes  yes	Newsletters~ teachers weekly? Connect Ed PTO Newsletter Office Newsletters~ monthly Websites  Facebook  phone

Guiding Questions - SCHOOL CONTEXT AND ORGANIZATION	Yes/No	Evidence
<p><b>USE OF TIME (INSTRUCTIONAL)</b>            What is a typical day in a classroom?            • What instructional time is protected (e.g., 90 minute reading block)?            • How often and for what purpose is instructional time interrupted (e.g., fire drills, convocations, late arrivals, absences)?            pictures, convocations, dentists...            • Are transitions minimized (e.g., movement to specials, restroom breaks, lunch/recess breaks)?            Every Minute Counts~ transition times are instructional times~ flash cards</p>	yes	Lesson Plans Daily Activity Log (sample) Weekly Activity Log (sample)  120 minute literacy block  80 minute math block
<p><b>USE OF TIME (PROFESSIONAL)</b>            What is a typical staff meeting like? PLC            Based on a recent staff meeting:            • How many topics listed were directly related to student Achievement? -ALL            • How many topics were directly related to curriculum or instruction, professional development or family involvement?            • How many items could be considered "housekeeping?"            minimal</p>		Staff Meeting Agenda Collaboration Agendas  Data driven Student achievement
<p><b>POLICIES AND PROCEDURES</b>            Are expectations consistent within your school? Yes            • What policies are consistently posted in classrooms?            • How many policies are related to fire and safety, behavior and classroom procedures?</p>		Hallway Walk PBIS Posted in every room~ behavior expectations DOJO, emails
<p><b>SAFETY</b>            How safe is your school?            Using your school's School and Corporation Data Reports (<a href="http://www.doe.in.gov/data/reports.html">http://www.doe.in.gov/data/reports.html</a>), determine the following:            • How many students had unexcused absences?            • How many students were suspended?            • How many students were expelled?</p>	0	New locks on doors, Working on window coverings New alarm system Less than 3 percent 5 0

Guiding Questions - STUDENT ACHIEVEMENT	Yes/No	Evidence
<p>How did your students perform on the most recent ILEARN assessment?</p> <ul style="list-style-type: none"> <li>• What subgroups made AYP?</li> <li>• What subgroups did not make AYP?</li> <li>• Are there patterns in student performance (e.g., special education students generally do not make AYP in both E/LA and Math)?</li> </ul>	yes	<p>ILEARN Student Performance Reports Compass</p>
<p>How many students are needed to make safe harbor on the next ILEARN assessment?</p> <ul style="list-style-type: none"> <li>• How will you identify those students?</li> <li>• What support is currently in place for those students (e.g., Title I, after-school tutoring, summer school, etc)?</li> </ul>		<p>ILEARN Student Performance Reports Compass</p>
<p>Does your school have annual measurable goals for student achievement?</p> <ul style="list-style-type: none"> <li>• Are parents, teachers and students made aware of these goals?</li> <li>• Are goals articulated in the school's improvement plan? PL221</li> <li>• Are goals revised regularly? Yearly</li> <li>• Does your school use benchmarks as a progress monitoring? Yes</li> </ul>		<p>PL221 and/or School-Wide Plan  GR Levels, IREAD, Airways, ILEARN  Benchmarks w/ individualized activities</p>
<p>How does your school regularly review and discuss data? PLC Meetings</p> <ul style="list-style-type: none"> <li>• Does your school utilize a data wall or similar method to collect, analyze and make decisions about student achievement? Remediation data wall</li> <li>• Do you talk about data during staff meetings or teacher collaboration time? PLC and GLMs</li> <li>• How is teaching impacted by looking at data? It drives instruction~ Teacher Table, Remediation Groups, BURST, math remediation, PHELPS, REACH, Cluster, ENL, Special Ed.</li> </ul>		<p>Staff Meeting Agendas Collaboration Agendas  IREAD extensions</p>
<p>For high schools, what is your current graduation rate compared to the state average?</p>		<p>Compass</p>
<p>What is your school's attendance rate?</p> <ul style="list-style-type: none"> <li>• Is your school meeting the state's attendance goal? No</li> <li>• Are there patterns to student absences (e.g., weather conditions)? No</li> <li>• Is there a clear attendance policy in place? Yes, in handbook</li> <li>• How is the attendance policy shared with parents?</li> <li>• What is the attendance rate for teachers?</li> <li>• Are there issues with teacher absences? no</li> </ul>		<p>Compass  warning~ 5 days letters~ 10 days</p>

Guiding Questions - STUDENT ACHIEVEMENT (continued)	Yes/No	Evidence
<p>What kind of growth is being made by your school?</p> <ul style="list-style-type: none"> <li>• Visit Indiana's Growth Model site (<a href="http://www.doe.in.gov/growthmodel/">www.doe.in.gov/growthmodel/</a>).</li> <li>• Identify the quadrant in which performance appears.</li> <li>• What is the pattern of growth over several years? Is there measurable, consistent growth?</li> <li>• What subgroups are showing growth?</li> <li>• To what is growth attributed (e.g., strong, aligned curriculum, effective teaching strategies, etc)?</li> <li>• What areas cause concern?</li> <li>• What might be some causes of low/no growth?</li> </ul>		Growth Model
<p>What intervention services are available to students?</p> <ul style="list-style-type: none"> <li>• How are students selected for participation?</li> <li>• How many students participate?</li> <li>• Is there measurable growth from students who participate?</li> <li>• Are there barriers to participation (e.g., after-school or summer transportation, cost, scheduling, etc.)?</li> </ul>		OG, 95%, Math Extensions, Reading Extensions, Rise Up Teacher Table, Data Wall
<p>What enrichment services are available to students?</p> <ul style="list-style-type: none"> <li>• How are students selected for participation? REACH Assessment, Cluster~ K-5</li> <li>• How many students participate?</li> <li>• Is there evidence that enrichment has a positive impact on student achievement?</li> <li>• Are there barriers to participation (e.g., after-school or summer transportation, cost, scheduling)? Money</li> </ul>		CogAT Teacher Observation Tomags Teacher Table

## Comprehensive Needs Assessment Summary and Goals

### Vision Statement

The vision of Thompson Crossing Elementary School is to provide a safe learning environment where all students excel and collaborative relationships are built.

<b>DATA ANALYSIS CHART</b>	
DIRECTIONS: Use this chart to summarize data statements (from Data Guides) then identify strengths and weaknesses for each focus area.	
<b>Curriculum &amp; Instruction</b>	
<b>Strengths</b> School Grade A- Growth Intervention Process. Providing Intervention to students targeting lowest deficit skill Professional Development for Teacher Table (small group instruction) ENL ILEARN and WIDA achievements Teachers ability to provide differentiated instruction due to additional manpower (title instructional assistants)	<b>Challenges</b> Assessing the retaught skills after failing summative assessments Resources to provide PD to Instructional Assistants and new teachers. Staffs begin to understand blended classroom practices but still needs PD. The manpower to provide Intervention limits the number of students we can reach even though the student's data shows they need intervention. Tier 3 Behaviors
<b>Professional Development</b>	
<b>Strengths</b> Instructional Coach providing Professional Development for our Instructional Assistants every week PLC Wealth of staff knowledge that could be shared	<b>Challenges</b> Coach providing professional development to teachers due to other responsibilities. Subs for PD opportunities (Timeout)
<b>Family Involvement</b>	
<b>Strengths</b> Communication through newsletter and Infinite Campus Parent surveys BTS night Ice Cream Social Kindergarten Orientation Parent Teacher Conferences PTO events	<b>Challenges</b> Website and Facebook Lack of parent access to the internet Child care issues Lack of participation Parents don't have resources to support child at home. One sided delivery of information. Lack of PTO enrollment Background check cost
<b>School Context &amp; Organization</b>	
<b>Strengths</b> PBIS Procedures within the building- the cafeteria, hallway, fire, inclement weather,	<b>Challenges</b> parent compliance Attendance

and lockdown procedures Bully Awareness and Intervention	Teacher's procedures for discipline in the office Resources for Tier 3 Behaviors
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**COMPREHENSIVE NEEDS SUMMARY**

How was the Needs Assessment Conducted?

Our SWP Committee looked at data from the five focus areas. Our methods of collecting data include Parent Surveys, Teacher input, classroom and hallway observations as well as analyzing data from multiple sources:

ILEARN

IREAD

Guided Reading Benchmarks

Title Cohort data

CNA data

This information was discussed by the committee allowing us to determine Thompson Crossing's strengths and weaknesses.

What are the results of the Data collection?

Our team identified the following strengths and weaknesses: TBD during the school year

**Curriculum and Instruction:**

Current Intervention Model meets the academic needs of students. Tier 3 behaviors and lack of resources has been an obstacle.

**Professional Development:**

Our Instructional Coach trains all Instructional Assistants how to use intervention tools during intervention time and to create an additional teacher table as well as other PD every Wednesday. However, due to other responsibilities, she is unable to provide classroom lessons on regular basis due to time constraints.

**Family Involvement:**

While we do provide opportunities for our families to come to our school and learn methods to support their child at home, the information seems very one-sided and driven by the school. Attendance is poor to these events. Child care is an issue and often they do not leave with resources.

**School Context and Organization:**

Thompson Crossing's students, staff, and families have taken ownership of our PBIS. Students are feeling successful through our celebration of star tickets and accountable through our school-wide adoption of our behavior management system.

What conclusions were made?

Our CNA supports the following goals:

- Goal 1:  
Increase ILEARN results by 5% through increasing the number of differentiated small groups for all students. Also to obtain 90% of students at Recommended Guided Reading Levels.
- Goal 2:  
Provide 8 Professional Developments that are researched based and data driven to increase academic success by 5%% . Provide Intentional, focused instruction that is researched based.
- Goal 3:  
Increase Family Involvement by offering 2 additional family night events in the 2020-2021 School Year. These events will provide child care and directly reflect the needs of our families based on our parent survey data.